

East Valley SELPA
STEERING COMMITTEE MEETING
670 E. Carnegie Drive., San Bernardino, CA 92408

**** AGENDA ****
NOVEMBER 7, 2019 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 2019-2020 1st Interim EV SELPA Budgets	Andrea Tennyson
4.2 2019-2020 1st Quarter NPS Reimbursement Transfer	Andrea Tennyson
4.3 EV SELPA 2019-2020 Schedule REX	Andrea Tennyson
4.4 Regional Program Transfer Request Affirmation	Patty Metheny
4.5 EV SELPA 2019-2020 Fiscal Reporting Calendar	Andrea Tennyson
<u>Program Items</u>	
4.6 Legislative Update – Bills Signed & Vetoed by the Governor	Patty Metheny
4.7 Alternate ELPAC	Patty Metheny
4.8 Preschool LRE	Anne-Marie Foley
4.9 CALPADS – API Data Submission Update DRDP Observation/Documentation Window	Patty Metheny Lisa Horsley
4.10 2018-2019 Dispro Data	Anne-Marie Foley
4.11 WebIEP Emails to Directors	Patty Metheny
4.12 Building MTSS Structures	Patty Metheny
4.13 EV SELPA Due Process Update	Rick Homutoff
4.14 EV SELPA IEP Forms Work Group & WebIEP Program Updates	Anne-Marie Foley

- 4.15 EV SELPA Community Advisory Committee Patty Metheny
- 4.16 SBCSS East Valley Operations Scott Wyatt
- 4.17 Hot Topics Committee

5.0 OTHER

- 5.1 EV SELPA Professional Development – November & December 2019
- 5.2 Next Meeting – December 12, 2019 8:00 AM

East Valley SELPA
STEEERING COMMITTEE MEETING MINUTES
October 10, 2019

MEMBERS PRESENT:

Dr. Patty Metheny	East Valley SELPA
Rob Pearson	Colton Joint Unified School District
Jason Hill	Redlands Unified School District
Bridgette Ealy	Rialto Unified School District
Derek Swem	Rim of the World Unified School District
Dr. Scott Wyatt	San Bernardino County Supt of Schools
Jim Stolze	Yucaipa-Calimesa Joint Unified School District

FISCAL STAFF PRESENT:

Jessica Hurst	Business Services, Colton
Linda Resiwain	Business Services, Colton
Nicole Albiso	Business Services, Rialto
Jennifer Alvarado	Internal Business, SB County Schools
Grace Granados	Internal Business, SB County Schools
Lacey Hall	Internal Business, SB County Schools
Keith Bacon	Business Services, Yucaipa
Lucy Williams	Business Services, Yucaipa

OTHERS PRESENT:

Dr. Rick Homutoff	East Valley SELPA
Anne-Marie Foley	East Valley SELPA
Andrea Tennyson	East Valley SELPA
Rosalva Contreras	East Valley SELPA
Lisa Horsley	East Valley SELPA

1.0 CALL TO ORDER: SELPA Administrator Dr. Patty Metheny, at the East Valley SELPA Office, 670 E. Carnegie Drive, San Bernardino, California, called the meeting to order at 8:00 a.m.

2.0 PUBLIC COMMENTS: There were no public comments.

3.0 REVIEW/APPROVAL OF MINUTES: The minutes of the September 12, 2019 meeting were reviewed. Motion to approve the minutes was made by Rob Pearson and seconded by Jason Hill. The minutes were approved by consensus of the members present.

4.0 DISCUSSION/PRESENTATION

Finance Issues

4.1 EV SELPA MOE SEMA & SEMB

Andrea Tennyson presented the Final Report Summary of the Maintenance of Effort SEMA and SEMB for the EV SELPA and its member districts. The SELPA and each district passed both tests. The Subsequent Year Tracking Worksheets for each district were also presented along with each districts' Excess Cost Calculation report. The East Valley SELPA will submit all documents reviewed to the California Department of Education (CDE) in November.

4.2 TPP Financial Reporting and Requirements

Ms. Tennyson reviewed the fiscal reporting requirements of the East Valley SELPA's contract with the Department of Rehabilitation (DOR) for the Transition Partnership Program (TPP). EV SELPA submits two monthly invoices to DOR, an invoice for the certified expenditure costs for staff salaries and benefits and an invoice for allowable reimbursement costs. Ms. Tennyson provided a document with this information along with the responsibilities of the member districts in complying with these reporting requirements. The fiscal staff of each district must provide monthly payroll reports and personnel activity reports for participating staff members to the EV SELPA by the end of each month. In addition, any requests for reimbursement must so be submitted to the EV SELPA as soon as the expenses are incurred. The EV SELPA will not be reimbursed by DOR unless the reports are submitted to DOR in a timely fashion and before year-end closing. This information is also included in the EV SELPA Fiscal Reporting Calendar.

4.3 Sp Ed Early Intervention Equalization One-time Dollars

Administrator Metheny shared information regarding the 2019-2020 one-time special education money for early intervention preschool and provided dollar estimates per district based on the December 2018 special education student counts. CDE is reporting the money will be provided directly to districts in two apportionments. It will not come to the SELPA. The first apportionment is expected to occur in late October to early November and the second one in late winter to early spring. Ms. Tennyson noted that the per student amount is estimated to be \$9,010 and that the counts are for students with disabilities aged 3-5 not including TK or kindergarten students since they are funded thru AB602. Most districts reported they will use this money to offset special education expenditures and not specifically for preschool special education services.

4.4 EV SELPA Fiscal Reporting Calendar 2019-2020 Review

Ms. Tennyson reviewed the October activities within the EV SELPA Fiscal Reporting Calendar for 2019-2020. Fiscal staff were reminded of several approaching deadlines. Jennifer Alvarado requested the calendar be updated to include the CDE application period for applying to the Extraordinary Cost Pool in November. Dr. Metheny provided information on this Cost Pool and explained that each year, CDE provides an option for SELPAs to apply for these funds on behalf of districts to offset the cost of NPS/Residential expenditures. This year, EV SELPA will apply on behalf of Rim of the World USD. In the

recent past the EV SELPA has applied on behalf of both Redlands USD and Rialto USD and has been awarded the funding. Ms. Tennyson noted that Schedule REX will be presented at the November Steering Committee meeting along with First Interim updates.

4.5 Regional Program Transfer Request & Potential Impact

Dr. Metheny reported on the Rialto USD request to transfer 40-50 students enrolled in County programs back to Rialto USD programs. The request was made to the SELPA and SBCSS in late June 2019. As per EV SELPA Regional Program Transfer policy, the Board of Directors was notified of this request during the September 2019 meeting and provided with potential impact information from San Bernardino County Superintendent of Schools (SBCSS) staff. At that meeting, Rialto USD was not present to answer questions. The Board requested a special Board of Directors meeting be scheduled to discuss this request. The Special Board of Directors Meeting will occur October 11, 2019.

The SBCSS Potential Impact report was reviewed. Jennifer Alvarado spoke regarding the fiscal impact and cautioned that the amounts presented were based on budgetary assumptions for this year (2019-2020) as predictions could not be made for 2020-2021. Overall, it is estimated this program transfer will mean a net reduction in the East Valley Operations (Ev-Ops) of SBCSS budget of \$1,411,659 increasing the SAI rate per student to \$41,951.00 (an increase of \$3,095 per student). Ms. Alvarado emphasized the SAI rate is an inclusive rate and covers speech/language, adapted physical education and health services.

Dr. Scott Wyatt reported on the potential classroom student impact and provided information by class and school along with the number of students in each class for each district. The special education directors shared their concerns not only regarding the financial hardship this transfer presents to the participating districts but also the disruption of services for other students affected by the classroom closures, possible transportation cost increases, and overall disruption of classrooms. Ms. Alvarado remarked that some of the classrooms affected were built to serve students with severe to profound needs and optional housing for those students may not be available without significant modifications.

Bridgette Ealy offered that the program transfer request is specific to higher performing students and not those who are medically fragile or have moderate to severe disabilities. Ms. Alvarado noted the SBCSS increase projected for the Low Incidence fee increase may not be accurate as the information provided by Rialto USD does not detail which students are being considered for transfer or the number of students with low incidence disabilities that may be transferred. Ms. Ealy stated her goal is to transfer back students who have been in SBCSS programs for too long and are no longer benefiting from the program. She requested information from the EV SELPA Regional Program and Transfer policy regarding next steps. Dr. Metheny provided that information reading from the policy.

Program Issues

4.6 CALPADS – API Data Submission Process

Dr. Metheny shared the CDE Data Identified NonCompliant (DINC) monitoring activity will be suspended this fall due to the transition to CALPADS. In addition, it has not been determined when DINC will be required.

District special education directors shared challenges they are facing with the error reports generated by CALPADS following data submission through the application program interface (API) in the WebIEP. They report a significant time investment by staff in order to find the root cause of errors. One solution proposed was two WebIEP logins for each staff member doing this work. Directors can contact Lisa Horsley with this request. Anne-Marie Foley reported she has been working closely with Faucette MicroSystems to identify errors that can be corrected in batches electronically. At times, these corrections require district permission to modify district data. Ms. Foley will contact directors for their consent when this is the case.

An additional time consuming activity for district data technicians reported is their time spent in the WebIEP/WebDA bridge. Dr. Metheny reported the SELPA has been working with Faucette MicroSystems to address this. Ms. Foley shared the main function of the ‘bridge’ that requires human intervention is the assignment of district personnel to services. She has been in contact with Faucette MicroSystems and learned there is a function that could eliminate this ‘human intervention’ but would require staff in each IEP meeting to identify the personnel providing the services electronically in the WebIEP. Dr. Metheny talked about the training and work that would be necessary for this to occur in the districts. Ms. Foley reported that caseloads would need to be reviewed periodically by district staff to ensure that duties are assigned correctly. The directors engaged in discussion and agreed to let Ms. Foley know if this change is desired. If all directors agree that it is, Ms. Foley will then contact Faucette MicroSystems to obtain a timeline for implementation and bring the information to the Steering committee.

Dr. Metheny reviewed a PowerPoint presentation on the Fall 1 CALPADS submission and certification process. Districts are expected to certify by December 6, 2019 and SELPAs by December 20, 2019. The SELPA would like to certify as soon as possible after December 6 to ensure compliance. Jason Hill shared his experiences and insight with CALPADS certification. He offered that during the certification period the CALPADS system may be too slow or may even be down for maintenance. As a reminder, SELPA has “view-only” access to district data and only two logins. At the district level, the CALPADS administrators make the determination as to how many log ons are needed and which permission level is needed.

The next DA Users meeting is October 24, 2019. The CALPADS and ‘bridge’ information will be shared at that time. In addition for future DA Users meetings, training in the use and run of WebDA reports will be emphasized. To assist with this, Ms. Foley will send a survey to districts to gather information regarding their use of the reports function and their desired reports.

4.7 PIR Plan Implementation Progress

Dr. Metheny reported that CDE intends to notify districts of the acceptance of the 2018-2019 Performance Indicator Review (PIR) plans by October 30, 2019. Ms. Foley emphasized that CDE expects districts are implementing PIR plans and not waiting for CDE acceptance letters. At this time, it is unclear what and when CDE will request as documentation of the implementation. The directors engaged in conversation regarding PIR plan implementation and some of the challenges they have encountered. Some districts have created binders with sign-in sheets, meeting agendas, and meeting documents as evidence of implementation. Ms. Foley shared that the current PIR plans' life span is not expected to go beyond June of 2020.

4.8 Foster Youth FAQ

Dr. Metheny shared a document from the California Foster Youth Education Task Force. Details from the document were discussed including noncompliance on the part of social workers and probation officers in providing 10-day advance notice to districts and the SELPA of students with IEPs transferring into districts and the definition of parent. Dr. Metheny will follow-up regarding the 10-day notices. A legal opinion regarding the definition of parent was shared by Program Manager Rick Homutoff. The term "care giver" was discussed. Dr. Homutoff agreed to seek legal guidance on its use.

4.9 EV SELPA ADR Cadre Update

Ms. Foley updated the Committee on the activities of the ADR Cadre. An advanced coaching training with Marc Purchin is scheduled for October 11, 2019. Participants have been encouraged to provide real case scenarios. On November 14, 2019, the EV SELPA will host a Region 10 ADR training by Jason Harper. The EV SELPA ADR-E grant will pay for ADR Cadre members to attend. The next regularly scheduled ADR cadre meeting will be December 5, 2019. As a final note, Ms. Foley shared that yesterday, Dr. Metheny presented in Sacramento to the Advisory Commission on Special Education regarding the California ADR and ADR-E grant program implementation and outcomes of the use of grants. Dr. Metheny reported it was a fruitful and rewarding experience.

4.10 EV SELPA Due Process Update

Dr. Homutoff provided an update. He reported a total of 13 cases filed to-date for 2019-2020. This is fewer than filed by this date for 2018-2019. Dr. Homutoff also reported on his attendance at a legal conference in Washington State last month. He shared that districts throughout the nation are grappling with the issue of providing related services to students with 504 plans. The directors engaged in a conversation regarding 504 accommodations for general education students and the increase of related services requests for those students. Dr. Metheny stressed the importance for directors to work with their Cabinet members regarding this issue as students with 504 plans are general education students and any services provided as a result of 504 plans would be funded thru general education funds.

4.11 EV SELPA IEP Forms Work Group Update

Ms. Foley provided an update. She requested the Committee consider separating the EV-50 form that contains the comments and prior written notice sections into two pages to allow for multiple staff to work in these sections at the same time and not risk losing

information. The Committee agreed. Ms. Foley also presented a draft the IEP At-a-glance form which was reviewed and commented on by Committee members. Finally, Ms. Foley shared that a subcommittee of the IEP forms work group will be created to update the Individual Services Plan (ISP) form for private school students. This subcommittee will be formed by district staff members who deal with ISPs firsthand.

4.12 EV SELPA Community Advisory Committee

The Community Advisory Committee needs more members. The directors were encouraged to keep recruiting members.

4.13 SBCSS East Valley Operations

Dr. Wyatt shared that the EV Ops PCM instructors facilitated their first independent training and it appeared to go well. Dr. Wyatt also reported that he has a meeting with the Probation department to address some issues with students in Alternative Education. Dr. Wyatt will remind the Probation department about the need of the JV-535 form needed for foster youth. Finally, he shared that Ev-Ops is working on developing procedures for students transitioning from court schools to alternative education settings.

4.14 Hot Topics

- Ms. Foley confirmed that all 500 codes are available as services in the WebIEP.
- The need for SSID numbers assigned to students who do not attend a district school but who are being assessed was questioned and emphasized. These are primarily infant, preschool and private school students. To be counted in CALPADS as Plan Type 300 (formerly 30) students, those being assessed for special education but for whom an IEP has not yet been held, they must have a SSID number.

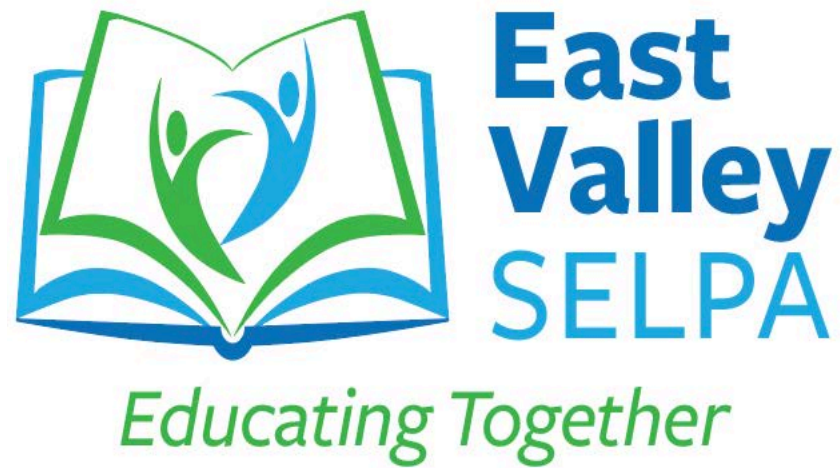
5.0 OTHER

5.1 EV SELPA Professional Development – October & November 2019

6.0 ADJOURNMENT: Meeting adjourned at 12:22. Next meeting will be held on November 7, 2019.

FINANCE ISSUES

4.1 2019-2020 1ST Interim EV SELPA Budgets



FY 2018-19

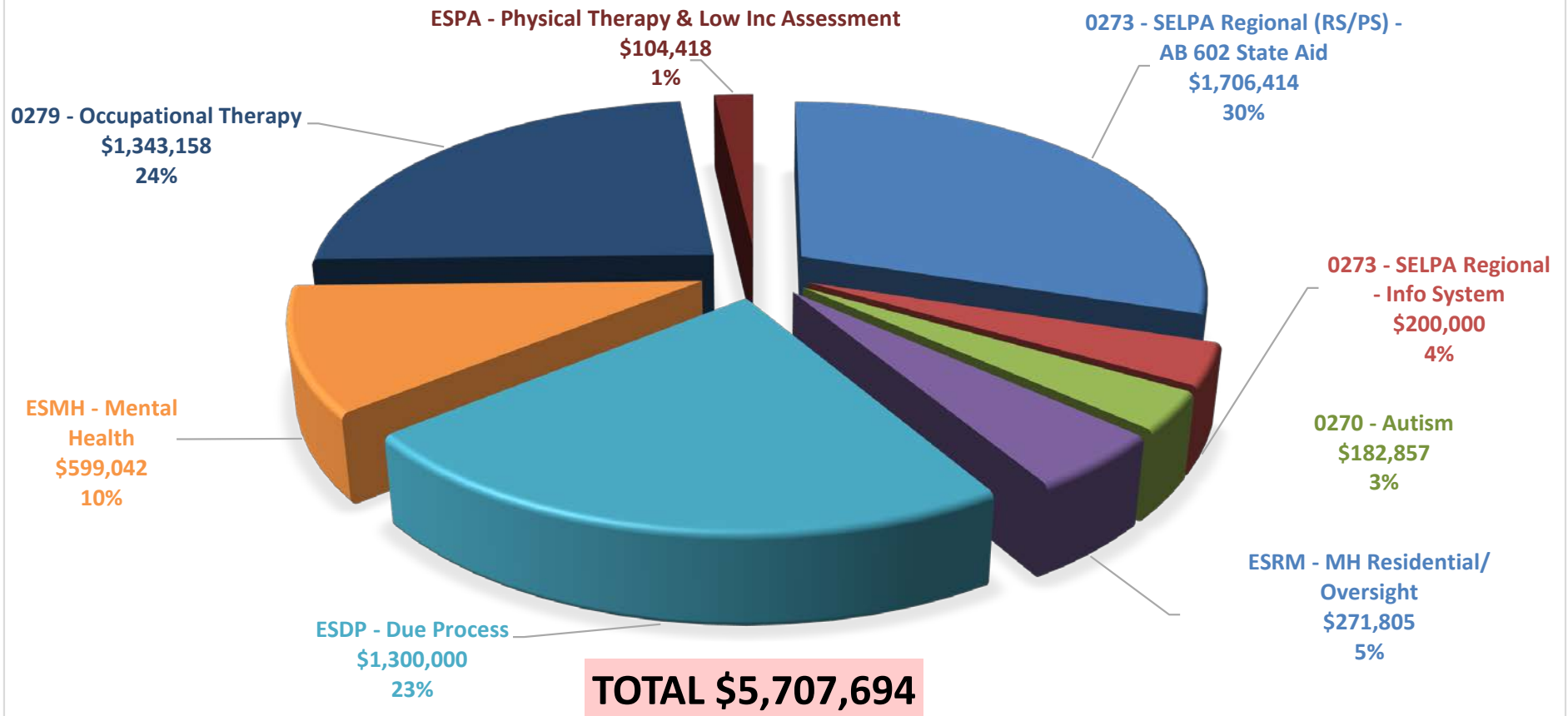
FIRST INTERIM BUDGET

November 7, 2019

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

FY 2019/20 First Interim Budget

EAST VALLEY SELPA Services



Program Description	FY 2019/20 First Interim Budget	Percentage of Total
0273 - SELPA Regional (RS/PS) - AB 602 State Aid	\$1,706,414	30%
0273 - SELPA Regional - Info System	\$200,000	4%
0270 - Autism	\$182,857	3%
ESRM - MH Residential/Oversight	\$271,805	5%
ESDP - Due Process	\$1,300,000	23%
ESMH - Mental Health	\$599,042	10%
0279 - Occupational Therapy	\$1,343,158	24%
ESPA - Physical Therapy & Low Inc Assessment	\$104,418	1%
Grand Total	\$5,707,694	100%

EAST VALLEY SELPA
FY 2019/2020 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 19/20 RS/PS budget has been developed based on the following parameters:

4.30% of total SELPA revenue and is re-evaluated each year.

No ADA growth was projected for FY 19/20. Funding is based on an Estimated P-2 ADA of 77,642.50.

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

Resource 3395 Alternate Dispute Resolution (ADR) grant has been awarded at \$14,601 and is used to fund appropriate trainings related to ADR.

FY 19/20 salaries include a 2.50% COLA, funded Step and Column plus 3.00% COLA for FY 18/19

FY 19/20 Health & Welfare Rates were developed with a 10% inflationary increase for Dental, Vision, & Life, except for Medical at 13%.

The FY 19/20 Mandatory Benefit rates are:

STRS 17.10%

PERS 19.721%

Medicare 1.45% (no change from prior year)

UI .05% (no change from prior year)

WC 3.06%

Information Technology user fee at \$1,987 per FTE, an increase of \$182 per FTE from prior year's rate of \$1,805.

The 19/20 approved Indirect Cost Rate for County Schools is 9.70% a .98% decrease from prior year's rate of 10.68%.

There were no anticipated staff changes for FY 19/20.

East Valley SELPA

SELPA Regionalized Services/Program Specialists

FY 2019/2020 BUDGET INFORMATION

	2018/19 ACTUALS	2019/20 Adopted Budget	2019/20 First Interim
REVENUE			
Beginning Balance	\$342,192	\$626,848	\$ 626,848
AB 602 State Aid	\$2,146,230	\$1,706,414	\$ 1,706,414
Grant/Preschool Regional Svc. (0474)		\$19,394	\$ 19,394
Grant/Alternative Dispute Resolution		\$14,601	\$ 14,601
TOTAL REVENUE	\$2,488,422	2,367,257	\$ 2,367,257
EXPENDITURES			
Certificated Salaries	\$770,854	\$802,482	\$802,482
Classified Salaries	\$402,208	\$413,354	\$413,354
Benefits	\$407,881	\$457,211	\$461,531
<i>Sub-Total</i>	\$1,580,944	\$1,673,047	\$1,677,367
Materials & Supplies	\$8,861	\$11,385	\$8,485
Operations	\$92,137	\$73,914	\$72,494
<i>Sub-Total</i>	\$100,998	\$85,299	\$80,979
<i>Total</i>	\$1,681,942	\$1,758,346	\$1,758,346
Indirect	\$179,631	\$170,560	\$170,560
<i>Indirect Rate</i>	10.68%	9.70%	9.70%
TOTAL EXPENDITURES	\$1,861,573	\$1,928,906	\$1,928,906
ENDING BALANCE	\$626,848	\$438,352	\$438,352
Reserve %	33.673%	22.725%	22.725%
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 Hourly Student Worker - Vacant
Total FTEs	10.00 FTE	10.90 FTE	10.80 FTE

EAST VALLEY SELPA
FY 2019/2020 BUDGET INFORMATION
EVSELPA REGIONAL PROGRAM STUDENT DATABASE SYSTEM

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

Resource 9273 was established for FY 18/19 to identify the expense for maintaining the contract .

