

East Valley SELPA

**Board of Directors
Meeting Agenda**



June 17, 2026

EAST VALLEY SPECIAL EDUCATION LOCAL PLAN AREA
BOARD OF DIRECTORS

AGENDA

Wednesday, June 17, 2026
2:00 P.M.

Meeting to be held:
670 E. Carnegie Drive
San Bernardino, CA 92408

NOTE: Individuals who require disability-related accommodations or modifications, including auxiliary aids and services, in order to participate in the Board of Directors meeting, should contact Jennifer Brooksby in writing at the address identified above. Notification 48 hours prior to the meeting will enable the East Valley SELPA to make reasonable arrangements to ensure accessibility to this meeting.

- | | |
|---|---|
| <u>1. Open Session – Call to Order</u> | <u>OPEN SESSION</u> |
| <u>2. Roll Call and Establishment of Quorum</u> | <u>ESTABLISHMENT
OF QUORUM</u> |
| <u>3. Approval of Agenda</u> | <u>APPROVAL OF
AGENDA</u> |
| <u>4. Community Comments</u> | <u>COMMUNITY
COMMENTS</u> |
| <u>5. Approval of Minutes</u> | <u>APPROVAL OF
MINUTES</u> |
| a. Approve May 20, 2026 EV SELPA Board of Directors Meeting Minutes | |
| <u>6. Discussion Items</u> | <u>DISCUSSION
ITEMS</u> |
| a. Site Administrator Special Education Bootcamp | |
| b. Governor’s May Revise: Special Education Impact | |
| c. Regional Program Ad Hoc Committee Update | |
| <u>7. Action Items</u> | <u>ACTION</u> |

ITEMS

- a. Approve Regional Program Creation Timeline per East Valley SELPA Regional Program Policy and Procedures

8. Other

OTHER

- a. Next Meeting – September 23, 2026
- b. 2026-2027 EV SELPA Board of Directors Meeting Schedule

9. Adjournment

ADJOURNMENT

APPROVAL OF MINUTES

East Valley SELPA Board of Directors Meeting May 20, 2026

Chief Administrative Officer Brooksby requests approval from the Board for the minutes of the May 20, 2026.

**EAST VALLEY SELPA BOARD OF DIRECTORS
MEETING MINUTES
May 20, 2026**

BOARD MEMBERS PRESENT:

Frank Miranda, Ed.D.	Colton Joint Unified
Alejandro Alvarez, Ed.D.	Rialto Unified
Juan Cabral	Redlands Unified
Paul Sevillano, Ed.D.	Rim of the World Unified
Myrlene Pierre	SBCSS Student Services Division

SECRETARY TO THE BOARD PRESENT:

Jennifer Brooksby	East Valley SELPA
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BOARD MEMBER ABSENT:

Ted Alejandre	San Bernardino County Schools
Cali Binks	Yucaipa-Calimesa Joint Unified

ALTERNATE MEMBER PRESENT:

Jaime Anderson, Ed.D.	Yucaipa-Calimesa Joint Unified
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ADMINISTRATION PRESENT:

Rick Homutoff, Ed.D.	East Valley SELPA
Andrea Tennyson	East Valley SELPA

OTHERS PRESENT:

Patty Metheny, Ed.D.	East Valley SELPA
Helen Junker	East Valley SELPA
Courtney Beatty	East Valley SELPA
Shannon Vogt	East Valley SELPA
Monica Martinez	Colton JUSD
Yvette Perez	Colton JUSD
Jessica Hernandez	Colton JUSD
Linette Mendoza	Colton JUSD
Arianna Gudino	Colton JUSD
Todd Rossi	Redlands USD
Ana Borja	Rialto USD
James Borja	Rialto USD
Melissa Crosby	Yucaipa-Calimesa JUSD
Chris Rekstad	Yucaipa-Calimesa JUSD
Staff from Valley Elem School	Yucaipa-Calimesa JUSD

1.0 CALL TO ORDER

In the absence of Chairperson Alejandre and Vice Chairperson Binks, Member Miranda called the meeting to order at 2:00 p.m. at the Dorothy Inghram Learning Center located at 670 E. Carnegie Drive, San Bernardino, CA 92408.

2.0 ROLL CALL AND ESTABLISHMENT OF QUORUM

Quorum was established.

3.0 APPROVAL OF AGENDA

A motion to approve the agenda was made by Member Sevillano and seconded by Member Alvarez. The motion carried unanimously.

4.0 PUBLIC COMMENTS

There were no public comments.

5.0 RECOGNITION ITEM

a. EV SELPA Ribbon of Inclusion – Silver Level Award

The East Valley SELPA Board of Directors was pleased to recognize Valley Elementary School in the Yucaipa-Calimesa Joint Unified School District as a Silver Ribbon of Inclusion award recipient. The Silver Award signifies that the school is making meaningful strides toward creating a more inclusive environment for students with disabilities, demonstrating a strong commitment to professional development, strategic leadership, cultural change, and inclusive classroom practices. The recognition reflects the school's intentional, data-informed efforts to ensure students with disabilities are actively supported, included in general education settings, and positioned for success alongside their peers. It was noted that Valley Elementary consistently prioritizes students, implementing accommodation and instructional models that support full integration. School leadership was commended for its "all in" approach, fostering a welcoming environment where a strong sense of belonging is evident and all students are valued and included.

b. CAPTAIN Coaching Recognition

CAO Brooksby recommended the EV SELPA Board of Directors recognize incredible educators from the East Valley SELPA who have participated in the California Autism Professional Training and Information Network (CAPTAIN) coaching for the 2025-2026 school year. These educators have collaborated in implementing best practices for students with autism. Honorees included from Colton JUSD; Linette Mendoza, Adriana Castillo and Doreen Carr; from Redlands USD Brayden Arbeiter; and from Rialto USD Ana Borja.