CDE compliance requirement and the creation of new IEP forms are some of the expenses expected to be shared by the districts based on PY Pupil Count.

East Valley SELPA

SELPA Regional CASEMIS Information System

FY 2019/2020 BUDGET INFORMATION

	2018/19 Actuals	2019/20 Adopted Budget	2019/20 First Interim
REVENUE			
Beginning Balance	\$67,195	\$67,651	\$67,650
Distribution of Cost PY Pupil Count	\$93,290	\$150,000	\$200,000
Colton	\$24,939	\$38,837	\$51,126
Redlands	\$25,393	\$39,232	\$52,057
Rialto	\$27,137	\$42,259	\$55,632
Rim	\$3,624	\$5,643	\$7,429
Yucaipa	\$12,197	\$18,994	\$25,005
CSSF/EV Ops	\$0	\$5,035	\$8,751
TOTAL REVENUE	\$160,485	\$217,651	\$267,650
Materials & Supplies	\$0	\$0	\$0
Operations	\$83,877	\$136,737	\$227,895
Total	\$83,877	\$136,737	\$227,895
Indirect	\$8,958	\$13,263	\$22,105
Indirect Rate	10.68%	9.70%	9.70%
TOTAL EXPENDITURES	\$92,835	\$150,000	\$250,000
ENDING BALANCE	\$67,651	\$67,650	\$17,651

EAST VALLEY SELPA
FY 2019/2020 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 19/20 Health and Mandatory Benefits rates, and Indirect Cost rate.

East Valley SELPA

SELPA Regional Autism Program Specialists

FY 2019/2020 BUDGET INFORMATION

	2018/19 Actuals		2019/20 Adopted Budget	2019/20 First Interim
REVENUE				
Beginning Balance	\$0		\$6,969	\$6,969
Off-the-Top	\$179,540		\$182,857	\$182,857
Interest			\$0	\$0
Apportionment from Prior Yr	\$2			
TOTAL REVENUE	\$179,542		\$189,826	\$189,826
EXPENDITURES				
Certificated Salaries	\$111,723		\$115,574	\$115,574
Benefits	\$38,580		\$41,759	\$41,759
Sub-Total	\$150,302		\$157,333	\$157,333
Materials & Supplies	\$841		\$1,200	\$1,200
Operations	\$4,778		\$8,155	\$8,155
Sub-Total	\$5,619		\$9,355	\$9,355
Total	\$155,921		\$166,688	\$166,688
Indirect	\$16,652		\$16,169	\$16,169
Indirect Rate	10.68%		9.70%	9.70%
TOTAL EXPENDITURES	\$172,573		\$182,857	\$182,857
ENDING BALANCE	\$6,969		\$6,969	\$6,969
STAFFING:	1.0 Prog Specialists		1.0 Prog Specialist	1.0 Prog Specialist
Total FTEs	1.0 FTEs		1.0 FTE	1.0 FTE

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

FY 2019/2020 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 December pupil count of Low Incidence students (primary or secondary disability)

FY 2019/20 rate is estimated to be \$430.00 per pupil for Materials, Equipment, and Services.

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 2019/2020 BUDGET INFORMATION

	2018/19 Actuals		2019/20 Adopted Budget	2019/20 First Interim
REVENUE				
Beginning Balance	\$480,195		\$486,064	\$486,064
AB 602 State Aid (CY & PY)	\$291,066		\$291,066	\$148,350
Low Incidence Pupil Count	650		650	345
Per Pupil -->	\$447.79		\$447.79	\$430.00
Interest	\$0		\$0	\$0
Other Revenue	\$0		\$0	\$0
TOTAL REVENUE	\$771,261		\$777,130	\$634,414
EXPENDITURES				
Materials & Supplies	\$123,496		\$105,000	\$215,000
Operations & Contracts	\$134,504		\$98,600	\$135,600
Sub-Total	\$258,000		\$203,600	\$350,600
Equipment	\$5,111		\$15,000	\$60,000
Indirect	\$22,085		\$17,615	\$31,874
Indirect Rate	10.68%		9.70%	9.70%
TOTAL EXPENDITURES	\$285,197		\$236,215	\$442,474
ENDING BALANCE	\$486,064		\$540,915	\$191,940

Note: Funded per Ed Code based on Qualifying Primary and Secondary Disability of Prior Year December Pupil Count times an estimated \$430 for FY2019/20.

EAST VALLEY SELPA

FY 2019/2020 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 19/20 Health and Mandatory Benefits rates, and Indirect Cost rates.

East Valley SELPA

SELPA Regional Residential Mental Health

FY 2019/2020 BUDGET INFORMATION

	2018/19 Actuals	2019/20 Adopted Budget	2019/20 First Interim
REVENUE			
Beginning Balance	\$11,889	\$113,594	\$ 113,594
Off-the-top	\$250,719	\$207,229	\$271,805
Misc. Revenue	\$4,475	\$5,000	\$5,000
TOTAL REVENUE	\$267,083	\$325,823	\$390,399
EXPENDITURES			
Classified Salaries	\$93,895	\$120,009	\$156,416
Benefits	\$31,493	\$47,918	\$63,277
Sub-Total	\$125,387	\$167,927	\$219,693
Materials & Supplies	\$47	\$500	\$500
Operations	\$13,244	\$25,036	\$32,136
Sub-Total	\$13,291	\$25,536	\$32,636
Total	\$138,678	\$193,463	\$252,329
Indirect	\$14,811	\$18,766	\$24,476
Indirect Rate	10.68%	9.70%	9.70%
TOTAL EXPENDITURES	\$153,489	\$212,229	\$276,805
ENDING BALANCE	\$113,594	\$ 113,594	\$113,594
STAFFING:	.30 Program Manager, BHC .10 Senior Fiscal Clerk/Accounting Technician	.50 Program Manager, BHC .35 Behavioral health counselors .20 Accounting Technician	.75 Program Manager BHC .35 Behavioral health counselors .20 Accounting Technician
Total FTEs	.40 FTE	1.05 FTE	1.30 FTE

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

EAST VALLEY SELPA
FY 2019/2020 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 and residential placements, 2.65 behavior health counselors, and .33 SELPA Services Specialist.

Refer to the SELPA RS/PS Narrative for FY 19/20 Health and Mandatory Benefits rates, and Indirect Cost rate.

East Valley SELPA

SELPA Regional Behavioral Health Counselors

FY 2019/2020 BUDGET INFORMATION

	2018/19 ACTUALS	2019/20 Adopted Budget	2019/20 First Interim
REVENUE			
Beginning Balance	\$0	\$0	\$0
Colton	\$288,257		
Redlands	\$60,053		
Rim	\$228,203		
Yucaipa	\$24,021		
Total	\$600,534	\$677,616	\$599,042
TOTAL REVENUE	\$600,534	\$677,616	\$599,042
EXPENDITURES			
Classified Salaries	\$386,272	\$397,666	\$361,592
Benefits	\$131,202	\$158,659	\$148,700
Sub-Total	\$517,474	\$556,325	\$510,292
Materials & Supplies	\$95	\$701	\$201
Operations	\$25,017	\$61,783	\$35,580
Sub-Total	\$25,113	\$62,484	\$35,781
Total	\$542,587	\$618,809	\$546,073
Indirect	\$57,947	\$58,807	\$52,969
Indirect Rate	10.68%	9.70%	9.70%
TOTAL EXPENDITURES	\$600,534	\$677,616	\$599,042
ENDING BALANCE	\$0	\$0	\$0
STAFFING:			
	.70 Prog Manager, BHC	.50 Prog Manager BHC	.25 Prog Manager BHC
	7.0 Behavior Health Counselors II	2.65 Behavior Health Counselors II	2.65 Behavior Health Counselors II
	.25 SELPA Support	.33 SELPA Services Specialist	.33 SELPA Services Specialist
	Contract Counselor		
Total FTEs	7.95 FTE	3.48 FTE	3.23 FTE

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

EAST VALLEY SELPA
FY 2019/2020 BUDGET INFORMATION
EVSELPA REGIONAL PROGRAM/OCCUPATIONAL THERAPY (OT)

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 occupational therapy services.

FY 2019/20 staff will include 5.0 Occupational Therapists, .33 SELPA Services Specialist.

Contracts for 1 COTA, and 2.60 Occupational Therapists

Refer to the SELPA RS/PS Narrative for FY 19/20 Health and Mandatory Benefits rates, and Indirect Cost rate.

East Valley SELPA

SELPA Regional Occupational Therapy (OT)

FY 2019/2020 BUDGET INFORMATION

	2018/19 Actuals	2019/20 Adopted Budget	2018/19 First Interim
REVENUE			
Beginning Balance	\$0	\$0	\$0
Off-the-top Total	\$1,247,048	\$1,284,827	\$1,343,158
Interest	\$0	\$0	\$0
Misc. Revenue	\$0	\$0	\$0
TOTAL REVENUE	\$1,247,048	\$1,284,827	\$1,343,158
EXPENDITURES			
Classified Salaries	\$602,840	\$614,324	\$614,324
Benefits	\$221,639	\$244,481	\$244,481
Sub-Total	\$824,479	\$858,805	\$858,805
Materials & Supplies	\$475	\$4,000	\$14
Operations	\$308,213	\$326,098	\$386,378
Sub-Total	\$308,688	\$330,098	\$386,392
Total	\$1,133,167	\$1,188,903	\$1,245,197
Return of Funds	\$14,070	\$0	\$0
Indirect	\$99,811	\$95,924	\$97,961
Indirect Rate	10.68%	9.70%	9.70%
TOTAL EXPENDITURES	\$1,247,048	\$1,284,827	\$1,343,158
ENDING BALANCE	\$0	\$0	\$0
STAFFING:	7.0 Occupational Therapist II 3.0 Contract OT (hourly) .25 SELPA Services Specialist	5.0 Occupational Therapist II .25 SELPA Services Specialist 1.0 Certified OT Asst.(COTA) 2.00 Contract OT (hourly)	5.0 Occupational Therapist II .333 SELPA Services Specialist 1.0 Certified OT Asst.(COTA) 2.60 Contract OT (hourly)
Total FTEs	7.25 FTE (+3 Contract OT's)	5.25 FTE (3.00 Contracts)	5.33 FTE (3.60 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 2019/2020 BUDGET INFORMATION
PHYSICAL THERAPY SERVICES & LOW INCIDENCE ASSESSMENT

District costs shown in this budget for FY 19/20 are: .667 FTE for a School Physical Therapist II and for low incidence assessments conducted by EV SELPA.

The budget is based on the 18/19 actual 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 19/20 Health and Mandatory Benefits rates, and Indirect Cost rate.

East Valley SELPA

PHYSICAL THERAPY SERVICES & LOW INCIDENCE ASSESSMENT

FY 2019/2020 BUDGET INFORMATION

	2018/19 Actual	2019/20 Adopted Budget	2019/20 First Interim
REVENUE	PT & ATAC	PT/LOW INC	PT/LOW INC
Beginning Balance	\$0	\$0	\$0
Colton	\$22,166	\$0	\$0.00
Redlands	\$21,709	\$0	\$0.00
Rialto	\$23,951	\$0	\$0.00
Rim	\$3,242	\$0	\$0.00
Yucaipa	\$10,550	\$0	\$0.00
Co. Schools	\$0	\$0	\$0
TOTAL REVENUE	\$81,618	\$100,000	\$104,418
EXPENDITURES			
Classified Salaries	\$0	\$0	\$69,068
Benefits	\$0	\$0	\$19,817
Sub-Total	\$0	\$0	\$88,885
Materials & Supplies	\$0	\$0	\$0
Operations	\$77,250	\$97,575	\$6,300
Sub-Total	\$77,250	\$97,575	\$6,300
Indirect Cost	\$4,368	\$2,425	\$9,233
TOTAL EXPENDITURES	\$81,618	\$100,000	\$104,418
ENDING BALANCE	\$0	\$0	\$0
STAFFING:	Physical Therapist - Contract Occupational Therapist - Contract	.667 Physical Therapist Occupational Therapist - Contract (part-time)	.667 Physical Therapist Occupational Therapist - Contract (part-time)
Total FTEs		.667 FTE	.667 FTE

EAST VALLEY SELPA
FY 2019/2020 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 December Pupil Count.

FY 19/20 expenditures include office supplies, facilities related maintenance costs, including janitorial, and utilities

East Valley SELPA

California Childrens' Services (CCS) (Mgmt ESCS)

FY 2019/2020 BUDGET INFORMATION

		2018/19 Actuals	2019/20 Adopted Budget	2019/20 First Interim
REVENUE				
Beginning Balance		\$1,800	\$1,800	\$1,800
Misc. Revenue		\$0	\$0	\$0
CCS District Support	Colton	\$3,840	\$8,020	8,020
	Redlands	\$3,910	\$8,166	8,166
	Rialto	\$4,178	\$8,727	8,727
	Rim	\$558	\$1,165	1,165
	Yucaipa	\$1,878	\$3,922	3,922
	CCS Revenue	\$14,363	\$30,000	\$30,000
	Total Pupil Count -->	10,642	10,742	\$10,742
	Less EV OPS -->	(446)	(470)	(\$470)
Adjusted Pupil Count -->		10,196	10,272	\$10,272
Per Pupil -->		\$1.41	\$2.92	\$2.92
TOTAL REVENUE		\$16,163	\$31,800	\$31,800
EXPENDITURES				
Materials & Supplies Operations		\$3,015	\$1,825	\$1,825
		\$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

FY 2019/2020 BUDGET INFORMATION
EXTRA PROGRAMS/INTER-SELPA

District costs shown in this budget for FY 19/20 are projected expenses related to Inter-SELPA placements.

The budget is based on the FY 18/19 actual. Costs are charged to district of residence at year-end via cash transfer.

East Valley SELPA

Extra Program/Inter-SELPA

FY 2019/2020 BUDGET INFORMATION

		2018/19 Actuals	2019/20 Adopted Budget	2019/20 First Interim
REVENUE				
Beginning Balance		\$0	\$26,801	\$26,801
PY Apportionment Revenue		\$26,801	\$0	\$0
8677		\$197,552	\$200,000	\$200,000
Extraordinary Program	Colton	\$25,317	\$0	\$0
	Redlands	\$0	\$0	\$0
	Rialto	\$172,235		\$0
	Rim	\$0	\$0	\$0
	Yucaipa	\$0	\$0	\$0
	Co. Schools	\$0	\$0	\$0
	PT/Assessments	\$0	\$0	\$0
	EP Revenue	\$0	\$0	\$0
TOTAL REVENUE		\$224,353	\$226,801	\$226,801
EXPENDITURES				
	Operations	\$197,552	\$200,000	\$200,000
	PT Assestments		\$0	\$0
	PT Services		\$0	\$0
	TOTAL	\$197,552	\$200,000	\$200,000
TOTAL EXPENDITURES		\$197,552	\$200,000	\$200,000
ENDING BALANCE		\$26,801	\$26,801	\$26,801

EAST VALLEY SELPA
FY 2019/2020 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 December pupil count.

FY 19/20 budget was developed using FY 18/19 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 2019/2020 BUDGET INFORMATION

	2018/19 Actuals	2019/20 Adopted Budget	2019/20 First Interim
REVENUE			
Beginning Balance	\$58,970	\$58,970	\$58,970
Misc. Revenue	\$0	\$0	\$0
	Colton	\$267,902	348,273
	Redlands	\$270,634	351,824
	Rialto	\$291,512	378,966
District Contribution	Rim	\$38,928	50,605
	Yucaipa	\$131,024	170,332
	Co. Schools	\$0	\$0
	EP Revenue	\$1,000,000	\$1,300,000
TOTAL REVENUE	\$1,257,324	\$1,058,970	\$1,358,970
EXPENDITURES			
Certificated Salaries	\$148,179	\$150,962	\$150,962
Classified Salaries	\$55,014	\$61,532	\$61,532
Benefits	\$65,033	\$83,033	\$87,533
	Sub-Total	\$295,527	\$300,027
Materials & Supplies	\$51	\$3,000	\$1,000
Operations (Legal Costs, IEEs, Parent Reimb)	\$930,079	\$701,473	\$998,973
	Sub-Total	\$704,473	\$999,973
	Total	\$1,000,000	\$1,300,000
TOTAL EXPENDITURES	\$1,198,354	\$1,000,000	\$1,300,000
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

EAST VALLEY SELPA
FY 2019/2020 BUDGET INFORMATION
NON-PUBLIC SCHOOLS TUITION AND RELATED SERVICES

The East Valley SELPA provides centralized processing of Non-Public School (NPS) Master Contracts, payment of NPS tuition and related services, and attendance accounting

SELPA member districts are responsible for placement of students in NPS per the student's Individualized Education Program (IEP)

SELPA member districts are responsible for reimbursing the SELPA for 100% of the cost paid for NPS placements and are billed by the SELPA on a quarterly basis via Cash Transfer.

Actual costs are reported to CDE by each district via the SACS software.

Attendance is reported to CDE by each district via the Principal Apportionment software.

The FY 19/20 NPS budget is based on projections as of P-1, December 2018 and First Interim was based from last year's and 1st quarter's costs.

East Valley SELPA

Non-Public School (NPS) TUITION

FY 2019/2020 BUDGET INFORMATION

		2018/19 Actuals	2019/20 Adopted Budget	2019/20 First Interim
REVENUE				
Beginning Balance		\$0	\$0	\$0
NPS Revenue	Colton	\$712,419		
	Redlands	\$850,620		
	Rialto	\$1,072,412		
	Rim	\$217,441		
	Yucaipa	\$297,622		
	Total	\$3,150,514	\$3,750,000	\$4,000,000
TOTAL REVENUE		\$3,150,514	\$3,750,000	\$4,000,000
EXPENDITURES				
NPS Cost	Colton	\$712,419	\$0	\$0
	Redlands	\$850,620	\$0	\$0
	Rialto	\$1,072,412	\$0	\$0
	Rim	\$217,441	\$0	\$0
	Yucaipa	\$297,622	\$0	\$0
	Total	\$3,150,514	\$0	\$0
TOTAL EXPENDITURES		\$3,150,514	\$0	\$0
ENDING BALANCE		\$0	\$3,750,000	\$4,000,000

Note: Funded by District Reimbursement based on Actual Costs.

EAST VALLEY SELPA
FY 2019/2020 BUDGET INFORMATION
MENTAL HEALTH COSTS ASSOCIATED WITH NPS STUDENTS, INCLUDING RESIDENTIAL

The East Valley SELPA provides centralized processing of contracts for Mental Health costs associated with students placed in residential facilities and attending NPS, including residential costs (room and board) and payment of associated costs as well as contract costs for in-home mental health services.

SELPA member districts are responsible for placement of students in NPS and the provision of in-home mental health services per the student's Individualized Education Program (IEP).

SELPA member districts are responsible for reimbursing the SELPA for 100% of the Mental Health related costs paid for NPS placements, including residential costs and are billed by the SELPA on a quarterly basis via Cash Transfer.

Actual costs are reported to CDE by each district via the SACS software.

Attendance is reported to CDE by each districts via the Principal Apportionment software.

The FY 19/20 NPS budget is based on projections as of P-1, December 2018 and First Interim was based from last year's and 1st quarter's costs.

East Valley SELPA

Mental Health (NPS and Residential)

FY 2019/2020 BUDGET INFORMATION

		2018/19 Actuals	2019/20 Adopted Budget	2019/20 First Interim
REVENUE				
Beginning Balance		\$0	\$0	\$0
MH Revenue	Colton	\$355,425		\$525,495
	Redlands	\$430,247		\$483,318
	Rialto	\$343,690		\$700,958
	Rim	\$264,362		\$465,452
	Yucaipa	\$280,927		\$324,777
	Total	\$1,674,651	\$1,500,000	\$2,500,000
TOTAL REVENUE		\$1,674,651	\$1,500,000	\$2,500,000
EXPENDITURES				
MH Cost	Colton	\$355,425	\$0	\$525,495
	Redlands	\$430,247	\$0	\$483,318
	Rialto	\$343,690	\$0	\$700,958
	Rim	\$264,362	\$0	\$465,452
	Yucaipa	\$280,927	\$0	\$324,777
	Total	\$1,674,651	\$1,500,000	\$2,500,000
TOTAL EXPENDITURES		\$1,674,651	\$1,500,000	\$2,500,000
ENDING BALANCE		\$0	\$0	\$0

Note: Funded by District Reimbursement from Mental Health Grants (Resource 3327 and/or 6512) based on Actual Costs.

4.2 2019-2020 1st Quarter NPS Reimbursement Transfer

East Valley SELPA
19/20 1st Quarter NPS Cost
Invoices received through November 6, 2019

	A	B	C	E	G	I
	District	FN	ESY Totals	August	September	Total Q1 Billing
1						
2	NPS Education	1180	44,702.99	46,848.16	74,615.98	166,167.13
3	NPS Mental Health	3900	49,789.36	29,314.25	42,064.53	121,168.14
4	<i>Colton</i>		<i>\$ 94,492.35</i>	<i>\$ 76,162.41</i>	<i>\$ 116,680.51</i>	<i>\$ 287,335.27</i>
5	NPS Education	1180	85,127.67	55,466.78	87,492.95	228,087.40
6	NPS Mental Health	3900	67,024.08	60,959.02	68,768.22	196,751.32
7	<i>Redlands</i>		<i>\$ 152,151.75</i>	<i>\$ 116,425.80</i>	<i>\$ 156,261.17</i>	<i>\$ 424,838.72</i>
8	NPS Education	1180	88,346.60	36,220.18	92,372.52	216,939.30
9	NPS Mental Health	3900	80,954.08	20,047.71	59,227.11	160,228.90
10	<i>Rialto</i>		<i>\$ 169,300.68</i>	<i>\$ 56,267.89</i>	<i>\$ 151,599.63</i>	<i>\$ 377,168.20</i>
11	NPS Education	1180	795.28	11,631.69	15,146.52	27,573.49
12	NPS Mental Health	3900	17,209.45	15,140.68	15,678.07	48,028.20
13	<i>Rim</i>		<i>\$ 18,004.73</i>	<i>\$ 26,772.37</i>	<i>\$ 30,824.59</i>	<i>\$ 75,601.69</i>
14	NPS Education	1180	22,246.22	16,176.06	25,628.99	64,051.27
15	NPS Mental Health	3900	42,547.87	3,398.99	13,424.13	59,370.99
16	<i>Yucaipa</i>		<i>64,794.09</i>	<i>19,575.05</i>	<i>39,053.12</i>	<i>123,422.26</i>
18	NPS Education Total	1180	241,218.76	166,342.87	295,256.96	702,818.59
19	NPS Mental Health Total	3900	257,524.84	128,860.65	199,162.06	585,547.55
20	<i>Grand Total</i>		<i>498,743.60</i>	<i>295,203.52</i>	<i>494,419.02</i>	<i>1,288,366.14</i>

4.3 EV SELPA 2019-2020 Schedule REX

2019-20
EAST VALLEY SELPA
SCHEDULE REX
Projections as of 10/31/19

LN	SACS RS	DESCRIPTION	A or E?	COLTON	REDLANDS	RIALTO	RIM	YUCAIPA	SBCSS EV OPS	REGIONAL/ SELPA	SELPA	TOTAL (Reflects CDE CERT)
				C	D	E	F	G	H	I	J	K
ADA FOR AB 602 FUNDING												
I		SELPA Total K-12 ADA - P2 Estimates	A	20,651.00	19,902.30	24,031.48	2,936.42	8,621.38	397.81			76,540.39
II		Prior Year SELPA Total K-12 ADA	A	20,994.42	20,154.42	24,115.93	3,026.58	8,521.35	397.81			77,210.51
III		PRIOR Prior Year SELPA Total K-12 ADA	A	21,457.20	20,195.07	24,567.71	3,118.95	8,667.42	602.31			78,608.66
IV		SELPA Current Year FUNDED ADA (greater of Line I or Line II)	A	20,994.42	20,154.42	24,115.93	3,026.58	8,521.35	397.81			77,210.51
REVENUE												
1	6500	District Base Apportionment (based on Prior Yr ADA)		11,526,748.51	11,065,556.02	13,240,578.22	1,661,709.47	4,678,550.70	218,413.07			\$ 42,391,556.00
1a		District Base Apportionment %		27.19%	26.10%	31.23%	3.92%	11.04%	0.52%			100.00%
2		COLA Entitlement	A	369,366.00	354,587.00	424,284.00	53,248.00	149,920.00	6,999.00			\$ 1,358,404.00
3		Fiscal Adjustment due to Declining ADA	A	(367,450.00)	(269,761.00)	(90,359.00)	(96,469.00)	107,029.00	-			\$ (717,010.00)
4	6500	Low Incidence								148,350.00		\$ 148,350.00
5	6500	Out-of-Home	A	395,682.00	1,575,113.00	788,263.00	159,122.00	1,191,682.00				\$ 4,109,862.00
6		NET ALLOCATION	A	11,924,346.51	12,725,495.02	14,362,766.22	1,777,610.47	6,127,181.70	225,412.00			\$ 47,142,811.93
7		Off-the-Top -										\$ -
8	6500	Autism	A	(49,721.00)	(47,732.00)	(57,114.00)	(7,167.00)	(20,181.00)	(942.00)	\$ 182,857.00		\$ (182,857.00)
9	6500	Mental Health Oversight	A	(73,907.00)	(70,950.00)	(84,896.00)	(10,654.00)	(29,998.00)	(1,400.00)	271,805.00		\$ (271,805.00)
10	6500	SELPA Regional Svcs/Prog Specialists	A	(463,993.00)	(445,429.00)	(532,981.00)	(66,890.00)	(188,329.00)	(8,792.00)	1,706,414.00		\$ (1,706,416.00)
11		CSSF Fee-for-Service		(3,805,544.00)	(813,921.00)	(4,926,340.00)	(140,171.00)	(704,118.00)	10,390,094.00			\$ (10,390,094.00)
12	6500	OT Fee-for-Service		(402,230.00)	(581,796.00)	(7,183.00)	(86,191.00)	(265,758.00)		1,343,158.00		\$ (1,343,158.00)
13		Property Tax							3,054,819.00			\$ 3,054,819.00
14		Total Recourse 6500 AB 602 State Aid		7,128,952.00	10,765,665.00	8,754,252.00	1,466,539.00	4,918,798.00	7,549,553.00	3,652,584.00		44,236,343.00
15		APPORTIONMENT SUBTOTAL (Prop Tax + Res 6500)		7,128,952.00	10,765,665.00	8,754,252.00	1,466,539.00	4,918,798.00	10,604,372.00	3,652,584.00		47,291,162.00
16	3310	Total Grant/Local Assistance	E \$	4,062,729.08	\$ 3,954,154.88	\$ 4,389,919.00	\$ 594,224.00	\$ 1,933,794.00	\$ 482,715.00	\$ -	\$ -	\$ 15,417,535.96
17	3311	Private School Proportionate Share	E \$	44,980.00	\$ 86,116.00	\$ 7,324.00	\$ 1,464.00	\$ 13,115.00	\$ -	\$ -	\$ -	\$ -
18	3310	Balance	E \$	4,017,749.08	\$ 3,868,038.88	\$ 4,382,595.00	\$ 592,760.00	\$ 1,920,679.00	\$ 482,715.00	\$ -	\$ -	\$ -
19	3315	Grant/Fed.Preschool	E \$	102,865.00	\$ 82,434.00	\$ 86,661.00	\$ 7,750.00	\$ 64,115.00	\$ 24,660.00	\$ -	\$ 19,394.00	\$ 387,879.00
20	3327	Grant/Mental Health Services	A \$	245,706.00	\$ 236,433.00	\$ 282,030.00	\$ 35,511.00	\$ 99,866.00	\$ -	\$ -	\$ -	\$ 899,546.00
21	3345	Grant/Infant-Presch.Staff Dev.	E \$	795.00	\$ 637.00	\$ 670.00	\$ 60.00	\$ 496.00	\$ 191.00	\$ -	\$ -	\$ 2,849.00
22	3XXX	Early Intervention Preschool One-Time	E \$	1,432,590.00	\$ 1,180,310.00	\$ 1,522,690.00	\$ 243,270.00	\$ 666,740.00	\$ -	\$ -	\$ -	\$ 5,045,600.00
23	3385	Grant/Part C Early Intervention	E \$	-	\$ 14,436.20	\$ -	\$ -	\$ -	\$ 57,744.80	\$ -	\$ -	\$ 72,181.00
24	6510	Infant State Aid for Units	E \$	-	\$ 373,101.00	\$ -	\$ -	\$ -	\$ 1,492,402.00	\$ -	\$ -	\$ 1,865,503.00
25	6512	Mental Health AB 114	E \$	1,363,974.00	\$ 1,314,524.00	\$ 1,587,251.00	\$ 193,947.00	\$ 569,432.00	\$ -	\$ -	\$ -	\$ 5,029,128.00
26	6515	Grant/Infant Discretionary	E \$	-	\$ 7,907.00	\$ -	\$ -	\$ -	\$ 31,628.00	\$ -	\$ -	\$ 39,535.00
27		TOTAL REVENUE (AB602 Plus Federal Grants)	\$	14,337,611.08	\$ 17,929,602.08	\$ 16,623,473.00	\$ 2,541,301.00	\$ 8,253,241.00	\$ 12,693,712.80	\$ 3,652,584.00	\$ 19,394.00	\$ 76,050,919.00
28 EXPENDITURES (Transfers to SELPA)												
29	6500/6512/ 3327	NPS Contract Costs /Tuition FN 1180, Billback (quarterly)	E \$	(766,268.00)	\$ (553,563.00)	\$ (1,629,067.00)	\$ (288,718.00)	\$ (762,384.00)				\$ (4,000,000.00)
30	6500/6512/ 3327	NPS Mental Health Counseling and Residential/FN 3900 Billback (quarterly)	E \$	(525,495.00)	\$ (483,318.00)	\$ (700,958.00)	\$ (465,452.00)	\$ (324,777.00)				\$ (2,500,000.00)
31	3327/6512	SELPA MH Regional Program/FFS	E \$	(330,506.00)	\$ (72,298.00)	\$ -	\$ (175,581.00)	\$ (20,657.00)				\$ (599,042.00)
32	6500	Extraordinary Prog/Inter-SELPA	E \$	(25,000.00)	\$ -	\$ (175,000.00)	\$ -	\$ -				\$ (200,000.00)
33	9279	Physical Therapy/Low Inc/Assist Tech	E \$	(28,339.05)	\$ (27,837.84)	\$ (30,594.47)	\$ (4,145.39)	\$ (13,501.25)				\$ (104,418.00)
34	6500	CCS MTU	E \$	(8,020.00)	\$ (8,166.00)	\$ (8,727.00)	\$ (1,165.00)	\$ (3,922.00)				\$ (30,000.00)
35	6500	Due Process	E \$	(348,273.00)	\$ (351,824.00)	\$ (378,966.00)	\$ (50,605.00)	\$ (170,332.00)				\$ (1,300,000.00)
36	9273	Information Systems/CASEMIS	E \$	(51,126.00)	\$ (52,057.00)	\$ (55,632.00)	\$ (7,429.00)	\$ (25,005.00)	\$ (8,751.00)			\$ (200,000.00)
37		TOTAL EXPENDITURES	\$	(2,083,027.05)	\$ (1,549,063.84)	\$ (2,978,944.47)	\$ (993,095.39)	\$ (1,320,578.25)	\$ (8,751.00)	\$ -	\$ -	\$ (8,933,460.00)
38		BALANCE	\$	12,254,584.03	\$ 16,380,538.24	\$ 13,644,528.53	\$ 1,548,205.61	\$ 6,932,662.75	\$ 12,684,961.80			\$ 67,117,459.00

4.4 Regional Program Transfer Request Affirmation



RIALTO

UNIFIED SCHOOL DISTRICT
BRIDGING FUTURES THROUGH INNOVATION

October 29, 2019

Special Education Department

*Bridgette Ealy,
Lead Special
Services Agent*

*Dr. Patricia
Mbugua,
Coordinator,
Special Education*

*Paola Lopez,
Coordinator,
Special Education*

*Earlene Hyman,
Program Specialist*

*Shelly Gates,
Program Specialist*

*Adriane Alcantar,
Instructional Specialist*

*Mary Byrnes
Instructional Specialist*

*Kati Paci
Program Manager-
Autism*

Dr. Patty Metheny, Administrator
East Valley SELPA
144 North Mountain View Avenue
San Bernardino, CA 92408

Dear Dr. Metheny,

I am writing to inform the East Valley SELPA Board of Directors and San Bernardino County Superintendent of Schools that the Rialto Unified School District intends to transfer students back to our District. The RUSD will return approximately 50 students from SBCSS and will provide special education and related services starting the 2020-2021 school year. I have included the list of students we plan to return to RUSD. If you have any questions or need additional information, please feel free to contact me.

Respectfully,
Bridgette Ealy

Lead Special Service Agent
Rialto Unified School District
909-820-7700 ext. 2372
bealy@rialto.k12.ca.us

Students Submitted by Rialto for Potential Program Transfer

Student's ID Number	Current Grade 2019-2020	Next Grade 2020-2021	Comments
FAGZI004A	1	2	
GOMVA203A	1	2	Nurse
IVYCA402A	1	2	
MIRMA025A	1	2	
RODGA113A	1	2	
GAMVI118A	2	3	Mild/Mod
VASBR521A	2	3	
HARLU225A	3	4	
VARAL408A	3	4	
DURFA604A	4	5	
ORTGI622A	4	5	
ZAMMI525A	4	5	
AREAN001A	5	6	
ARRMI107A	5	6	
DELAL516A	5	6	
GULBL612A	5	6	Medical concerns
SHAHU127A	5	6	
ZAMMI525A	5	6	
AREER218A	5	6	Needs a nurse
PRAED408A	6	7	
RUIAU131A	6	7	Mild Concerns/ Hemiparesis
TERDA127A	6	7	
RIVKY709A	7	8	
CORDA421A	9	10	needs equipment
MUNCH209A	9	10	
NAVED308A	10	11	
ANCRA028A	11	12	
ANDTY217A	11	12	
	11	12	
MARDE604A	11	12	
ROSEM720A	11	12	
VILAL110A	11	12	Mild/ Mod
GUFE608A	12	12+	
AVISA824A	12	12+	
CAMKA005A	12	12+	
CASGA828A	12	12+	
COLAN013A	12	12+	
FLODA517A	12	12+	
GARMA228A	12	12+	Nurse
JIMAN128A	12	12+	
MARDA811A	12	12+	
ROBAL323A	12	12+	
CRUCA715A	early start- 2 years	3 Years pre K	
ENRBR206A	early start- 2years	3 years Pre K	

GARAR711A	Early Start- 2years	3 years/ Pre K	
MENAU627A	K	1	Arthrogriposis Diagnosis
PINCA711A	K	1	
VILDA728A	K	1	Need 1:1
BURKE415A	Pre K	K	
RAGAN029A	pre K- 4 years	K	

Information from WebIEP/WebDA on the Students Submitted by Rialto for Potential Program Transfer

Student	Age	Grade	Attending School	Primary Teacher	Disability
1	21	12	CO/EAST VALLEY	MORRIS, JASON	320 AUT
2	16	10	CO/BARBARA PHEL	WINSLOW, MICHAEL	310 MD
3	19	11	CO/EISENHOWER H	WIEGMANN, JILL	320 AUT
4	6	18	CO/DOLLAHAN ES	EATON, REBECCA	210 ID
5	10	05	CO/JUDSON & BRO	CARLSON, JANELLE	270 OI
6	10	05	CO/DOLLAHAN ES	PARKER, SCOTT	210 ID
7	17	11	CO/EISENHOWER H	WIEGMANN, JILL	310 MD
8	5	17	CO/BEMIS ES	EDER, LORI	210 ID
9	18	12	CO/BARBARA PHEL	WINSLOW, MICHAEL	210 ID
10	17	12	CO/RIALTO HS	SCHODT, AMY	210 ID
11	20	11	CO/BARBARA PHEL	WINSLOW, MICHAEL	210 ID
12	14	09	CO/EISENHOWER H	ALLISON, DONNA	310 MD
13	2	16	CO/EARLY START	HAYES, CYNTHIA	210 ID
14	10	05	CO/SMITH ES	WILLIAMS, CURTIS	210 ID
15	9	04	CO/DOLLAHAN ES	PARKER, SCOTT	210 ID
16	2	16	CO/EARLY START	LARAGIONE, AL	240 SLI
17	7	01	CO/BEMIS ES	EDER, LORI	270 OI
18	17	12	CO/RIALTO HS	FLOWERS, JEFF	310 MD
19	7	02	CO/SMITH ES	WILLIAMS, CURTIS	210 ID
20	17	11	CO/EISENHOWER H	ALLISON, DONNA	310 MD
21	10	05	CO/SMITH ES	PARKER, SCOTT	320 AUT
22	8	03	CO/DOLLAHAN ES	PARKER, SCOTT	320 AUT
23	6	01	CO/BEMIS ES	EDER, LORI	210 ID
24	21	12	CO/RIALTO HS	SCHODT, AMY	320 AUT
25	19	11	CO/BARBARA PHEL	WINSLOW, MICHAEL	210 ID
26	20	11	CO/BARBARA PHEL	WINSLOW, MICHAEL	210 ID
27	5	17	CO/JUDSON & BRO	CARLSON, JANELLE	270 OI
28	7	01	CO/DOLLAHAN ES	PARKER, SCOTT	320 AUT
29	14	09	CO/RIALTO HS	SCHODT, AMY	320 AUT
30	15	10	CO/RIALTO HS	FLOWERS, JEFF	210 ID
31	9	04	CO/DOLLAHAN ES	PARKER, SCOTT	210 ID
32	5	17	CO/BEMIS ES	EDER, LORI	210 ID
33	11	06	CO/JEHUE MS	FRANKLIN, WENDY	310 MD
34	5	17	CO/BEMIS ES	EDER, LORI	280 OHI
35	12	07	CO/MOORE MS	LOPEZ, LINDA	320 AUT
36	20	12	CO/RIALTO HS	SCHODT, AMY	320 AUT
37	6	01	CO/SMITH ES	EDER, LORI	320 AUT
38	18	11	CO/EISENHOWER H	WIEGMANN, JILL	210 ID
39	11	06	CO/SMITH ES	WILLIAMS, CURTIS	310 MD
40	10	05	CO/SMITH ES	WILLIAMS, CURTIS	320 AUT
41	11	06	CO/SMITH ES	WILLIAMS, CURTIS	320 AUT
42	7	02	CO/SMITH ES	WILLIAMS, CURTIS	320 AUT
43	5	17	CO/BEMIS ES	EDER, LORI	210 ID
44	15	10	CO/RIALTO HS	SCHODT, AMY	290 SLD
45	9	04	CO/DOLLAHAN ES	PARKER, SCOTT	320 AUT

Rialto Transfer Request Student Summary Data

Based on the student list provided by Rialto USD, the following summary information is provided.

Total Number of Students Reduced from 50 to 45

- One student not identified by student ID #*
- Two students listed twice
- Two students exited (exit dates of 9/19/19, 10/30/19)

45 Students Identified for Potential Program Transfer

Number of Students Identified by 2020-2021 Grade Level (in Grade Spans)

Grade Levels	Number of Students
Pre – Grade 1	9 (2 currently Early Start services which is not a fee-for-service program)
Grades 2-5	10
Grades 6-8	9
Grades 9-11	3
Grades 12-12+	14
Total	45

Number of Students Identified by Current SBCSS School Site/District & Teacher

District of Classroom Location	School of Classroom Location	Teacher	Number of Students
Early Start	Early Start	Hayes, Laragione	2
<i>(total)</i>			<i>(2)</i>
Colton	Smith Elementary	Williams	6
<i>(total)</i>			<i>(6)</i>
Redlands	Barbara Phelps	Winslow	5
	Judson Brown	Carlson	2
	Moore Middle	Lopez	1
	Redlands East Valley HS	Morris	1
<i>(total)</i>			<i>(9)</i>
Rialto	Bemis	Eder	7
	Dollahan	Eaton	5
		Parker	3
	Eisenhower HS	Weigmann	3
		Allison	2
	Jehue	Franklin	1
	Rialto HS	Schodt	5
		Flowers	2
<i>(total)</i>			<i>(28)</i>

Number of Students by Disability

Disability	Number of Students
Autism	14
Intellectual Disability	18
Other Health Impairment	1
Orthopedic Impairment	3
Multiple Disabilities	7
Speech Language Impairment	1
Specific Learning Disability	1

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

- 2/7/20** - SELPA to present CY (19/20) 2nd Quarter NPS reimbursement transfer for invoices paid thru December at Steering/Finance and provide year-end projections
- 2/15/20** - Districts to provide January PARs and PYR for TPP to SELPA
- 2/15/20** - Districts to provide SELPA with CY 18/19 P-2 estimates
- 2/28/20** - SELPA to provide Budget Development documents for FY 19/20 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 submit CY (19/20) Fee-for-Service 2nd Interim update including revised FFS Rates (if applicable) at Steering/Finance
- 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
- 4/16/20** - SBCSS to present proposed FFS rates for FY 19/20 at Steering/Finance
- 4/16/20** - SELPA to provide P-2 NPS ADA to districts ***District deadline to BAS April 23rd
- 4/24/20** - 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
- 4/30/20** - Districts to complete and submit Personnel Data Report via CDE online portal and send copy electronically to SELPA
- TBD** - SELPA to prepare EV SELPA 20/21 budgets to present to Board Budget Ad Hoc
- TBD** - Districts to complete 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** - SBCSS to present final proposed FFS rates for FY 20/21 for Steering/Finance recommendation for Board approval
- 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) Preliminary EV SELPA Operating Budgets at Steering/Finance
- 5/14/20** - SELPA to present 20/21 Annual Budget and Service Plans at Steering/Finance
- 5/14/20** - SELPA to present CY 19/20 projections for NPS, Due Process, CCS 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)

PROGRAM ISSUES

4.6 Legislative Update – Bills Signed & Vetoed by the Governor

LEGISLATIVE UPDATE

NOVEMBER 2019



Bills Signed by the Governor

AB 605 (Maineschein) – Assistive Technology

Requires LEAs and charter schools, on a case-by-case basis, to allow students the use of school-purchased assistive technology devices at the student's home or in other settings if a student's IEP team determines that the student needs access to those devices in order to receive FAPE. Also requires an LEA or charter school to continue to provide the device or a comparable device once a student leaves the district to enroll in another LEA. The district would be responsible for providing access to the device until alternative arrangements can be made for the student, or until two months have elapsed from the date the student was enrolled.

Effective January 1, 2020.

Bills Signed by the Governor

AB 1172 (Frazier) – Nonpublic Schools

Requires that LEAs that send students to NPSs conduct on-site monitoring visits; requires that NPSs notify CDE of any student-involved incident in which law enforcement is contacted; requires CDE, if an investigation conducted by the CDE results in a finding that pupil health or safety has been compromised, to immediately suspend or revoke the school's certification; requires that an NPS serving students with significant behavioral needs have an individual on site who is qualified to implement behavior interventions, and requires that administrators of NPSs hold or be working toward specified credentials or licenses; requires that NPSs train specified staff in evidence-based practices and interventions specific to students' unique behavioral needs.

Rolling effective dates - January 1, 2020 (student involved incident, CDE investigation & suspension/ revocation, person on site for behavioral needs) – 2020-2021 school year (the remainder)

Bills Signed by the Governor

SB 223 (Hill) – Medicinal Cannabis: School sites

Authorizes the governing board of a school district, a county board of education, or the governing body of a charter school maintaining kindergarten or any of grades 1 to 12, inclusive, to adopt a policy that allows a parent or guardian of a pupil to possess and administer non-smokable and non-vape able medicinal cannabis to the authorized pupil at a school site.

--Reminder: This bill does not allow cannabis on campuses; it allows for local LEA boards to pass board policy to allow parents to come onto campus to administer very specific allowable medicinal cannabis.

Bills Signed by the Governor

SB 328 (Portantino) – School Start Time

Prohibits high schools, including those operated as charter schools, from beginning their school day before 8:30 a.m. Prohibits middle schools, including those operated as charter schools, from beginning their school day before 8:00 a.m. Effective July 1, 2022.

STILL AWAITING -- Definition of “rural” and further clarification on the bargaining contract language extending the requirement to implement.

VETOED Bills by the Governor

SB 695 (Portantino) – Translation Services

Would have required an LEA, upon a parent's request, to translate the student's IEP and other related documents in the native language of the parent within 30 calendar days of the IEP team meeting.

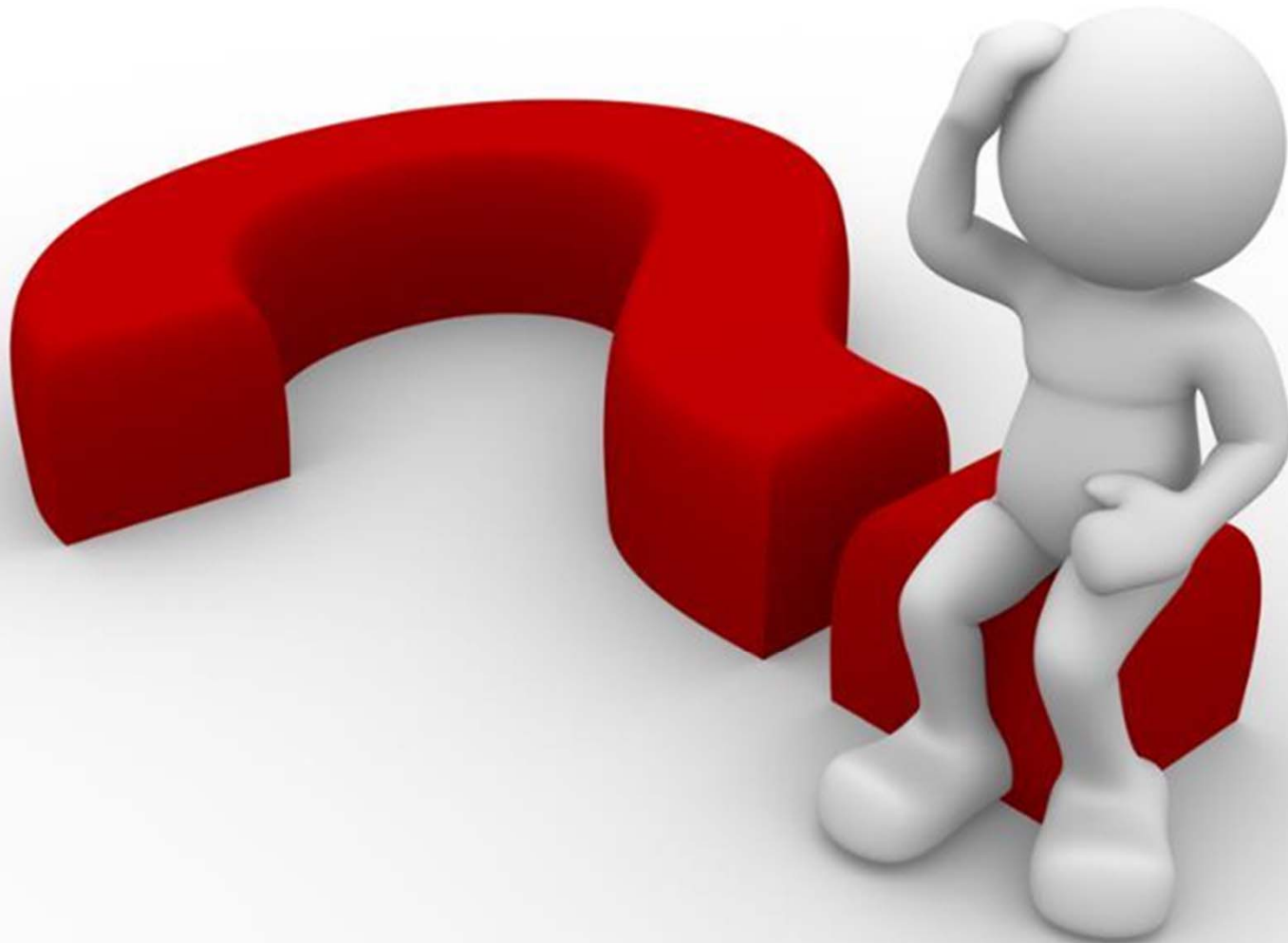
AB 1322 (Berman) – School-Based Health Programs

Would have required CDE to establish an Office of School-Based Health Programs and required that \$500,000 in federal reimbursement be made available for support of the Office.

AB 751 (O'Donnell) – Alternative Assessments

Would have required the SPI to approve one or more nationally recognized high school assessments that an LEA may, at its own discretion, administer in lieu of the grade 11 SBAC, commencing with the 2021-22 school year.

Questions?



4.7 Alternate ELPAC



Transition to a Computer-Based ELPAC and the Development of the Alternate ELPAC

**Special Education Local Plan Area
Meeting**

October 3, 2019

**Assessment Development and Administration Division
California Department of Education**



Presentation Overview

- Guiding principles for the computer-based English Language Proficiency Assessments for California (ELPAC) and Alternate ELPAC
- Transition to the computer-based ELPAC
- Development of the Alternate ELPAC
- ELPAC resources
- ELPAC regulation process
- One Percent Threshold Justification Survey



Guiding Principles for CBA and Alternate ELPAC

1. Ensure demonstration of English language proficiency (ELP).
2. Tailored to the specific needs of student
 - a. Address linguistic and cultural fairness and sensitivity.
3. Reduce testing burden for students and test examiners.



Transition to the Computer-Based ELPAC



SBE-Approved Recommendations for Computer-Based ELPAC




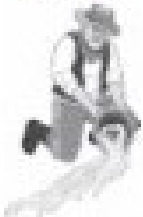



State Board of Education-approved recommendations:

1. Kindergarten (K) through grade two:
 - a. Listening, speaking, reading, and writing one-on-one with test examiner
2. K through grade 2: Maintain writing as a paper-pencil test
3. Increase the accessibility resources for all students, including students with disabilities



Computer-Based ELPAC

Individual or Group

	K 	1 	2 	3–5 	6–8 	9–10 	11–12 
Speaking	1:1	1:1	1:1	1:1	1:1	1:1	1:1
Listening	1:1	1:1	1:1	Group Proctor for groups of more than 20 students			
Reading	1:1	1:1	1:1	Group Proctor for groups of more than 20 students			
Writing	1:1	1:1	Group Proctor for groups of more than 10 students	Group Proctor for groups of more than 20 students			



Computer-Based ELPAC Transition

ELPAC	2019–20	2020–21
Initial	CB field test (October 1–25, 2019)	Operational CB ELPAC (July 1, 2020)
Summative	CB field test (October 1–25, 2019) Operational CB ELPAC (February 1, 2020)	Continued Operational CB ELPAC (February 1, 2021)



Development of the Alternate ELPAC



Benefits of the Alternate ELPAC

- Statewide consistency of alternate assessment for students with the most significant cognitive disabilities
- Use of individual communication modes
- Quicker turn-around time for scoring and reporting
- Reduced training burden



SBE-Approved Recommendations for the Alternate ELPAC

State Board of Education-approved recommendations:

- Test forms **consistent with the Summative ELPAC** grade and grade span
- **One-on-one administration** for all students
- Provide **accessibility resources**
- **Locally score** constructed-response items



SBE-Approved Recommendations for the Alternate ELPAC (2)

- Develop an **online, linear test** for *both* the Initial and Summative Alternate ELPAC
- **Integrated task types**
 - **Expressive**
 - **Receptive**



Alternate ELPAC Transition

Date	Activity
May 2019	Proposed HLTD presented to the SBE
January 2020	Pilot test and cognitive labs
May 2020	Proposed test blueprints to the SBE
January–February 2021	Statewide operational field test
July 2021	Operational Initial Alternate Assessment
February 2022	Operational Summative Alternate Assessment

Key:

HLTD—High level test design

SBE—State Board of Education



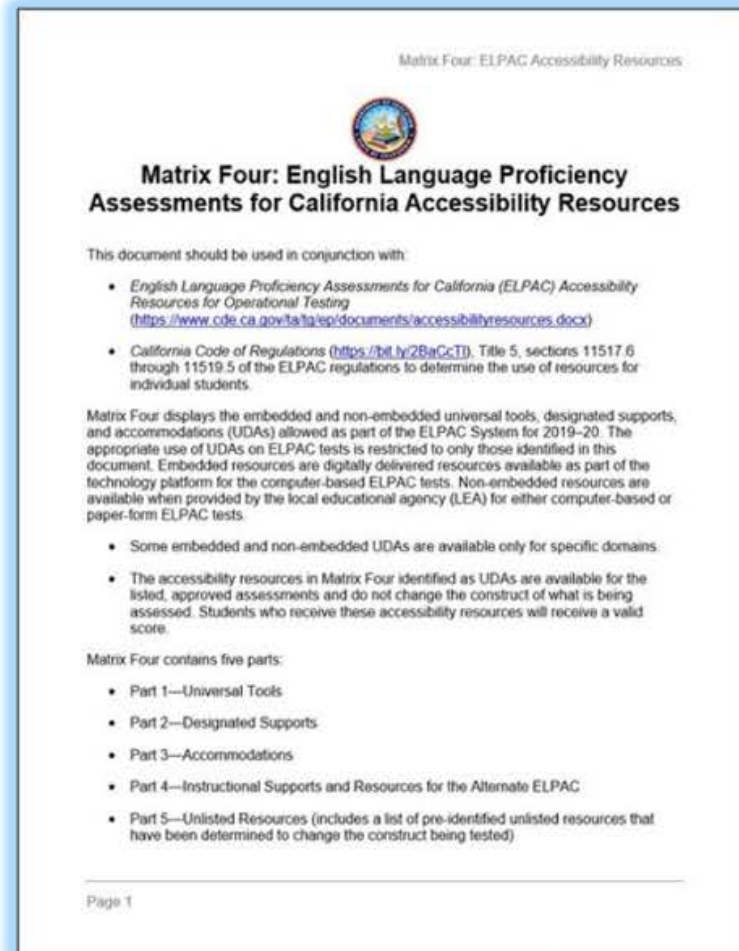
How LEAs Can Prepare for the Alternate ELPAC

Date	Activity
2019–20	<ul style="list-style-type: none">• Use locally determined alternate ELP assessments• Individualized education program teams identify English learners with the most significant cognitive disabilities to take the Alternate ELPAC statewide field test in 2020–21
2020–21	<ul style="list-style-type: none">• Will no longer locally determine alternate ELP assessments• Administer the Alternate Initial and Summative ELPAC field test
2021–22	<ul style="list-style-type: none">• Administer the operational Initial and Summative Alternate ELPAC



ELPAC Resources

Matrix Four




Accommodation	Delivery Mode	Embedded	Non-Embedded	Description
Braille [5]	Computer	Yes	Yes	This is a raised-dot code that individuals read with the fingertips. Graphic material (e.g., maps, charts, graphs, diagrams, and illustrations) is presented in a raised format (paper or thermoform), called tactile graphics. Contracted and noncontracted braille is available. This resource is both embossed and refreshable.
Braille [5]	Paper	No	Yes	This accommodation is for students with visual impairments and whose IEP or Section 504 plan require the use of paper versions. If students cannot access the needed assistive technology for refreshable braille presentation and embossers to print test content on demand for the administration of the computer-based ELPAC, paper-pencil tests are available.
Breaks	Paper and computer	No	Yes	Extended breaks in the middle of a domain-level test administration are allowed as an accommodation for students with disabilities who have a documented need.
Closed captioning [5]	Computer	Yes	No	Printed text that appears on the computer screen as audio materials are presented.
Large-print special form	Paper	No	Yes	Large-print special forms are available for the ELPAC. LEAs will need to request approval to qualify for these printed materials.
Scribe	Paper and computer	No	Yes	A trained scribe may transcribe the students' responses in the Answer Book or testing interface. The scribe must follow the scribe protocol.

<https://www.cde.ca.gov/ta/tg/ep/documents/elpacmatrix4.docx>

New Student Accessibility Checklist and Guidance—Coming Soon!

ELPAC Administration
Student Accessibility Checklist



This document supports individualized education program (IEP) or Section 504 plan teams in making determinations for the administration of the English Language Proficiency Assessments for California (ELPAC). To assist a student in taking the ELPAC, teams may consider using a combination of the types of resources (universal tools, designated supports, and accommodations) that can be found on Matrix 4 at <https://www.cde.ca.gov/ta/tg/iep/documents/elpacmatrix4.docx>. For more information, refer to ELPAC Administration Guidance and Governing Definitions for IEP Teams and Section 504 Teams at <https://www.cde.ca.gov/ta/tg/iep/documents/elpacaccessibilityguide.pdf>.

Accessibility Resources

Can the student access and take the domain with or without using accessibility resources?
If yes, administer the ELPAC. Indicate in the boxes below which accessibility resources are needed to access each domain.

Listening	Speaking	Reading	Writing
<input type="checkbox"/> Universal tools	<input type="checkbox"/> Universal tools	<input type="checkbox"/> Universal tools	<input type="checkbox"/> Universal tools
<input type="checkbox"/> Designated supports	<input type="checkbox"/> Designated supports	<input type="checkbox"/> Designated supports	<input type="checkbox"/> Designated supports
<input type="checkbox"/> Accommodations*	<input type="checkbox"/> Accommodations*	<input type="checkbox"/> Accommodations*	<input type="checkbox"/> Accommodations*
<input type="checkbox"/> Unlisted resources*	<input type="checkbox"/> Unlisted resources*	<input type="checkbox"/> Unlisted resources*	<input type="checkbox"/> Unlisted resources*

If any domain cannot be accessed with these resources, please consider the domain exemptions listed below.

The IEP or Section 504 plan should document the use of universal tools, designated supports, accommodations, or unlisted resources in classroom instruction specific to each domain.

If an unlisted resource is required, the local educational agency must seek approval from the California Department of Education.

Domain Exemption

If the student cannot access a domain with the use of accessibility resources listed above, should the student be exempted from the domain?
If yes, indicate for which domain(s) and document the exemption in the IEP or the Section 504 plan. Administer the ELPAC using accessible domains.

Domain Exemption*

<input type="checkbox"/> Listening	<input type="checkbox"/> Reading
<input type="checkbox"/> Speaking	<input type="checkbox"/> Writing

For an Overall score to be generated, only one domain from the Oral Language score (Listening or Speaking) and one from the Written Language score (Reading or Writing) may be exempted.

If the student cannot access the test through domain exemptions, please review the accessibility resources listed above to determine which resource(s) will best allow access to the ELPAC. Administer the ELPAC with the appropriate resources.

Alternate Assessment

Does the student have a significant cognitive disability and an IEP?

☐ Yes ☐ No


If yes, the student is eligible to be administered an alternate assessment. If no, reevaluate the use of accessibility resources listed above. Federal requirements restrict this option to only students who have an IEP and are the most significantly cognitively disabled.

*An IEP or Section 504 plan is required for the use of accommodations, unlisted resources, and domain exemptions.

California Department of Education

July 2019

ELPAC Administration Guidance
and Governing Definitions
for IEP Teams and Section 504 Teams



While this document is not exhaustive, it is meant to be used in conjunction with the *English Language Proficiency Assessments for California (ELPAC) Administration Student Accessibility Checklist* to help support discussions and define terms leading to team decisions for the administration of the ELPAC. Different types of participation decisions for the Initial and Summative ELPAC may need to be made by the team. In order to access one or more of the domains of the ELPAC, students may need to use accessibility resources. These accessibility resources may be universal tools, designated supports, and/or accommodation(s). The resources are listed on "Matrix Four: Universal Tools, Designated Supports, and Accommodations for the ELPAC" which can be found at <https://www.cde.ca.gov/ta/tg/iep/documents/elpacmatrix4.docx>.

For the ELPAC to provide a valid measure of a student's English language proficiency, the individualized education program (IEP) team and Section 504 plan team should discuss and document the use of the following:

- Universal tools
- Designated supports
- Accommodations
- Unlisted resources for accommodations listed in a Section 504 plan or IEP
- Possible exemption from the ELPAC domain(s)
- Locally determined alternate assessment for one or more ELPAC domains for students with the most significant disabilities who have an IEP

The use of accommodations and disability exemptions for ELPAC domains should be noted in a student's IEP or Section 504 plan. Alternate assessments should be noted in the student's IEP. The use of accommodation(s), alternate assessment(s), or a disability exemption(s) must be marked on the demographics page of the paper-pencil ELPAC answer book or in the Test Assignments section of the Test Operations Management System for the computer-based ELPAC for each appropriate ELPAC domain.

Exemptions for ELPAC Domains

Guidance on exemptions for the ELPAC domains follows:

- For an overall score to be generated, the student will need to be assessed with the ELPAC in at least one domain for both the Oral and Written Language composites.
 - For a student to receive a score in the Oral Language composite, the student must have been assessed in either the Listening or Speaking domain.
 - For a student to receive a score in the Written Language composite, the student must have been assessed in either the Reading or Writing domain.
- In the event that IEP teams decide that it is necessary to exempt two or more domains, they should consider the use of an alternate assessment to the ELPAC.

California Department of Education

August 2019

DRAFT

Alternate Assessment IEP Team Guidance and Confirmation Worksheet

Alternate Assessment IEP Team Guidance

Guidelines for individualized education program (IEP) teams regarding participation in the California Alternate English Language Proficiency Assessments for California.

This document is intended for IEP teams to help guide them in determining whether the California Alternate Assessments (CAAs) and the proposed Alternate English Language Proficiency Assessments for California (Alternate ELPAC) would be the most appropriate assessments for an individual student with the most significant cognitive disabilities. The participation criteria presented in this document are adapted from the 2013 Guidance for IEP Teams on Participation Decisions for the National Center and State Collaborative Alternate Assessment. In order to participate in the CAAs and Alternate ELPAC, students must meet all three of the criteria outlined in the "Participation" section of this document.

- The CAAs for English language arts/literacy (ELA), mathematics, and science were developed by the California Department of Education (CDE) to ensure that all students are able to participate in assessments that are a measure of what they know and can do in relation to the grade-level California Common Core State Standards (CA CCSS) and the California Next Generation Science Standards (CA NGSS). In addition, the CAAs are aligned with grade-level content and are part of a curriculum and assessment cycle, which is accomplished through a linkage between the CA CCSS and the CA NGSS and their respective Core Content Connectors.
- The proposed Alternate ELPAC is being developed by the CDE to ensure that all students are able to participate in an assessment that is an accurate measure of a student's English language proficiency (ELP) in relation to the 2012 California English Language Development Standards (2012 ELD Standards) via connectors derived from the Council of Chief State School Officers' ELP Standards for English Learners with Significant Cognitive Disabilities. The English Language Development (ELD) Connectors are reduced in depth, breadth, and complexity in order to be appropriate for students with the most significant cognitive disabilities.

The development of the Alternate ELPAC will reach the pilot phase in January 2020. The current locally determined alternate assessment will be administered until December 2020. IEP teams must use the same eligibility criteria for the locally determined assessment that will be used to determine eligibility for the proposed Alternate ELPAC.

The learning characteristics of students with significant cognitive disabilities represent a broad range, and assignment to the alternate assessment is based on the cognitive disability, not the category of a student's disability. Therefore, information considered by the IEP team to make a determination as to whether the student has a significant cognitive disability is the first consideration before selecting an alternate assessment that provides student access to state assessments, promotes participation, and elicits the student's best performance.

Alternate Assessment Decision Confirmation Worksheet



This document confirms the decision of the individualized education program (IEP) team that the student is eligible to participate in the California Alternate Assessments (CAAs) and the Alternate English Language Proficiency Assessments for California (AII-ELPAC). For more information, refer to Alternate Assessment IEP Team Guidance at <https://www.cde.ca.gov/ta/tg/ca/caaiepteamrev.asp>.

Participation in Alternate Assessments

Does the student have a significant cognitive disability and an IEP? ☐ Yes ☐ No

If yes, continue with this confirmation worksheet. If no, the student is not eligible to take alternate assessments.

If yes, the IEP team confirms that a review of the student records and IEP indicates a disability or multiple disabilities that significantly impact intellectual functioning and adaptive behavior. Adaptive behavior is defined as essential for someone to live independently and to function safely in the community. Sources of evidence may include, but are not limited to results of:

- Individual cognitive ability test
- Individual reading assessments
- Language assessments, including English learner (EL) language assessments, if applicable
- Adaptive behavior skills assessment
- Districtwide alternate assessments
- Achievement tests
- Informal assessments

If yes, the student is eligible for the following assessments:

- CAA for English language arts/literacy
- Initial Alternate ELPAC, if the student's Home Language Survey (HLS) indicates a primary language other than English
- CAA for Mathematics
- Summative Alternate ELPAC, if the student is identified as an EL
- CAA for Science

Alignment with Standards

Students eligible for an alternate assessment should be learning content aligned to the California Common Core State Standards (CCSS) the California Next Generation Science Standards (CA NGSS), or, as applicable, the 2012 California English Language Development Standards (2012 CA ELD Standards).

Goals and instruction listed in the IEP for this student are aligned to the enrolled grade-level CCSS, CA NGSS, and 2012 CA ELD Standards.

Sources of evidence may include, but are not limited to:

- Progress Monitoring data
- Data from scientific research-based interventions
- Present levels of academic and functional performance, goals, and objectives from the IEP
- Examples of curriculum, instructional objectives, and materials

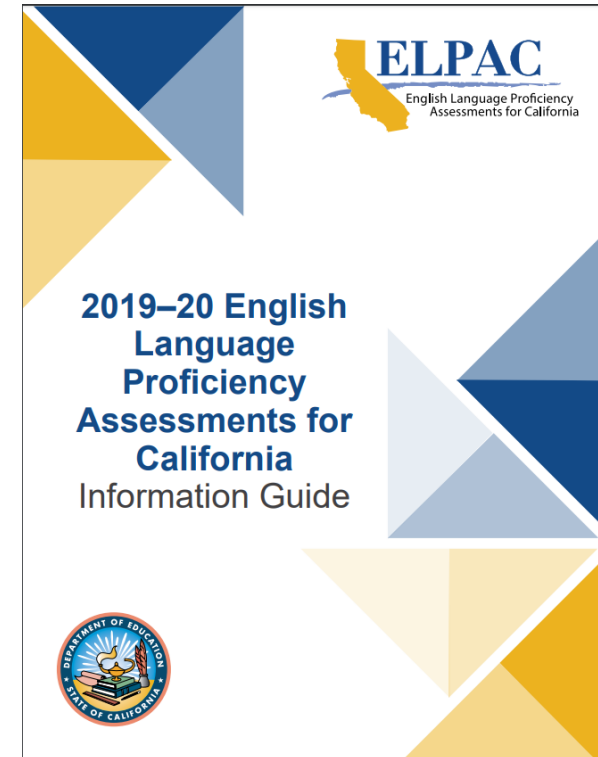
☐ The IEP team confirms that the student is or will be learning content aligned to the above listed standards.

California Department of Education • September 2019

DRAFT

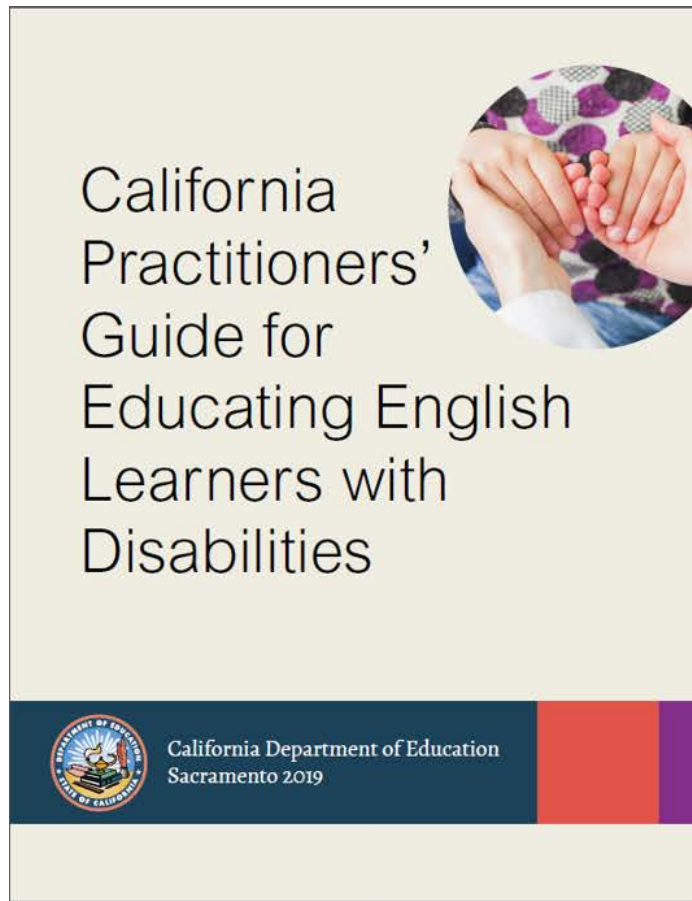
ELPAC Information Guide

- Assessment overview
- Program assistance for county, LEA, and school staff re: identification, reclassification, and ELs with disabilities
- Guidance on reporting and using individual results
- Links to additional resources



<https://www.cde.ca.gov/ta/tg/ep/documents/elpacinfoguide19.pdf>

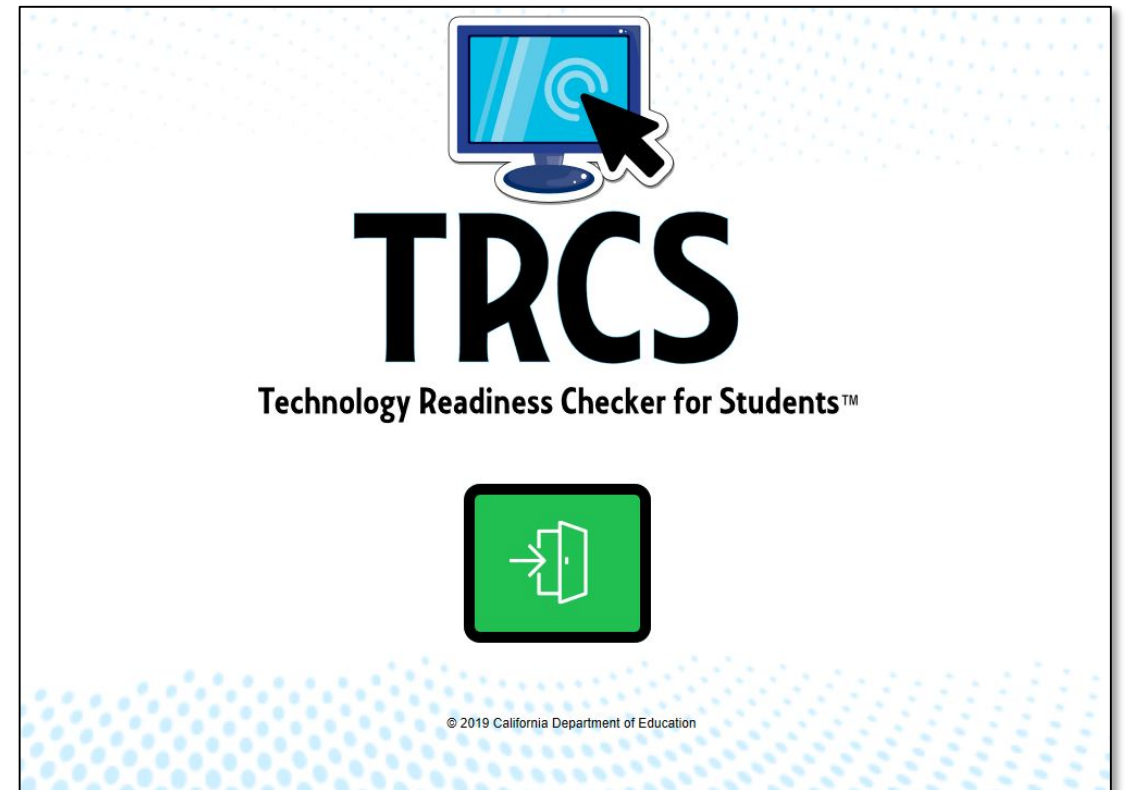
New Guide for Educating ELs with Disabilities



<https://www.cde.ca.gov/sp/se/ac/documents/ab2785guide.pdf>

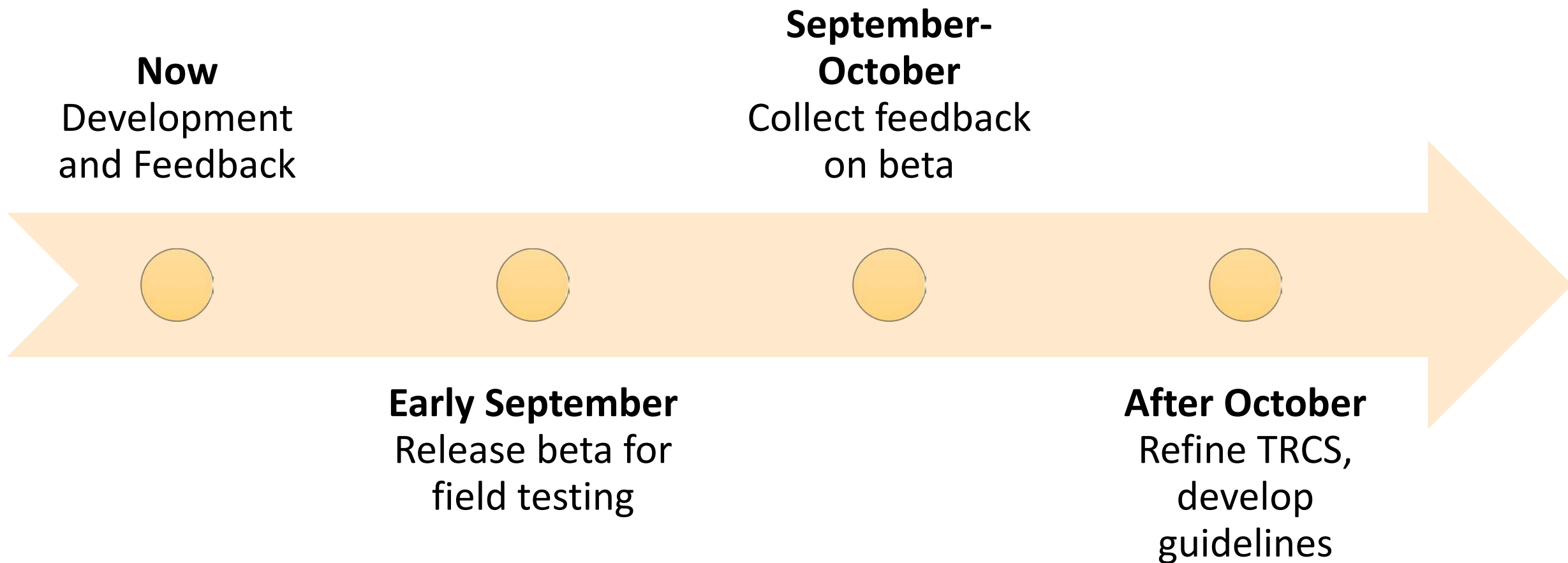
Technology Readiness Checker for Students: What Is it?

- Check student's technology familiarity
- Same technology functionality
- Web-based application
- Real-time feedback





TRCS: Next Steps





CDE Contact Info

ELPAC

- Phone: 916-319-0784
- ELPAC email: elpac@cde.ca.gov

California Alternate Assessments

- Phone: 916-319-0481
- CAA email: calalt@cde.ca.gov

California Assessment Timeline

2019–20												2020–21												2021–22															
Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun				
						Smarter Balanced Summative												Smarter Balanced Summative																Smarter Balanced Summative					
Smarter Balanced Interim*												Smarter Balanced Interim*												Smarter Balanced Interim*															
						CAA in ELA and Mathematics													CAA in ELA and Mathematics															CAA in ELA and Mathematics					
						CAST													CAST														CAST						
		CAA for Science											CAA for Science																CAA for Science										
						CSA*													CSA*														CSA*						
							PFT											PFT												PFT									
							Summative ELPAC											Summative ELPAC												Summative ELPAC									
						Initial ELPAC (Paper)						Initial ELPAC (Computer)						Initial ELPAC (Computer)																					
Alternate ELPAC Development						Alternate ELPAC pilot													Alternate ELPAC field														Summative Alternate ELPAC						
GEDTS*, HiSET*, TASC*												GEDTS*, HiSET*, TASC*												GEDTS*, HiSET*, TASC*															
CHSPE*												CHSPE*												CHSPE*															

CAA – California Alternate Assessments
CAST – California Science Test
CHSPSE – California High School Proficiency Exam
CSA – California Spanish Assessment
ELA – English Language Arts/Literacy

ELPAC – English Language Proficiency Assessments for California
GEDTS – General Educational Development Testing Service
HiSET – High School Equivalency Test
PFT – Physical Fitness Test
TASC – Test Assessing Secondary Completion

All tests are operational unless otherwise noted.

***Optional test**

4.8 Preschool LRE

PreK LRE Guidance

Preschool Setting Questions

Special Education **Program Setting** (CALPADS 14.31)

- Form 5 – LRE and FAPE
- *Setting in which student is receiving the majority of Special Education services*
 - 200 - Home
 - **201 - Regular Early Childhood Program or Kindergarten**
 - 203 - Separate Class
 - 204 - Service Provider Location
 - 300 - Separate School
 - 301 - Residential Facility
- If **Program Setting = 201** (Reg Early Childhood Program or Kindergarten):
 - Ten or More **Weekly Hours in Setting** Indicator (CALPADS 14.33)
 - *Indicator of whether or not a SWD is enrolled in a regular Early Childhood Program or Kindergarten for a minimum of 10 hours per week*
 - Yes = 10 or more hours per week
 - No = less than 10 hours per week
 - PreK Program Setting **Service Location** (CALPADS 14.32)
 - *The location where a PreK student with a disability (SWD) is receiving a majority of the Special Education Services*
 - Same location
 - Different Location

CALPADS Data Collection

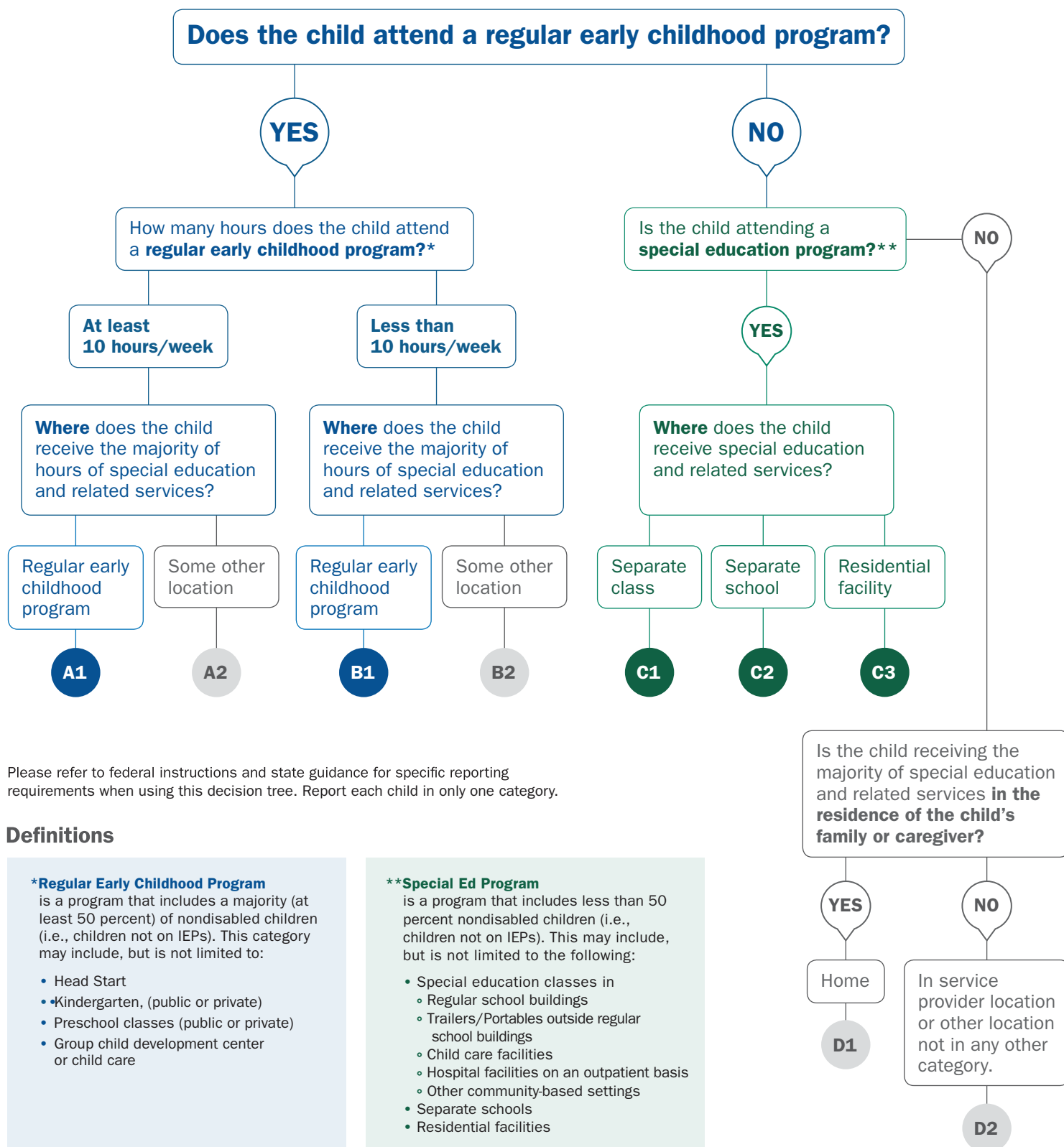
- If Program Setting = 201 (Regular Early Childhood Program or Kindergarten)
 - Currently all students in Regular setting (201) including:
 - Service Location: Same or Different
 - Weekly Hours: +/- 10 hours
- Note – Fed Data Collection is different:
 - 201 (Regular Early Childhood Program or Kindergarten)
AND
 - Service Location = Same

PROGRAM SETTINGS

Setting	Regular Setting	Separate Setting	Other Setting
APR Indicator	6A	6B	N/A
Setting (Code) Options	201 – Regular Early Childhood Program or Kindergarten	203 – Separate Class	200 – Home
		300 – Separate School	204 – Service Provider Location
		301 – Residential Facility	

Code Set Table & Setting Descriptions		
Code	Setting	Description
200	Home	This is the setting when children receive all SE services in the principal residence of the child's family or caregivers
201	Regular Early Childhood Program or Kindergarten	<p>The majority of SE services are provided in a regular early childhood or K program. Programs include, but not limited to:</p> <ul style="list-style-type: none"> • Head Start • Kindergarten (public or private) • Preschool (public or private) • Reverse Mainstream classrooms • PreK classes offered to an eligible PreK population by the public school system • Group childcare
203	Separate Class	<p>The student attends a SE program in a class with less than 50% nondisabled children (Tip – not "speech only students)</p> <ul style="list-style-type: none"> • SE class in regular school building • Trailers/portables outside regular school building • Childcare facility • Hospital – outpatient • Separate school • Residential facility
204	Service Provider Location	<p>The setting when children receive all SE services from a service provider, and child does not attend an early childhood program or SE program provided in a separate class, separate school, or residential facility.</p> <p>Example – LSH provided in:</p> <ul style="list-style-type: none"> • Private clinician's office • Clinician's offices located in school building • Hospital facility – outpatient • Libraries and other public locations
300	Separate School	Placement setting where children receive all SE programs in public or private day schools designed specifically for children with disabilities
301	Residential Facility	Children receive all SE services in publicly or privately-operated residential schools or medical facilities (inpatient).

Decision Tree for Reporting Educational Environments for Children Ages 3-5 with IEPs



4.9 CALPADS – API Data Submission Update DRDP Observation/Documentation Window



SELPA Meeting November 2019

**California Department of Education
November 2019**

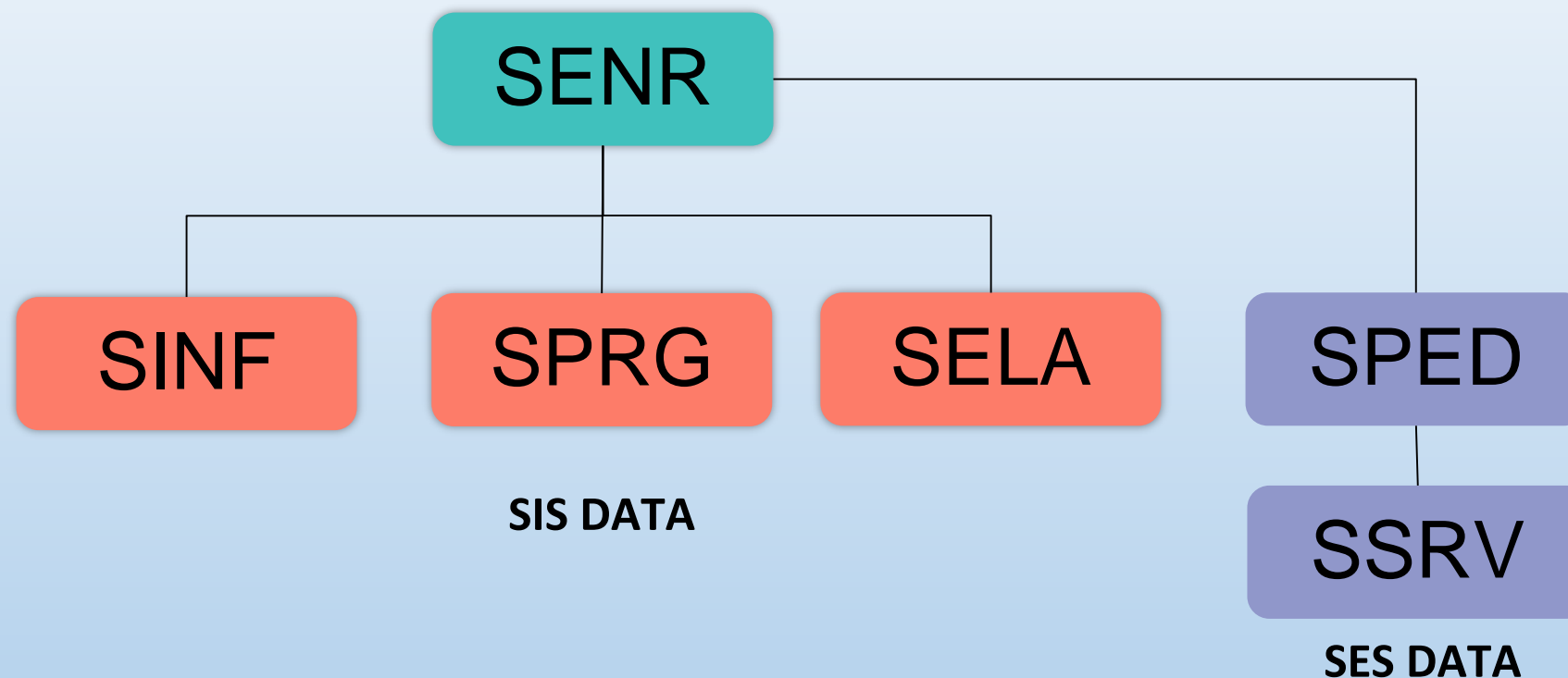


TONY THURMOND
State Superintendent of Public Instruction

Some quick reminders



Fall 1 Submission Order



Recommended
submission order

1. SENR
2. SINF
3. SPRG
4. SELA
5. SPED
6. SSRV

The student data profile must be completed prior to reviewing reports

(All records types posted)

SENR: Student Enrollment File

SINF: Student Information File

SPRG: Student Program File

SELA: Student English Language Acquisition File

Fall 1 Certification 2019-20

1. Once an LEA has approved the LEA-level submission, the SELPA(s) that the district belongs to must review and approve the LEA's Fall 1 special education data and reports.

Fall 1 Data and Reports

- Graduates and Dropouts
- Title III Immigrants and English Learners
- Enrollment Counts
- Unduplicated Pupil Percentage Counts for LCFF
- Special Education Student Count by Primary Disability
- Special Education Services

Requires SELPA-level Approval

Fall 1 Certification 2019-20

2. Only after both the LEA and SELPA have reviewed and approved the Fall 1 data and reports will the submission be “Certified”

Fall 1 Data and Reports

- Graduates and Dropouts
- Title III Immigrants and English Learners
- Enrollment Counts
- Unduplicated Pupil Percentage Counts for LCFF
- Special Education Student Count by Primary Disability
- Special Education Services

LEA-level Approval

SELPA Approval

CERTIFIED



Fall 1 Certification 2019-20

- If the SELPA does not approve, the LEA must resolve any issues, resubmit data and re-approve at the LEA-level.
- SELPA must re-review and then approve for certification
- LEAs should strive to move up their reporting calendars to ensure SELPA approval by the initial Fall 1 Certification deadline then make any corrections in the amendment window

Fall 1 Certification Deadlines 2019-20

- LEAs should try to approve data at the LEA-level no later than DECEMBER 6, 2019.
 - Will allow SELPAs ample time to review and approve data
- Initial Certification Deadline – **December 20, 2019**
- Final Certification Deadline – **January 24, 2020**

Any
concerns
from the
field?



4.10 2018-2019 Dispro Data

Discipline Disproportionality Data for Colton Joint Unified
2018–2019

CDS Code	3667686	Special Education Local Plan Area	(3602)
----------	---------	-----------------------------------	--------

Any Discipline	American Indian	Asian	African American	Hispanic	Multiple Ethnicities	Pacific Islander	White
Students Disciplined	1	2	41	207	1	0	17
Students with Disabilities	12	36	293	2,852	38	6	268
Risk Ratio (Max=3)	NC	NC	1.97	0.76	NC	NC	0.81
Disproportionate?	--	--	--	--	--	--	--

Greater than 10 days In-School	American Indian	Asian	African American	Hispanic	Multiple Ethnicities	Pacific Islander	White
Students Disciplined	0	0	0	4	0	0	1
Risk Ratio (Max=3)	NC	NC	NC	NC	NC	NC	NC
Disproportionate?	--	--	--	--	--	--	--

Greater than 10 days Out of School	American Indian	Asian	African American	Hispanic	Multiple Ethnicities	Pacific Islander	White
Students Disciplined	0	0	2	12	0	0	1
Risk Ratio (Max=3)	NC	NC	NC	0.91	NC	NC	NC
Disproportionate?	--	--	--	--	--	--	--

Less than 10 days In-School	American Indian	Asian	African American	Hispanic	Multiple Ethnicities	Pacific Islander	White
Students Disciplined	1	0	18	59	0	0	6
Risk Ratio (Max=3)	NC	NC	2.99	0.54	NC	NC	NC
Disproportionate?	--	--	--	--	--	--	--

Less than 10 days Out of School	American Indian	Asian	African American	Hispanic	Multiple Ethnicities	Pacific Islander	White
Students Disciplined	1	2	33	165	1	0	15
Risk Ratio (Max=3)	NC	NC	1.97	0.73	NC	NC	0.90
Disproportionate?	--	--	--	--	--	--	--

Least Restrictive Environment (LRE) Disproportionality Data for
Colton Joint Unified 2018–2019

CDS Code	3667686	Special Education Local Plan Area	(3602)
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In Regular Class Less Than 40%	American Indian	Asian	African American	Hispanic	Multiple Ethnicities	Pacific Islander	White
Students in the Environment	2	12	51	520	11	0	49
Students with Disabilities	5	29	212	2,170	28	2	196
Risk Ratio (Max=3)	NC	1.71	0.98	0.90	1.62	NC	1.03
Disproportionate?	--	--	--	--	--	--	--

In Separate Schools	American Indian	Asian	African American	Hispanic	Multiple Ethnicities	Pacific Islander	White
Students in the Environment	0	0	7	21	0	0	3
Risk Ratio (Max=3)	NC	NC	NC	0.46	NC	NC	NC
Disproportionate?	--	--	--	--	--	--	--

Disproportionality Data for Indicator 9 and 10 for Colton Joint Unified
2018–2019

CDS Code	3667686	Special Education Local Plan Area	(3602)
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Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

	American Indian	Asian	African American	Hispanic	Multiple Ethnicities	Pacific Islander	White
Students with Disabilities	5	29	212	2,170	28	2	196
Total Enrollment	54	530	1,186	18,682	212	45	1,305
Risk Ratio (Max 3)	NC	0.45	1.53	0.82	1.10	NC	1.27
Disproportionate?	--	--	--	--	--	--	--

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices.

Autism	American Indian	Asian	African American	Hispanic	Multiple Ethnicities	Pacific Islander	White
Students with Disabilities	0	9	25	217	2	0	23
Risk Ratio (Max 3)	NC	NC	1.75	0.66	NC	NC	1.44
Disproportionate?	--	--	--	--	--	--	--

Emotional Disturbance	American Indian	Asian	African American	Hispanic	Multiple Ethnicities	Pacific Islander	White
Students with Disabilities	1	0	10	27	0	0	8
Risk Ratio (Max 3)	NC	NC	4.88	0.25	NC	NC	NC
Disproportionate?	--	--	OVR	--	--	--	--

Intellectual Disabilities	American Indian	Asian	African American	Hispanic	Multiple Ethnicities	Pacific Islander	White
Students with Disabilities	0	2	10	116	2	0	8
Risk Ratio (Max 3)	NC	NC	1.37	0.94	NC	NC	NC
Disproportionate?	--	--	--	--	--	--	--

Other Health Impairments	American Indian	Asian	African American	Hispanic	Multiple Ethnicities	Pacific Islander	White
Students with Disabilities	0	0	29	164	1	0	32
Risk Ratio (Max 3)	NC	NC	2.59	0.47	NC	NC	2.62
Disproportionate?	--	--	--	--	--	--	--

Specific Learning Disability	American Indian	Asian	African American	Hispanic	Multiple Ethnicities	Pacific Islander	White
Students with Disabilities	2	11	105	1,298	16	1	89
Risk Ratio (Max 3)	NC	0.30	1.30	1.03	1.09	NC	0.99
Disproportionate?	--	--	--	--	--	--	--

Speech or Language Impairment	American Indian	Asian	African American	Hispanic	Multiple Ethnicities	Pacific Islander	White
Students with Disabilities	1	6	23	256	4	1	21
Risk Ratio (Max 3)	NC	NC	1.40	0.82	NC	NC	1.15
Disproportionate?	--	--	--	--	--	--	--

Discipline Disproportionality Data for Redlands Unified
2018–2019

CDS Code	3667843	Special Education Local Plan Area	(3602)
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Any Discipline	American Indian	Asian	African American	Hispanic	Multiple Ethnicities	Pacific Islander	White
Students Disciplined	1	3	42	117	5	1	48
Students with Disabilities	18	177	292	1,745	155	12	806
Risk Ratio (Max=3)	NC	NC	2.39	0.98	NC	NC	0.85
Disproportionate?	--	--	--	--	--	--	--

Greater than 10 days In-School	American Indian	Asian	African American	Hispanic	Multiple Ethnicities	Pacific Islander	White
Students Disciplined	0	0	0	0	0	0	0
Risk Ratio (Max=3)	NC	NC	NC	NC	NC	NC	NC
Disproportionate?	--	--	--	--	--	--	--

Greater than 10 days Out of School	American Indian	Asian	African American	Hispanic	Multiple Ethnicities	Pacific Islander	White
Students Disciplined	0	0	3	6	1	0	7
Risk Ratio (Max=3)	NC	NC	NC	NC	NC	NC	NC
Disproportionate?	--	--	--	--	--	--	--

Less than 10 days In-School	American Indian	Asian	African American	Hispanic	Multiple Ethnicities	Pacific Islander	White
Students Disciplined	0	0	1	8	0	0	4
Risk Ratio (Max=3)	NC	NC	NC	NC	NC	NC	NC
Disproportionate?	--	--	--	--	--	--	--

Less than 10 days Out of School	American Indian	Asian	African American	Hispanic	Multiple Ethnicities	Pacific Islander	White
Students Disciplined	1	3	38	106	4	1	39
Risk Ratio (Max=3)	NC	NC	2.46	1.03	NC	NC	0.76
Disproportionate?	--	--	--	--	--	--	--

Least Restrictive Environment (LRE) Disproportionality Data for
Redlands Unified 2018–2019

CDS Code	3667843	Special Education Local Plan Area	(3602)
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In Regular Class Less Than 40%	American Indian	Asian	African American	Hispanic	Multiple Ethnicities	Pacific Islander	White
Students in the Environment	6	43	42	283	19	2	144
Students with Disabilities	13	136	222	1,448	114	9	595
Risk Ratio (Max=3)	NC	1.53	0.88	0.83	0.78	NC	1.19
Disproportionate?	--	--	--	--	--	--	--

In Separate Schools	American Indian	Asian	African American	Hispanic	Multiple Ethnicities	Pacific Islander	White
Students in the Environment	0	3	3	6	0	0	4
Risk Ratio (Max=3)	NC	NC	NC	NC	NC	NC	NC
Disproportionate?	--	--	--	--	--	--	--

Disproportionality Data for Indicator 9 and 10 for Redlands Unified
2018–2019

CDS Code	3667843	Special Education Local Plan Area	(3602)
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Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

	American Indian	Asian	African American	Hispanic	Multiple Ethnicities	Pacific Islander	White
Students with Disabilities	13	136	222	1,448	114	9	595
Total Enrollment	75	2,343	1,296	10,653	1,052	66	5,755
Risk Ratio (Max 3)	1.45	0.46	1.48	1.32	0.90	NC	0.82
Disproportionate?	--	--	--	--	--	--	--

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices.

Autism	American Indian	Asian	African American	Hispanic	Multiple Ethnicities	Pacific Islander	White
Students with Disabilities	1	48	21	111	22	2	97
Risk Ratio (Max 3)	NC	1.52	1.15	0.58	1.51	NC	1.27
Disproportionate?	--	--	--	--	--	--	--

Emotional Disturbance	American Indian	Asian	African American	Hispanic	Multiple Ethnicities	Pacific Islander	White
Students with Disabilities	1	0	5	38	3	0	21
Risk Ratio (Max 3)	NC	NC	NC	1.26	NC	NC	1.20
Disproportionate?	--	--	--	--	--	--	--

Intellectual Disabilities	American Indian	Asian	African American	Hispanic	Multiple Ethnicities	Pacific Islander	White
Students with Disabilities	1	9	11	78	4	1	38
Risk Ratio (Max 3)	NC	NC	1.29	1.21	NC	NC	0.98
Disproportionate?	--	--	--	--	--	--	--

Other Health Impairments	American Indian	Asian	African American	Hispanic	Multiple Ethnicities	Pacific Islander	White
Students with Disabilities	6	6	29	152	17	1	108
Risk Ratio (Max 3)	NC	NC	1.54	0.90	1.08	NC	1.38
Disproportionate?	--	--	--	--	--	--	--

Specific Learning Disability	American Indian	Asian	African American	Hispanic	Multiple Ethnicities	Pacific Islander	White
Students with Disabilities	3	33	124	807	40	2	185
Risk Ratio (Max 3)	NC	0.23	1.78	2.07	0.67	NC	0.49
Disproportionate?	--	--	--	--	--	--	--

Speech or Language Impairment	American Indian	Asian	African American	Hispanic	Multiple Ethnicities	Pacific Islander	White
Students with Disabilities	0	31	23	207	26	2	111
Risk Ratio (Max 3)	NC	0.68	0.94	1.07	1.33	NC	1.03
Disproportionate?	--	--	--	--	--	--	--

Discipline Disproportionality Data for Rialto Unified
2018–2019

CDS Code	3667850	Special Education Local Plan Area	(3602)
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Any Discipline	American Indian	Asian	African American	Hispanic	Multiple Ethnicities	Pacific Islander	White
Students Disciplined	0	0	77	172	9	0	17
Students with Disabilities	18	28	536	2,961	47	7	229
Risk Ratio (Max=3)	NC	NC	2.39	0.49	NC	NC	1.03
Disproportionate?	--	--	--	--	--	--	--

Greater than 10 days In-School	American Indian	Asian	African American	Hispanic	Multiple Ethnicities	Pacific Islander	White
Students Disciplined	0	0	0	0	0	0	0
Risk Ratio (Max=3)	NC	NC	NC	NC	NC	NC	NC
Disproportionate?	--	--	--	--	--	--	--

Greater than 10 days Out of School	American Indian	Asian	African American	Hispanic	Multiple Ethnicities	Pacific Islander	White
Students Disciplined	0	0	10	4	1	0	1
Risk Ratio (Max=3)	NC	NC	5.69	NC	NC	NC	NC
Disproportionate?	--	--	OVR	--	--	--	--

Less than 10 days In-School	American Indian	Asian	African American	Hispanic	Multiple Ethnicities	Pacific Islander	White
Students Disciplined	0	0	6	24	1	0	0
Risk Ratio (Max=3)	NC	NC	NC	0.61	NC	NC	NC
Disproportionate?	--	--	--	--	--	--	--

Less than 10 days Out of School	American Indian	Asian	African American	Hispanic	Multiple Ethnicities	Pacific Islander	White
Students Disciplined	0	0	65	159	7	0	16
Risk Ratio (Max=3)	NC	NC	2.19	0.53	NC	NC	1.09
Disproportionate?	--	--	--	--	--	--	--

Least Restrictive Environment (LRE) Disproportionality Data for
Rialto Unified 2018–2019

CDS Code	3667850	Special Education Local Plan Area	(3602)
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In Regular Class Less Than 40%	American Indian	Asian	African American	Hispanic	Multiple Ethnicities	Pacific Islander	White
Students in the Environment	10	10	113	645	7	1	59
Students with Disabilities	15	22	387	2,294	35	3	163
Risk Ratio (Max=3)	NC	1.58	1.01	0.88	NC	NC	1.27
Disproportionate?	--	--	--	--	--	--	--

In Separate Schools	American Indian	Asian	African American	Hispanic	Multiple Ethnicities	Pacific Islander	White
Students in the Environment	0	1	6	18	0	0	3
Risk Ratio (Max=3)	NC	NC	NC	0.49	NC	NC	NC
Disproportionate?	--	--	--	--	--	--	--

Disproportionality Data for Indicator 9 and 10 for Rialto Unified
2018–2019

CDS Code	3667850	Special Education Local Plan Area	(3602)
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Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

	American Indian	Asian	African American	Hispanic	Multiple Ethnicities	Pacific Islander	White
Students with Disabilities	15	22	387	2,294	35	3	163
Total Enrollment	67	298	2,259	21,316	235	102	789
Risk Ratio (Max 3)	1.93	0.63	1.54	0.65	1.28	NC	1.82
Disproportionate?	--	--	--	--	--	--	--

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices.

Autism	American Indian	Asian	African American	Hispanic	Multiple Ethnicities	Pacific Islander	White
Students with Disabilities	1	10	31	212	2	0	23
Risk Ratio (Max 3)	NC	3.09	1.26	0.56	NC	NC	2.76
Disproportionate?	--	OVR	--	--	--	--	--

Emotional Disturbance	American Indian	Asian	African American	Hispanic	Multiple Ethnicities	Pacific Islander	White
Students with Disabilities	0	0	10	35	0	0	7
Risk Ratio (Max 3)	NC	NC	2.40	0.36	NC	NC	NC
Disproportionate?	--	--	--	--	--	--	--

Intellectual Disabilities	American Indian	Asian	African American	Hispanic	Multiple Ethnicities	Pacific Islander	White
Students with Disabilities	2	4	20	143	1	0	14
Risk Ratio (Max 3)	NC	NC	1.23	0.61	NC	NC	2.53
Disproportionate?	--	--	--	--	--	--	--

Other Health Impairments	American Indian	Asian	African American	Hispanic	Multiple Ethnicities	Pacific Islander	White
Students with Disabilities	1	1	44	154	6	0	16
Risk Ratio (Max 3)	NC	NC	2.50	0.40	NC	NC	2.39
Disproportionate?	--	--	--	--	--	--	--

Specific Learning Disability	American Indian	Asian	African American	Hispanic	Multiple Ethnicities	Pacific Islander	White
Students with Disabilities	8	4	212	1,326	17	1	59
Risk Ratio (Max 3)	NC	NC	1.51	0.78	1.12	NC	1.16
Disproportionate?	--	--	--	--	--	--	--

Speech or Language Impairment	American Indian	Asian	African American	Hispanic	Multiple Ethnicities	Pacific Islander	White
Students with Disabilities	0	2	51	316	8	1	23
Risk Ratio (Max 3)	NC	NC	1.47	0.65	NC	NC	1.87
Disproportionate?	--	--	--	--	--	--	--

Discipline Disproportionality Data for Rim of the World Unified
2018–2019

CDS Code	3667868	Special Education Local Plan Area	(3602)
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Any Discipline	American Indian	Asian	African American	Hispanic	Multiple Ethnicities	Pacific Islander	White
Students Disciplined	1	0	0	28	4	1	46
Students with Disabilities	5	1	8	168	27	1	291
Risk Ratio (Max=3)	NC	NC	NC	1.07	NC	NC	0.98
Disproportionate?	--	--	--	--	--	--	--

Greater than 10 days In-School	American Indian	Asian	African American	Hispanic	Multiple Ethnicities	Pacific Islander	White
Students Disciplined	0	0	0	0	0	0	0
Risk Ratio (Max=3)	NC	NC	NC	NC	NC	NC	NC
Disproportionate?	--	--	--	--	--	--	--

Greater than 10 days Out of School	American Indian	Asian	African American	Hispanic	Multiple Ethnicities	Pacific Islander	White
Students Disciplined	1	0	0	1	0	0	1
Risk Ratio (Max=3)	NC	NC	NC	NC	NC	NC	NC
Disproportionate?	--	--	--	--	--	--	--

Less than 10 days In-School	American Indian	Asian	African American	Hispanic	Multiple Ethnicities	Pacific Islander	White
Students Disciplined	1	0	0	19	1	0	19
Risk Ratio (Max=3)	NC	NC	NC	1.79	NC	NC	0.65
Disproportionate?	--	--	--	--	--	--	--

Less than 10 days Out of School	American Indian	Asian	African American	Hispanic	Multiple Ethnicities	Pacific Islander	White
Students Disciplined	0	0	0	18	3	1	31
Risk Ratio (Max=3)	NC	NC	NC	1.02	NC	NC	1.02
Disproportionate?	--	--	--	--	--	--	--

Least Restrictive Environment (LRE) Disproportionality Data for
Rim of the World Unified 2018–2019

CDS Code	3667868	Special Education Local Plan Area	(3602)
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In Regular Class Less Than 40%	American Indian	Asian	African American	Hispanic	Multiple Ethnicities	Pacific Islander	White
Students in the Environment	0	0	1	29	1	0	32
Students with Disabilities	4	3	4	157	12	0	204
Risk Ratio (Max=3)	NC	NC	NC	1.23	NC	NC	0.91
Disproportionate?	--	--	--	--	--	--	--

In Separate Schools	American Indian	Asian	African American	Hispanic	Multiple Ethnicities	Pacific Islander	White
Students in the Environment	0	0	0	0	0	0	5
Risk Ratio (Max=3)	NC	NC	NC	NC	NC	NC	NC
Disproportionate?	--	--	--	--	--	--	--

Disproportionality Data for Indicator 9 and 10 for Rim of the World Unified
2018–2019

CDS Code	3667868	Special Education Local Plan Area	(3602)
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Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

	American Indian	Asian	African American	Hispanic	Multiple Ethnicities	Pacific Islander	White
Students with Disabilities	4	3	4	157	12	0	204
Total Enrollment	9	28	23	1,232	148	4	1,792
Risk Ratio (Max 3)	NC	NC	NC	1.13	0.67	NC	0.91
Disproportionate?	--	--	--	--	--	--	--

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices.

Autism	American Indian	Asian	African American	Hispanic	Multiple Ethnicities	Pacific Islander	White
Students with Disabilities	1	0	0	12	2	0	27
Risk Ratio (Max 3)	NC	NC	NC	0.65	NC	NC	1.45
Disproportionate?	--	--	--	--	--	--	--

Emotional Disturbance	American Indian	Asian	African American	Hispanic	Multiple Ethnicities	Pacific Islander	White
Students with Disabilities	0	0	0	3	1	0	9
Risk Ratio (Max 3)	NC	NC	NC	NC	NC	NC	NC
Disproportionate?	--	--	--	--	--	--	--

Intellectual Disabilities	American Indian	Asian	African American	Hispanic	Multiple Ethnicities	Pacific Islander	White
Students with Disabilities	0	0	0	9	1	0	8
Risk Ratio (Max 3)	NC	NC	NC	NC	NC	NC	NC
Disproportionate?	--	--	--	--	--	--	--

Other Health Impairments	American Indian	Asian	African American	Hispanic	Multiple Ethnicities	Pacific Islander	White
Students with Disabilities	0	0	0	19	2	0	32
Risk Ratio (Max 3)	NC	NC	NC	0.91	NC	NC	1.23
Disproportionate?	--	--	--	--	--	--	--

Specific Learning Disability	American Indian	Asian	African American	Hispanic	Multiple Ethnicities	Pacific Islander	White
Students with Disabilities	2	2	3	89	5	0	82
Risk Ratio (Max 3)	NC	NC	NC	1.54	NC	NC	0.65
Disproportionate?	--	--	--	--	--	--	--

Speech or Language Impairment	American Indian	Asian	African American	Hispanic	Multiple Ethnicities	Pacific Islander	White
Students with Disabilities	1	1	0	23	1	0	41
Risk Ratio (Max 3)	NC	NC	NC	0.85	NC	NC	1.27
Disproportionate?	--	--	--	--	--	--	--

Discipline Disproportionality Data for Yucaipa-Calimesa Joint Unified
2018–2019

CDS Code	3667959	Special Education Local Plan Area	(3602)
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Any Discipline	American Indian	Asian	African American	Hispanic	Multiple Ethnicities	Pacific Islander	White
Students Disciplined	1	1	7	44	0	0	45
Students with Disabilities	10	14	42	785	12	2	739
Risk Ratio (Max=3)	NC	NC	NC	0.85	NC	NC	0.99
Disproportionate?	--	--	--	--	--	--	--

Greater than 10 days In-School	American Indian	Asian	African American	Hispanic	Multiple Ethnicities	Pacific Islander	White
Students Disciplined	0	0	0	0	0	0	0
Risk Ratio (Max=3)	NC	NC	NC	NC	NC	NC	NC
Disproportionate?	--	--	--	--	--	--	--

Greater than 10 days Out of School	American Indian	Asian	African American	Hispanic	Multiple Ethnicities	Pacific Islander	White
Students Disciplined	0	0	1	2	0	0	0
Risk Ratio (Max=3)	NC	NC	NC	NC	NC	NC	NC
Disproportionate?	--	--	--	--	--	--	--

Less than 10 days In-School	American Indian	Asian	African American	Hispanic	Multiple Ethnicities	Pacific Islander	White
Students Disciplined	0	0	0	1	0	0	2
Risk Ratio (Max=3)	NC	NC	NC	NC	NC	NC	NC
Disproportionate?	--	--	--	--	--	--	--

Less than 10 days Out of School	American Indian	Asian	African American	Hispanic	Multiple Ethnicities	Pacific Islander	White
Students Disciplined	1	1	6	41	0	0	44
Risk Ratio (Max=3)	NC	NC	NC	0.82	NC	NC	1.05
Disproportionate?	--	--	--	--	--	--	--

Least Restrictive Environment (LRE) Disproportionality Data for
Yucaipa-Calimesa Joint Unified 2018–2019

CDS Code	3667959	Special Education Local Plan Area	(3602)
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In Regular Class Less Than 40%	American Indian	Asian	African American	Hispanic	Multiple Ethnicities	Pacific Islander	White
Students in the Environment	4	1	13	138	4	0	104
Students with Disabilities	8	11	32	617	13	1	556
Risk Ratio (Max=3)	NC	NC	1.95	1.10	NC	NC	0.80
Disproportionate?	--	--	--	--	--	--	--

In Separate Schools	American Indian	Asian	African American	Hispanic	Multiple Ethnicities	Pacific Islander	White
Students in the Environment	0	0	1	3	0	0	6
Risk Ratio (Max=3)	NC	NC	NC	NC	NC	NC	NC
Disproportionate?	--	--	--	--	--	--	--

Disproportionality Data for Indicator 9 and 10 for Yucaipa-Calimesa Joint Unified
2018–2019

CDS Code	3667959	Special Education Local Plan Area	(3602)
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Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

	American Indian	Asian	African American	Hispanic	Multiple Ethnicities	Pacific Islander	White
Students with Disabilities	8	11	32	617	13	1	556
Total Enrollment	47	177	154	3,995	101	11	4,470
Risk Ratio (Max 3)	NC	0.44	1.52	1.23	0.93	NC	0.82
Disproportionate?	--	--	--	--	--	--	--

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices.

Autism	American Indian	Asian	African American	Hispanic	Multiple Ethnicities	Pacific Islander	White
Students with Disabilities	1	2	3	59	1	0	58
Risk Ratio (Max 3)	NC	NC	NC	1.13	NC	NC	0.88
Disproportionate?	--	--	--	--	--	--	--

Emotional Disturbance	American Indian	Asian	African American	Hispanic	Multiple Ethnicities	Pacific Islander	White
Students with Disabilities	1	0	2	13	0	0	31
Risk Ratio (Max 3)	NC	NC	NC	0.47	NC	NC	1.94
Disproportionate?	--	--	--	--	--	--	--

Intellectual Disabilities	American Indian	Asian	African American	Hispanic	Multiple Ethnicities	Pacific Islander	White
Students with Disabilities	1	2	0	30	1	1	22
Risk Ratio (Max 3)	NC	NC	NC	1.38	NC	NC	0.63
Disproportionate?	--	--	--	--	--	--	--

Other Health Impairments	American Indian	Asian	African American	Hispanic	Multiple Ethnicities	Pacific Islander	White
Students with Disabilities	0	0	7	55	5	0	78
Risk Ratio (Max 3)	NC	NC	NC	0.76	NC	NC	1.17
Disproportionate?	--	--	--	--	--	--	--

Specific Learning Disability	American Indian	Asian	African American	Hispanic	Multiple Ethnicities	Pacific Islander	White
Students with Disabilities	4	3	17	348	4	0	222
Risk Ratio (Max 3)	NC	NC	1.67	1.73	NC	NC	0.59
Disproportionate?	--	--	--	--	--	--	--

Speech or Language Impairment	American Indian	Asian	African American	Hispanic	Multiple Ethnicities	Pacific Islander	White
Students with Disabilities	0	4	3	92	1	0	108
Risk Ratio (Max 3)	NC	NC	NC	0.98	NC	NC	1.08
Disproportionate?	--	--	--	--	--	--	--

Discipline Disproportionality Data for San Bernardino County Office of Education
2018–2019

CDS Code	3610363	Special Education Local Plan Area	(3602)
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Any Discipline	American Indian	Asian	African American	Hispanic	Multiple Ethnicities	Pacific Islander	White
Students Disciplined	0	0	1	3	1	0	1
Students with Disabilities	2	0	4	9	1	0	1
Risk Ratio (Max=3)	NC	NC	NC	NC	NC	NC	NC
Disproportionate?	--	--	--	--	--	--	--

Greater than 10 days In-School	American Indian	Asian	African American	Hispanic	Multiple Ethnicities	Pacific Islander	White
Students Disciplined	0	0	0	0	0	0	0
Risk Ratio (Max=3)	NC	NC	NC	NC	NC	NC	NC
Disproportionate?	--	--	--	--	--	--	--

Greater than 10 days Out of School	American Indian	Asian	African American	Hispanic	Multiple Ethnicities	Pacific Islander	White
Students Disciplined	0	0	0	1	0	0	0
Risk Ratio (Max=3)	NC	NC	NC	NC	NC	NC	NC
Disproportionate?	--	--	--	--	--	--	--

Less than 10 days In-School	American Indian	Asian	African American	Hispanic	Multiple Ethnicities	Pacific Islander	White
Students Disciplined	0	0	0	0	0	0	0
Risk Ratio (Max=3)	NC	NC	NC	NC	NC	NC	NC
Disproportionate?	--	--	--	--	--	--	--

Less than 10 days Out of School	American Indian	Asian	African American	Hispanic	Multiple Ethnicities	Pacific Islander	White
Students Disciplined	0	0	1	2	1	0	1
Risk Ratio (Max=3)	NC	NC	NC	NC	NC	NC	NC
Disproportionate?	--	--	--	--	--	--	--

Least Restrictive Environment (LRE) Disproportionality Data for
San Bernardino County Office of Education 2018–2019

CDS Code	3610363	Special Education Local Plan Area	(3602)
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In Regular Class Less Than 40%	American Indian	Asian	African American	Hispanic	Multiple Ethnicities	Pacific Islander	White
Students in the Environment	0	0	0	12	0	0	0
Students with Disabilities	0	0	10	55	0	0	6
Risk Ratio (Max=3)	NC	NC	NC	1.15	NC	NC	NC
Disproportionate?	--	--	--	--	--	--	--

In Separate Schools	American Indian	Asian	African American	Hispanic	Multiple Ethnicities	Pacific Islander	White
Students in the Environment	0	0	0	0	0	0	0
Risk Ratio (Max=3)	NC	NC	NC	NC	NC	NC	NC
Disproportionate?	--	--	--	--	--	--	--

Disproportionality Data for Indicator 9 and 10 for San Bernardino County Office of Education
2018–2019

CDS Code	3610363	Special Education Local Plan Area	(3602)
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Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

	American Indian	Asian	African American	Hispanic	Multiple Ethnicities	Pacific Islander	White
Students with Disabilities	0	0	10	55	0	0	6
Total Enrollment	23	56	363	1,124	109	9	349
Risk Ratio (Max 3)	NC	NC	0.75	2.78	NC	NC	NC
Disproportionate?	--	--	--	--	--	--	--

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices.

Autism	American Indian	Asian	African American	Hispanic	Multiple Ethnicities	Pacific Islander	White
Students with Disabilities	0	0	0	3	0	0	0
Risk Ratio (Max 3)	NC	NC	NC	NC	NC	NC	NC
Disproportionate?	--	--	--	--	--	--	--

Emotional Disturbance	American Indian	Asian	African American	Hispanic	Multiple Ethnicities	Pacific Islander	White
Students with Disabilities	0	0	1	0	0	0	0
Risk Ratio (Max 3)	NC	NC	NC	NC	NC	NC	NC
Disproportionate?	--	--	--	--	--	--	--

Intellectual Disabilities	American Indian	Asian	African American	Hispanic	Multiple Ethnicities	Pacific Islander	White
Students with Disabilities	0	0	0	1	0	0	0
Risk Ratio (Max 3)	NC	NC	NC	NC	NC	NC	NC
Disproportionate?	--	--	--	--	--	--	--

Other Health Impairments	American Indian	Asian	African American	Hispanic	Multiple Ethnicities	Pacific Islander	White
Students with Disabilities	0	0	4	17	0	0	2
Risk Ratio (Max 3)	NC	NC	NC	0.83	NC	NC	NC
Disproportionate?	--	--	--	--	--	--	--

Specific Learning Disability	American Indian	Asian	African American	Hispanic	Multiple Ethnicities	Pacific Islander	White
Students with Disabilities	0	0	1	19	0	0	3
Risk Ratio (Max 3)	NC	NC	NC	0.46	NC	NC	NC
Disproportionate?	--	--	--	--	--	--	--

Speech or Language Impairment	American Indian	Asian	African American	Hispanic	Multiple Ethnicities	Pacific Islander	White
Students with Disabilities	0	0	4	13	0	0	1
Risk Ratio (Max 3)	NC	NC	NC	0.65	NC	NC	NC
Disproportionate?	--	--	--	--	--	--	--



CALCULATING DISPROPORTIONALITY

ANNE-MARIE FOLEY – EV SELPA
NOVEMBER 7, 2019

DISPROPORTIONATE REPRESENTATION IN SPECIAL EDUCATION BASED ON RACE & ETHNICITY

Risk Ratio

- A risk ratio is a numerical comparison between
 - the risk of a specific outcome for one racial or ethnic group in an LEA (*analysis group*)
 - and
 - the risk of that same outcome for all other children in the LEA (*comparison group*)
- Divide the Analysis Group by the Comparison Group

COMPARISON GROUPS

For Risk Ratios Involving Identification (SPPIs 9 & 10)

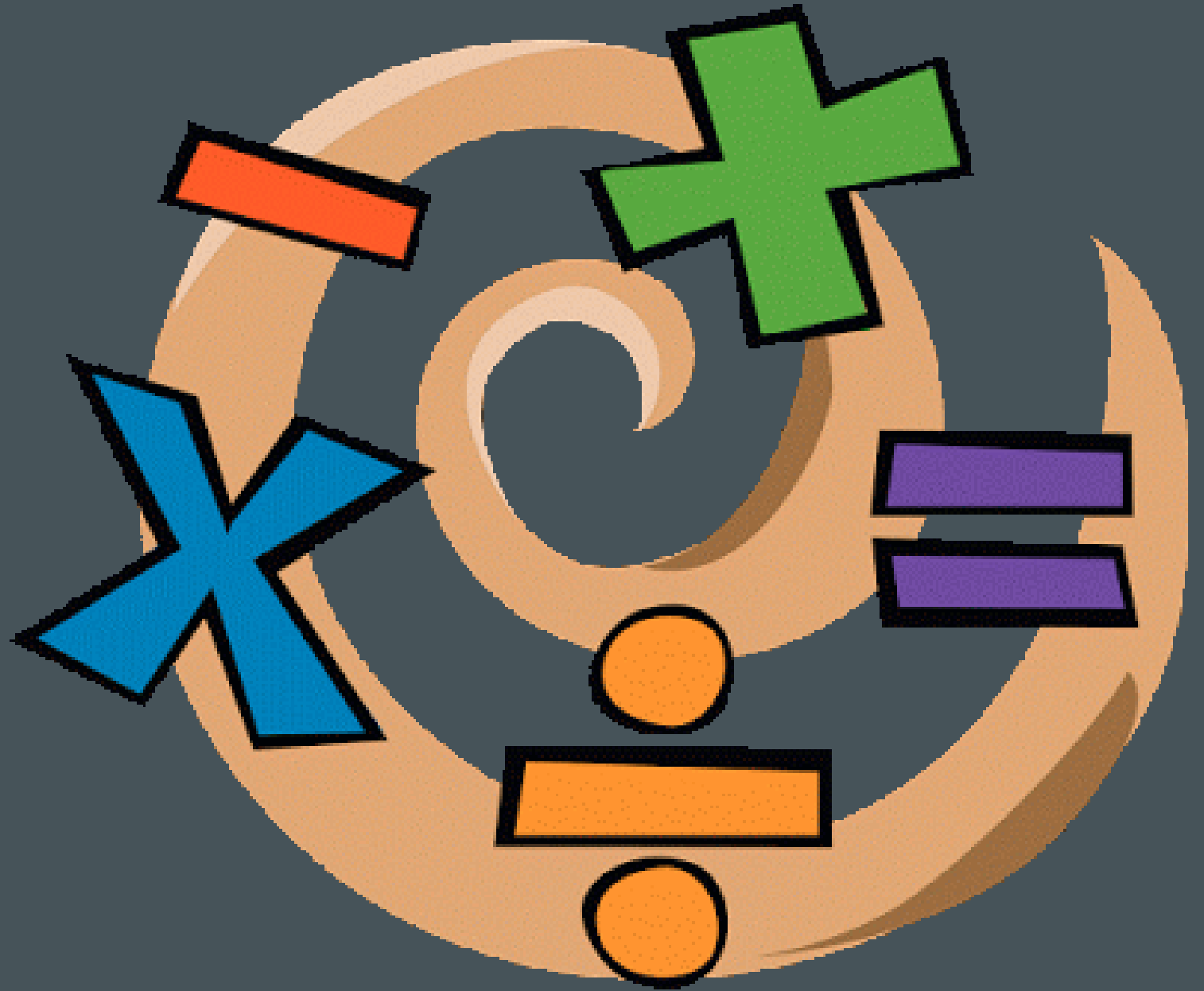
- Comparison group =
All other racial or ethnic
groups enrolled in the
LEA

For Risk Ratios Involving Discipline or Placement (SPPI 4 & SPPI 5)

- Comparison group =
SWD in all other racial or
ethnic groups enrolled in
the LEA

Alternate Risk Ratio formula used when insufficient LEA data is available

CALCULATION



CALCULATION OF RISK RATIO – INDICATORS 9 & 10 (DISPROPORTIONATE REPRESENTATION)

SWD in a specific race/ethnic group	= A
Total enrollment of all students in the race/ethnic group	
SWD NOT in the specific race/ethnic group	= B
Total enrollment of all students NOT in the race/ethnic group	

$$\frac{A}{B} = \textit{Risk Ratio}$$

EXAMPLE

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

	American Indian	Asian	African American	Hispanic	Multiple Ethnicities	Pacific Islander	White
Students with Disabilities	5	29	212	2,170	28	2	196
Total Enrollment	54	530	1,186	18,682	212	45	1,305
Risk Ratio (Max 3)	NC	0.45	1.53	0.82	1.10	NC	1.27
Disproportionate?	--	--	--	--	--	--	--

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices.

Emotional Disturbance	American Indian	Asian	African American	Hispanic	Multiple Ethnicities	Pacific Islander	White
Students with Disabilities	1	0	10	27	0	0	8
Risk Ratio (Max 3)	NC	NC	4.88	0.25	NC	NC	NC
Disproportionate?	--	--	OVR	--	--	--	--

SWD in a specific race/ethnic group	= A
Total enrollment of all students in the race/ethnic group	
SWD NOT in the specific race/ethnic group	= B
Total enrollment of all students NOT in the race/ethnic group	

EXAMPLE CALCULATION FOR SPPI 10 - AFRICAN AMERICAN & ED

SWD in a specific race/ethnic group	10	= .0084317	4.88
Total enrollment of all students in the race/ethnic group	1186		
SWD NOT in the specific race/ethnic group (1 + 27 + 8)	36	= .00172844	
Total enrollment of all students NOT in the race/ethnic group (54 + 530 + 18,682 + 212 + 45 + 1305)	20,828		

4.88 > 3

CALCULATION OF RISK RATIO – INDICATOR 4 (DISCIPLINE)

SWD in a specific race/ethnic group for each discipline category	= A
SWD in the race/ethnic group	
SWD NOT in the specific race/ethnic group for each discipline category	= B
SWD NOT in the race/ethnic group	

$$\frac{A}{B} = \textit{Risk Ratio}$$

EXAMPLE

Any Discipline	American Indian	Asian	African American	Hispanic	Multiple Ethnicities	Pacific Islander	White
Students Disciplined	0	0	77	172	9	0	17
Students with Disabilities	18	28	536	2,961	47	7	229
Risk Ratio (Max=3)	NC	NC	2.39	0.49	NC	NC	1.03
Disproportionate?	--	--	--	--	--	--	--

Less than 10 days Out of School	American Indian	Asian	African American	Hispanic	Multiple Ethnicities	Pacific Islander	White
Students Disciplined	0	0	65	159	7	0	16
Risk Ratio (Max=3)	NC	NC	2.19	0.53	NC	NC	1.09
Disproportionate?	--	--	--	--	--	--	--

SWD in a specific race/ethnic group for each discipline category (<i>< 10 days out of school</i>)	= A
SWD in the race/ethnic group	
SWD NOT in the specific race/ethnic group for each discipline category (<i>< 10 days out of school</i>)	= B
SWD NOT in the race/ethnic group	

EXAMPLE CALCULATION – INDICATOR 4 (DISCIPLINE)

SWD in a specific race/ethnic group for each discipline category	65	= .12126866	2.19
SWD in the race/ethnic group	536		
SWD NOT in the specific race/ethnic group for each LRE category (159 + 7 + 16)	182	= .05531915	
SWD NOT in the race/ethnic group (18 + 28 + 2961 + 47 + 7 + 229)	3290		

2.19 < 3

CALCULATION OF RISK RATIO – INDICATOR 5 (LRE)

SWD in a specific race/ethnic group for each LRE category	= A
SWD in the race/ethnic group	
SWD NOT in the specific race/ethnic group for each LRE category	= B
SWD NOT in the race/ethnic group	

$$\frac{A}{B} = \textit{Risk Ratio}$$

EXAMPLE CALCULATION FOR SPPI 5B (REG CLASS < 40%)

In Regular Class Less Than 40%	American Indian	Asian	African American	Hispanic	Multiple Ethnicities	Pacific Islander	White
Students in the Environment	6	43	42	283	19	2	144
Students with Disabilities	13	136	222	1,448	114	9	595
Risk Ratio (Max=3)	NC	1.53	0.88	0.83	0.78	NC	1.19
Disproportionate?	–	–	–	--	--	--	–

SWD in a specific race/ethnic group for each LRE category (<i>SPPI 5b – Reg Class < 40%</i>)	= A
SWD in the race/ethnic group	
SWD NOT in the specific race/ethnic group for each LRE category (<i>SPPI 5b – Reg Class < 40%</i>)	= B
SWD NOT in the race/ethnic group	

EXAMPLE CALCULATION FOR SPPI 5B (REG CLASS < 40%)

SWD in a specific race/ethnic group for each LRE category	43	= .31617647	1.53
SWD in the race/ethnic group	136		
SWD NOT in the specific race/ethnic group for each LRE category (6 + 42 + 283 + 19 + 2 + 144)	496	= .20658059	
SWD NOT in the race/ethnic group (13 + 222 + 1448 + 114 + 9 + 595)	2401		

1.53 < 3

MISCELLANEOUS NOTES

Insufficient data??

- If Analysis group has numerator < 10 & denominator < 20 = NC
- If Comparison group has a numerator < 10 & denominator < 20 = Alternate Risk Ratio
 - Alternate Risk Ratio uses statewide data for B calculation (formula denominator)

Placement (Indicator 5):

- Separate school no longer includes H/H students

DISCUSSION....
QUESTIONS??

4.11 Web IEP Emails to Directors



Email Notifications - Compliance Monitoring Features within WebIEP

The EV SELPA Steering Committee authorized the electronic provision of two email notifications to district special education directors from WebIEP. The two emails are the Final Not Signed (FNS) status email and Assessment Plan Overdue emails. Below is a brief description of each:

- 1.) Final Not Signed Status emails are sent to the director after three reminder emails have been sent to the Case Manager for the student. These emails inform directors of IEPs that have been held but not completed and can assist with monitoring for annual and triennial compliance as well as identifying staff needed support or training in these areas. They inform the directors of IEP meetings that have been held but not finalized and serve as a reminder to finalize the Student's IEP and get it filed to history.
- 2.) Assessment Plan Overdue emails are sent to the director after two reminder emails have been sent to the user originating the Assessment Plan. These emails inform directors of assessment plan status and can be monitored for child find and other compliance purposes as well as assist in identifying staff who need assistance in these areas. They are a reminder to follow up on the Assessment Plan and inform directors of whether or not an assessment has been received back with parent signature and if dates assessment plans are received with parent signatures are entered into the WebIEP system. Emails stop being sent when dates assessment plans were received are entered.

4.12 Building MTSS Structures



Building Vibrant MTSS Structures that Include Special Educators

As Districts move toward implementation of MTSS, the inclusion of all stakeholders in the conversation and planning is essential. Moving forward with implementation plans requires strategic planning to support students at all levels.

Participants will engage in team building exercises focused on their specific needs. Facilitation activities will ensure participants share common language and understanding for the effective implementation of an evidence-based model of schooling that uses data-based problem solving to integrate academic and behavioral instruction and intervention.

Partners from the University of California, Graduate School of Education and the San Bernardino County Superintendent of Schools will facilitate school teams in developing integrated instruction and intervention that is delivered to students in varying intensities based on student need. Participants will learn how to use 'need driven' decision making skills to ensure that district resources reach the appropriate students at the appropriate levels to accelerate the performance of ALL students to achieve.

Special attention will be given to the role of special educators (i.e. special education teachers, related service providers, and school psychologists) in the develop of vibrant MTSS structures that meet the needs of all students while reducing the need for special education services leading to more inclusive educational environments.

Intended Audience: School/district teams consisting of administrators, general education teachers, special education teachers, related service providers and school psychologists; preferably who have attended MTSS professional development/conference sessions.

Register Online or call East Valley SELPA (909) 252-4502

Tuesday
December 10, 2019
8:00 am - 3:30 pm

Register Online:
<https://sbcss.k12oms.org/46-171318>

Thursday
April 9, 2020
8:00 am - 3:30 pm

Register Online:
<https://sbcss.k12oms.org/46-171320>

Location:

Dorothy Inghram Learning Center
Home of the East Valley SELPA
670 E. Carnegie Drive, San Bernardino, CA 92408

4.13 EV SELPA Due Process Update

Minimum Responsibilities for IEE Evaluators

The Evaluator must meet the qualifications below as well as the qualifications in Appendix B:

1. Communicate and share information with members of the IEP Team, district and SELPA personnel; release their evaluation information/results to the school district; and allow a review of the testing protocols if requested.
2. Provide the evaluation report to the district no less than five days prior to the IEP team meeting.
3. Attend the IEP meeting, either in person or by phone through the conclusion of the IEP.
4. Select and administer assessments in the student's primary language or other mode of communication.
5. Use tests and other assessment materials validated for the specific purpose for which they are used. Said tests must be administered by trained personnel and must be tailored to assess specific areas of educational need.
6. The Individuals with Disabilities Education Act (IDEA) § 300.304(b)(1) provides that an evaluation conducted by a public agency must use a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information about the child, including information provided by the parent, and when appropriate, observation, that may assist in determining whether the child is a child with a disability under IDEA § 300.8, and the content of the child's IEP, including information related to enabling the child to be involved in and progress in the general education curriculum (or for a preschool child to participate in appropriate activities).

4.14 EV SELPA IEP Forms Work Group & WebIEP Program Updates

**Steering Committee Meeting
November 7, 2019
Agenda Item 4.14
IEP Forms Workgroup & WebIEP Program Updates**

IEP Forms Workgroup Update

Steering Committee Review

- IEP at a Glance - Draft

In Process

- EV-12 – Report of Progress on Goals
- Behavior Intervention Plan (BIP)
 - EV SELPA Program Specialists

Up Next

- Individual Service Plan (ISP)
 - Sub-committee
 - Incorporate CALPADS Annual fields so ISP can be “stand-alone”
- EV-30 – Conference Notice

WebIEP Program Updates

WebIEP Program Updates

- Service Provider Assignments
 - Week of 11/11 (most likely Friday 11/15)
 - Preparation
 - Service Provider Tables - sent to Directors and DA Users Group 11/5/19
 - Notification – will be sent to Directors & DA Users ASAP
 - Instructions – will be sent to Directors & DA Users ASAP
- Silent Bridge
 - Input obtained from DA Users Group Rep for each district
- Combined and updated WebDA/WebIEP
 - FMS has indicated a desire to overhaul WebDA and combine with WebIEP
- Form 7 – Comments & PWN
 - Separate Screens – projected implementation date – before Thanksgiving
- Amendment
 - New form – projected implementation date - before Thanksgiving

DATE PRINTED: _____

East Valley Special Education Local Plan Area

IEP AT A GLANCE

CONFIDENTIAL - FOR STAFF USE ONLY - NOT A STUDENT RECORD

STUDENT'S LEGAL NAME _____

BIRTHDATE _____

Case Carrier: _____

Current Annual	Next Annual	Primary Disability	_____
Current Triennial	Next Triennial	Secondary Disability	_____

SPECIAL EDUCATION AND RELATED SERVICES

Service	Provider	Location	Delivery Model	Min.	Freq.	Start Date	End Date
P							
S							
S							

SUPPLEMENTARY AIDS & SERVICES

Aids, services, and other supports that are provided in general education classes, other education-related settings, and in extracurricular and nonacademic settings, to enable children with disabilities to be educated with nondisabled children to the maximum extent appropriate.

Program Accommodations

Instructional accommodations enable the student to be involved in and progress in the core curriculum (related to the student's disability). Accommodations change instruction to provide access but do not alter the content of the curriculum or the learning expectations.

The IEP team discussed and determined program accommodations ☐ are ☐ are not needed in general education classes or education-related settings. If needed, the team identified the following program accommodations:

Program Accommodations	Location	Start Date	End Date

Program Modifications

Instructional modifications enable the student to be involved in and progress in the core curriculum and be educated and participate with other children. Modifications alter the content of the curriculum to be more accessible by reducing the complexity and difficulty.

The IEP team discussed and determined program modifications ☐ are ☐ are not needed in general education classes or education-related settings. If needed, the team identified the following program modifications:

Program Modifications	Location	Min	Freq.	Start Date	End Date

Other Supports

Other supports for school personnel, or for student, or on behalf of the student enable the student to be educated with nondisabled children to the maximum extent appropriate.

The IEP team discussed and determined other supports for school personnel, or for student, or on behalf of the student ☐ are ☐ are not needed. If needed, the team identified the following supports:

Other Supports	To Support	Location	Min	Freq.	Start Date	End Date

Does student's behavior impede the learning of self or others? ☐ Yes ☐ No

If yes, specify the positive behavior strategies, interventions and supports needed to address this behavior:

Behavior Intervention Plan (BIP) included in the IEP: ☐ Yes ☐ No

East Valley Special Education Local Plan Area

IEP AT A GLANCE**CONFIDENTIAL - FOR STAFF USE ONLY - NOT A STUDENT RECORD**

CA Assessment of Student Performance & Progress (CAASPP)	
Assessment Program Participation: <input type="checkbox"/> SBAC & CAST <input type="checkbox"/> CAA	
English Language Arts (ELA): Grades 3 – 8 and 11	
<input type="checkbox"/> Outside of testing range <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<hr/> <hr/> <hr/> <hr/>
Math: Grades 3 – 8 and 11	
<input type="checkbox"/> Outside of testing range <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<hr/> <hr/> <hr/> <hr/>
Science: Grades 5, 8 and high school	
<input type="checkbox"/> Outside of testing range <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<hr/> <hr/> <hr/> <hr/>
Physical Fitness Test (PFT): Grades 5, 7 and 9	
<input type="checkbox"/> Outside testing range <input type="checkbox"/> Without Variation/Accomm. <input type="checkbox"/> With Variation/Accomm. <input type="checkbox"/> Medically Excused Variations/Accommodation(s): _____	
ELPAC (English Learners Only)	
Assessment Program Participation: <input type="checkbox"/> ELPAC <input type="checkbox"/> Alternate Assessment:	
Listening	<input type="checkbox"/> <input type="checkbox"/> <hr/> <hr/> <hr/> <hr/>
Speaking	<input type="checkbox"/> <input type="checkbox"/> <hr/> <hr/> <hr/> <hr/>
Reading	<input type="checkbox"/> <input type="checkbox"/> <hr/> <hr/> <hr/> <hr/>
Writing	<input type="checkbox"/> <input type="checkbox"/> <hr/> <hr/> <hr/> <hr/>
DRDP (Ages 0 – 5)	
<input type="checkbox"/> Without Adaptations <input type="checkbox"/> With Adaptations Adaptations: _____	

ANNUAL IEP GOALS			
Goal #	Area of Need	Annual Goal	Person(s) Responsible

**WebIEP Notification
Assignment of Service Providers**

On 11/15/19, a change will be made to WebIEP that will require the assignment of Case Carrier and Service Providers on the WebIEP Services page (Form 5 – Services). In the service box, there will be an additional field to select the specific service provider for that service. Contact your Special Education Office for specific instructions and additional information.

DRAFT

INSTRUCTIONS FOR ASSIGNING SERVICE PROVIDERS WITHIN WEBIEP FORM 5 – SERVICES

The service provider selection is made on the Services screen (Form 5 – Services). It is an additional field within the Services window.

When the Class Numbers button is selected, an additional menu window opens. The Class Numbers are specific to the provider and the site. Be certain the provider is being selected from the site the student will attend per this IEP.

Class #	Service Provider	Class Type	School	District
537003	ALLISON, THERESA	SPCL ACDMC	LUGONIA ES	REDLANDS USD
537024	ANTRAM, ARLENE	SPC HLTH	LUGONIA ES	REDLANDS USD
537027	AUBREY, LORISSA	SPC HLTH	LUGONIA ES	REDLANDS USD
537013	CALI, SARAH	OT	LUGONIA ES	REDLANDS USD
537111	COLLINS, BARBARA	SPC HLTH	LUGONIA ES	REDLANDS USD
537001	CONTRACT NURSE	SPC HLTH	LUGONIA ES	REDLANDS USD
537007	COOK, VANESSA	SPCL ACDMC	LUGONIA ES	REDLANDS USD
537101	DAVIS, KAYLA	LSH	LUGONIA ES	REDLANDS USD
537026	DEVERA-MCAREN, MARIA	SPC HLTH	LUGONIA ES	REDLANDS USD
537004	DIST ASSIST. TECH STAFF	ASST TECH	LUGONIA ES	REDLANDS USD

Search options can be used in a variety of ways to locate the appropriate service provider.

- Search For – use to search with various criteria (such as first name, last name, service or district)
- Search By – use menu to specify search by Service Provider, Class Number or Class Type
- Search Scope – use menu to select from Attending School, District or All (EV SELPA)
 - **NOTE** - The District and All options are only to be used if the team is making a placement at another school within the district or another district within the EV SELPA.
- Search Button – click the Search Button to search using selected criteria
- Select Button – click the Select Button to select the appropriate service provider

Hints –

- In most cases, the appropriate service provider will be most easily and accurately located by limiting the scope of the search to **Attending School**.
 - Within the Attending School, search by name or service or use the arrow buttons to scroll through the options for that school site.
- Verify that the service provider is located at the student's school site.

THE SERVICE PROVIDER ASSIGNMENT DOES NOT PRINT ON THE IEP

4.15 EV SELPA Community Advisory Committee



East Valley SELPA Community Advisory Committee



DISTRICT:	
------------------	--

CAC Member Name:	
Mailing Address:	
Email Address:	
Phone Number:	
Board Approval Date:	

CAC Member Name:	
Mailing Address:	
Email Address:	
Phone Number:	
Board Approval Date	

Submitted by:	Date:
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2019/2020
East Valley Special Education Local Plan Area

CAC Meeting Schedule

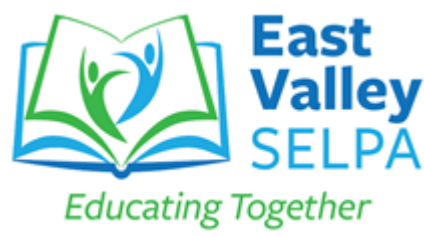
All meetings will held at the Dorothy Inghram Learning Center
Home of the East Valley SELPA
beginning at 9:30 a.m. & ending at 11:00 a.m.

SEPTEMBER 23, 2019

NOVEMBER 18, 2019

FEBRUARY 24, 2020

APRIL 20, 2020



4.16 SBCSS East Valley Operations

4.17 Hot Topics

5.0 OTHER

5.1 EV SELPA Professional Development November & December 2018



IEP GOAL REVIEW

(Prerequisite: IEP Goal Development & Progress Monitoring 2-Day Workshop)

Presented by:
Courtney Beatty, M.A., BCBA, and Shannon Vogt, M.A.,
East Valley SELPA Program Specialists

IEP Goal Review is for audience members wanting more support and guidance in developing goals, selecting a data sheet, collecting data and analyzing data to determine whether goals and objectives have been achieved or not.

- This is a 1-Day review workshop
- Only 6 participants per workshop
- Small group instruction (3:1)
- Participants and Presenters will calendar follow up meetings

*** Participants are required to bring:
computer, drafted goals, data sheets and all work materials necessary**

Register Online or Call East Valley SELPA 909.252.4502

Tuesday, September 17, 2019	8:30 am - 3:30 pm	https://sbcss.k12oms.org/46-168861
Tuesday, October 15, 2019	8:30 am - 3:30 pm	https://sbcss.k12oms.org/46-168862
Tuesday, November 19, 2019	8:30 am - 3:30 pm	https://sbcss.k12oms.org/46-168863
Tuesday, January 21, 2020	8:30 am - 3:30 pm	https://sbcss.k12oms.org/46-168864
Tuesday, February 18, 2020	8:30 am - 3:30 pm	https://sbcss.k12oms.org/46-168865
Monday, April 13, 2020	8:30 am - 3:30 pm	https://sbcss.k12oms.org/46-168866
Monday, May 11, 2020	8:30 am - 3:30 pm	https://sbcss.k12oms.org/46-168867

Location:
Dorothy Inghram Learning Center, Home of the East Valley SELPA
670 E. Carnegie Drive, San Bernardino, CA 92408

PROFESSIONAL CRISIS MANAGEMENT (PCM)

PRACTITIONER TRAINING

8:30 am - 4:30 pm

Cost: \$40.00

DOROTHY INGRAM LEARNING CENTER

HOME OF THE EAST VALLEY SELPA

670 E. CARNEGIE DRIVE, SAN BERNARDINO, CA 92408

DATES

REGISTER ONLINE

JULY 29 & 30, 2019	https://sbcss.k12oms.org/46-168999
SEPTEMBER 4 & 5, 2019	https://sbcss.k12oms.org/46-169000
OCTOBER 1 & 2, 2019	https://sbcss.k12oms.org/46-169001
NOVEMBER 12 & 13, 2019	https://sbcss.k12oms.org/46-169003
JANUARY 16 & 17, 2020	https://sbcss.k12oms.org/46-169004
February 7 & 11, 2020	https://sbcss.k12oms.org/46-169006
April 7 & 8, 2020	https://sbcss.k12oms.org/46-169007
May 12 & 13, 2020	https://sbcss.k12oms.org/46-169008

PRACTITIONER

PCM is a certification preparation course taught by certified PCM Instructors. Participants are trained in prevention and diffusion of dangerous behaviors. Practitioner level requirements are to attend the entire 2-day training (no exceptions will be made), complete an application for certification, complete the performance checklist with a required number of repetitions for each procedure, score 80% or better on the written exam (including passing all “critical items”), and pass all items on the practical examination. Certifications are good for 1 year to use all nonphysical interventions, personal safety and transportation procedures. Wear comfortable clothing and closed-toe shoes with socks.

PROFESSIONAL CRISIS MANAGEMENT (PCM)

RE-TRAINING SESSIONS

9:00 am - 12:00 noon

Cost: \$25.00

DOROTHY INGRAM LEARNING CENTER

Home of the East Valley SELPA

670 E. CARNEGIE DRIVE, SAN BERNARDINO, CA 92408

DAY & DATE	REGISTER ONLINE
FRIDAY, AUGUST 30, 2019	https://sbcss.k12oms.org/46-169039
FRIDAY, SEPTEMBER 27, 2019	https://sbcss.k12oms.org/46-169042
THURSDAY, OCTOBER 24, 2019	https://sbcss.k12oms.org/46-169044
THURSDAY, NOVEMBER 14, 2019	https://sbcss.k12oms.org/46-169045
THURSDAY, JANUARY 30, 2020	https://sbcss.k12oms.org/46-169046
THURSDAY, FEBRUARY 20, 2020	https://sbcss.k12oms.org/46-169047
FRIDAY, MARCH 13, 2020	https://sbcss.k12oms.org/46-169048
WEDNESDAY, APRIL 29, 2020	https://sbcss.k12oms.org/46-169049
THURSDAY, MAY 21, 2020	https://sbcss.k12oms.org/46-169050

RETRAINABLE

This means that the participant did not pass the PCM course this time (either missed at least one critical item or scored between 60% and 79% on the written test or did not pass the practical exam), but may go through a short re-training and re-take the test or tests that were not passed. This applies to both types of training: initial and re-certification. Re-testing must take place on or before the expiration date given by PCMA. Any participant may re-test more than once if needed, as long as it is before the expiration date.

PROFESSIONAL CRISIS MANAGEMENT (PCM)

PRACTITIONER 2(P) TRAINING

8:30 am - 4:30 pm

Cost: \$40.00

DOROTHY INGRAM LEARNING CENTER

HOME OF THE EAST VALLEY SELPA

670 E. CARNEGIE DRIVE, SAN BERNARDINO, CA 92408

DATES

REGISTER ONLINE

JULY 31, AUGUST 1 & 2, 2019	https://sbcss.k12oms.org/46-169011
AUGUST 28, 29, & 30, 2019 <i>*8:00 am - 4:00 pm*</i>	https://sbcss.k12oms.org/46-169269
SEPTEMBER 4, 5, & 6, 2019	https://sbcss.k12oms.org/46-169014
OCTOBER 1, 2, & 3, 2019	https://sbcss.k12oms.org/46-169019
NOVEMBER 20, 21, & 22, 2019	https://sbcss.k12oms.org/46-169031
JANUARY 22, 23, & 24, 2020	https://sbcss.k12oms.org/46-169032
FEBRUARY 7, 11, & 12, 2020	https://sbcss.k12oms.org/46-169035
APRIL 7, 8, & 9, 2020	https://sbcss.k12oms.org/46-169036
MAY 6, 7, & 8, 2020	https://sbcss.k12oms.org/46-169038

PRACTITIONER 2(P)

PCM is a certification preparation course taught by certified PCM Instructors. Participants are trained in prevention and diffusion of dangerous behaviors. Practitioner level requirements are to attend the entire 3-day training, complete an application for certification, complete the performance checklist with a required number of repetitions for each procedure, score 80% or better on the written exam (including passing all “critical items”), and pass all items on the practical examination. Certifications are good for 1 year to use all nonphysical interventions, personal safety, transportation procedures, vertical & prone immobilization. Wear comfortable clothing and closed-toe shoes with socks.

Quarterly Adult Transition Program (ATP) Network Meetings

8:30 am – 1:30 pm

September 26, 2019

November 21, 2019

February 6, 2020

April 30, 2020

The purpose of these meetings is to provide a venue where teachers and support staff from school district *Adult Transition Programs* can come together and exchange information about best practices within their programs, go on scheduled off-site tours, listen to invited guest speakers from adult service agencies that share about their programs and adult services available to the young adults when they age-out of the school district *Adult Transition Programs*. Lunch break is taken between 11:15 am—12:30 pm.

Register Online:

<https://sbcss.k12oms.org/46-168703>

Or call East Valley SELPA 909.252.4502

Location:

Dorothy Inghram Learning Center, 670 E. Carnegie Dr., San Bernardino, CA 92408

Quarterly East Valley Transition Advisory Committee (EVTAC)

Local Partnership Agreement (LPA) Meetings

1:30 – 3:30 pm

September 26, 2019

November 21, 2019

February 6, 2020

April 30, 2020

The quarterly EVTAC LPA Meetings are scheduled to follow the quarterly ATP Network Meetings. The purpose of these meetings is to bring together the partnering LEAs and Community Agencies to discuss the best practices for promoting a smooth transition between service agencies for young adult clients moving from school district *Transition Program* services into the community and seeking support for work readiness preparation, job training, employment, and independent living skills achievement. The focus of the 2019-2020 meetings will be to work on the organization's mission statement objectives and invite additional community partnering agencies into the organization.

The primary Partners include the *East Valley Special Education Local Plan Area (EVSELPA)*, the *EVSELPA Transition Partnership Project (TPP)*, and the *EVSELPA* five school Districts: *Colton Joint Unified, Redlands Unified, Rialto Unified, Rim of the World Unified, Yucaipa-Calimesa Joint Unified* and these school districts' respective *WorkAbility1 Programs, Fontana School District and its TPP and WorkAbility1 Programs, the Colton-Redlands-Yucaipa Regional Occupational Program (CRY-ROP) WorkAbility1 Program, Inland Regional Center (IRC), the Department of Vocational Rehabilitation (DOR), and the Workforce Development Department (WDD)*.

Register Online:

<https://sbcss.k12oms.org/46-168766>

Or call East Valley SELPA 909.252.4502



Building Vibrant MTSS Structures that Include Special Educators

As Districts move toward implementation of MTSS, the inclusion of all stakeholders in the conversation and planning is essential. Moving forward with implementation plans requires strategic planning to support students at all levels.

Participants will engage in team building exercises focused on their specific needs. Facilitation activities will ensure participants share common language and understanding for the effective implementation of an evidence-based model of schooling that uses data-based problem solving to integrate academic and behavioral instruction and intervention.

Partners from the University of California, Graduate School of Education and the San Bernardino County Superintendent of Schools will facilitate school teams in developing integrated instruction and intervention that is delivered to students in varying intensities based on student need. Participants will learn how to use 'need driven' decision making skills to ensure that district resources reach the appropriate students at the appropriate levels to accelerate the performance of ALL students to achieve.

Special attention will be given to the role of special educators (i.e. special education teachers, related service providers, and school psychologists) in the develop of vibrant MTSS structures that meet the needs of all students while reducing the need for special education services leading to more inclusive educational environments.

Intended Audience: School/district teams consisting of administrators, general education teachers, special education teachers, related service providers and school psychologists; preferably who have attended MTSS professional development/conference sessions.

Register Online or call East Valley SELPA (909) 252-4502

Tuesday
December 10, 2019
8:00 am - 3:30 pm

Register Online:
<https://sbcss.k12oms.org/46-171318>

Thursday
April 9, 2020
8:00 am - 3:30 pm

Register Online:
<https://sbcss.k12oms.org/46-171320>

Location:

Dorothy Inghram Learning Center
Home of the East Valley SELPA
670 E. Carnegie Drive, San Bernardino, CA 92408



Lost in Translation: Cross-Cultural Dispute Resolution in Special Education

Presented by:
Jason A. Harper
Mediator & Conflict Resolution Specialist

Thursday
NOVEMBER 14, 2019
8:30 am - 3:00 pm

In education, we encounter a wide range of people with different cultures and norms. Even the most skilled and experienced professional will face new challenges in cross-cultural communication. Based on the different dimensions of culture, you will encounter behaviors that can present a barrier to effective communication and dispute resolution. In this training, participants will learn about the concept of culture, the different styles of communication, and give you tips to mitigate those barriers in the joint search of the best solution for the student.

Learning Outcomes:

1. Identify and analyze various dimensions of culture including, but not limited to: communication styles, behaviors, values, and worldviews.
2. Evaluate how cultural factors affect the negotiation process.
3. Discuss the concept of implicit bias and how it can affect our communication strategies.
4. Develop a strategy to address cultural factors affecting the dispute resolution process.

Registration Fee:
\$60.00

[Register Online:](https://sbcss.k12oms.org/46-169282)
<https://sbcss.k12oms.org/46-169282>
Or call East Valley SELPA 909.252.4502

Location:
Dorothy Inghram Learning Center
Home of the East Valley SELPA
670 E. Carnegie Drive, San Bernardino CA 92408

School Psychologist Workshop



Trauma Informed Care and Practices

Presented by:

Jessica M. Lascano, M.A., LEP, NCSP, School Psychologist

Monday

November 18, 2019

8:30 am - 3:00 pm

This training will help school psychologists to explore how trauma influences children and their interactions with the world, in particular within the school setting. Participants will be exposed to the NASP PREPaRE model, and the ACES study. In addition participants will learn about how to consider trauma when assessing students for special education eligibility, as well as special considerations for disciplinary procedures. Participants will leave with several resources, checklists, and tools to help them to consider trauma and its effects when working with students.

Register Online:

<https://sbcss.k12oms.org/46-171306>

Or call East Valley SELPA 909.252.4502

Location:

Dorothy Inghram Learning Center

Home of the East Valley SELPA

670 E. Carnegie Drive, San Bernardino, CA 92408

Free Parent Workshop



INTRO TO AUGMENTATIVE AND ALTERNATIVE COMMUNICATION (AAC) FOR PARENTS

MONDAY
NOVEMBER 18, 2019
6:30 pm – 8:30 pm

Facilitated by:
Courtney Beatty, M.A., BCBA, EVSELPA Program Specialist
Susanne Ferguson, Ed.S., CCC-SLP, BCBA, EVSELPA Autism Program Specialist

Is your child struggling with oral communication? Would you like to know more about how low and high tech Augmentative and Alternative Communication (AAC) can improve the ability to communicate more effectively? If YES, this workshop is for you! You will understand what AAC is and how its various forms may benefit children's communicative, social, and behavioral functioning. Additionally, this workshop will provide an over view of effective IEP accommodations, modifications, and goals that may improve communication for children with complex communication needs.

Intended audience:
Parents and guardians of children who struggle with oral communication

Register Online:

<https://sbcss.k12oms.org/46-168769>

Or call East Valley SELPA at 909.252.4502

Location:
Dorothy Inghram Learning Center,
Home of the East Valley SELPA
670 E. Carnegie Drive, San Bernardino, CA 92408

Refreshments will be provided

Walk-in's Welcome



**INTRODUCCIÓN A
COMUNICACIÓN AUMENTADORA Y ALTERNATIVA (AAC)
PARA PADRES**

**LUNES
18 DE NOVIEMBRE DE 2019
6:30 pm – 8:30 pm**

Facilitado por:

**Courtney Beatty, M.A., BCBA, EVSELPA Especialista del Programa
Susanne Ferguson, Ed.S., CCC-SLP, BCBA, EVSELPA Especialista del Programa de Autismo**

¿Está su hijo luchando su hijo con la comunicación oral? ¿Le gustaría saber más acerca de cómo la Comunicación Aumentativa y Alternativa (AAC) de baja y alta tecnología puede mejorar la capacidad de comunicarse de manera más efectiva? Si Sí, ¡este taller es para usted! Comprenderá que es AAC y cómo sus diversas formas pueden beneficiar el funcionamiento comunicativo, social y conductual de los niños. Además, este taller proporcionará una visión general de las adaptaciones, modificaciones y objetivos efectivos del IEP que pueden mejorar la comunicación para niños con necesidades complejas de comunicación.

Audiencia prevista:

Padres y tutores de niños que luchan con la comunicación oral

Regístrese En Línea:

<https://sbcss.k12oms.org/46-168769>

O llame a East Valley SELPA al 909.252.4502

Lugar:

**Dorothy Inghram Learning Center,
Home of the East Valley SELPA
670 E. Carnegie Drive, San Bernardino, CA 92408**

UNTESTABLE TO TESTABLE: **TRANSFORMING STUDENTS WHO ARE “DIFFICULT” TO ASSESS**

Sponsored by
Regional Coordinating Council and the East Valley SELPA

- Presenter:** Allease Glamore, M.S., School Psychologist
Diagnostic Center South, California Department of Education
- Date:** Tuesday, December 3, 2019
- Time:** 8:00 am - 8:30 am—Registration/Coffee
8:30 am - 2:30 pm—Workshop
- Place:** Dorothy Inghram Learning Center
Home of the East Valley SELPA
670 E. Carnegie Drive, San Bernardino, CA 92408
- Cost:** \$15.00 - Includes Lunch
- Registration:** Online @ <https://sbcss.k12oms.org/46-171110>
- Questions:** Contact Tami Goldstein, 909.252.4502, tami.goldstein@sbcss.net

Content: We all have a basic understanding of the principles of assessment. But, what happens when students are unable to sit at a table, point to a picture or symbol in a stimulus book or provide a verbal response, or engage in behaviors that impact their participation in testing? Typically we describe these students as untestable and resort to using assessment and evaluation methods that are less accurate and do not provide complete information. This training will explore the selection and use of appropriate assessment measures, the development, implementation and use of alternative assessment procedures, adapting and modifying assessment measures, identifying alternative response formats, and quick and easy interventions that can be used to support participation and engagement.

Intended Audience: School psychologists, speech-language pathologists, occupational therapists, and special education teachers.

Outcomes: Participants will:

1. Learn to use multiple sources of information for assessments and how to modify and adapt testing materials.
2. Learn to understand the implications of a student's level of functioning and how it can impact testing behaviors.
3. Learn to identify and reduce or remove barriers to assessment by supporting student engagement and participation.