c. EV SELPA Retirees

The Board recognized and honored Helen Junker on the occasion of her retirement, celebrating nearly three decades of dedicated service to East Valley SELPA. Since

joining in 1998 as a Recruitment Placement Specialist for the Transition Partnership Program (TPP), and later serving as a Transition Case Technician, Ms. Junker demonstrated an unwavering commitment to supporting students in their transition to adulthood, employment, and independence. She was instrumental in the development and growth of Career Day, bringing her vision to life in 2000 and helping expand the event into the large-scale, impactful experiences held today. Under her leadership, the TPP program experienced significant growth, expanding from ten classes serving 160 students to forty-six classes serving 580 students, while broadening access to include juniors, students with extensive support needs, and adult transition students. Her contributions have had a lasting impact on the programs, opportunities, and students she served. The Board expressed its most sincere appreciation for Ms. Junker's leadership, vision, and enduring legacy, and congratulated her on her well-earned retirement.

The Board recognized and honored Dr. Patty Metheny on the occasion of her retirement, celebrating a distinguished career defined by visionary leadership and lasting impact in the field of special education. Dr. Metheny began her career as a school psychologist in Colton Joint Unified School District before returning to Yucaipa-Calimesa Joint Unified School District, where she served as Special Education Director for 13 years, earning a reputation for building strong systems and ensuring compliance and organizational excellence. She later served as Chief Administrative Officer of East Valley SELPA from 2015 to 2026, where her leadership significantly shaped programs and practices locally and statewide. Dr. Metheny earned her doctorate in Organizational Leadership from the University of La Verne in 2016, with research focused on improving outcomes for families navigating special education disputes. Her contributions extended to advancing Alternative Dispute Resolution (ADR) practices, including expanding a statewide conference and securing critical funding in collaboration with the California Department of Education and state legislators. Recognized by her peers for her leadership and collaborative approach, Dr. Metheny also served on the executive committee of the state SELPA association. The Board expressed its deep appreciation for her integrity, expertise, and unwavering commitment to students and families, acknowledging the profound and lasting legacy of her work, and congratulated her on a well-earned retirement. Dr. Metheny Thanked the East Valley SELPA Board of Directors for their support and leadership approving policies and procedures that allowed SELPA to grow. All Members of the Board expressed their gratitude for her work and dedication to the SELPA and shared fond memories of Dr. Metheny in particular how welcoming she was to all of them when they began their tenure.

6.0 APPROVAL OF MINUTES

A motion to approve the March 20, 2026, Board Meeting Minutes was made by Member Cabral and seconded by Member Pierre. Member Cabral, Member Sevillano and Member Pierre voting in favor of approving the minutes. Member Alvarez, Member Miranda and Alternate Member Anderson abstained. The motion carried.

7.0 DISCUSSION ITEMS

a. **EV SELPA NonPublic School 3rd Quarter 2025-26 Report**

CAO Brooksby presented the Third Quarter Nonpublic School (NPS) Report, which included data on the number of students from member districts placed in nonpublic schools and residential treatment center (RTC) facilities, as well as information regarding each facility's training and certification status. Fiscal information was also provided. She noted a shortage of local NPS placements and reported that two facilities will be closing at the end of the school year, further impacting placement availability. In response to the Board's request for potential solutions, CAO Brooksby indicated that recommendations developed by the Regional Program Ad Hoc Committee will be presented at the June 2026 Board of Directors meeting.

b. **EV SELPA 2026 Career Day & Exploration Day**

CAO Brooksby shared a video highlighting the 26th Annual EV SELPA Career Day and the inaugural EV SELPA Exploration Day. In response to significant growth in participation in recent years, Career Day was expanded into a two-day event. The newly introduced Exploration Day was specifically designed to meet the needs of students with Extensive Support Needs (ESN) and those in Moderate/Severe programs. Dr. Cherina Betters and DJ Beats Mode participated in activities on both days. Member Sevillano commented on the exceptional range of resources made available to students and commended the EV SELPA team for the successful planning and implementation of both events.

c. **EV SELPA United in Inclusion Summit – May 13, 2026**

CAO Brooksby shared a video highlighting the Inclusion Summit held on May 13, 2026, at the Riverside Convention Center. The summit, facilitated by Culture Partners' Katie Fredricksen, focused on "the lens of possibility," with district teams working collaboratively to implement action plans. Board members provided positive feedback on the event, noting the value of the coaching model and the inclusive structure, which allowed participation from parents and labor partners in addition to district staff. It was also noted that the summit created space for meaningful dialogue across districts, fostering innovative thinking and generating new approaches to support inclusive practices.

d. **EV SELPA Site Administrators SpEd Bootcamp**

At the request of the Steering Committee, EV SELPA will host a Site Administrator Special Education Bootcamp on July 27, 2026, at the Dorothy Inghram Learning Center. The training will include a morning session led by Key2Ed on Facilitated Individualized Education Plans (FIEP), followed by afternoon workshops focused on best practices for co-teaching, FAPE versus "favor," alternative dispute resolution (ADR), and related topics facilitated by Dr. Rick Homutoff and EV SELPA program specialists. A flyer with registration information was provided. Board Members Sevillano and Miranda expressed appreciation and enthusiasm for the training, noting the importance of such opportunities for district staff. CAO Brooksby acknowledged that the scheduled date may not accommodate all districts and offered to provide the training at individual districts at a later time if needed, which was positively

received.

8.0 ACTION ITEMS

a. **Approval of the 2026-2027 Local Plan Section D - Annual Budget Plan**

Member Miranda opened the hearing to Adopt the Local Plan Section D - Annual Budget Plan at 2:49 pm. The hearing was closed at 2:49 pm. CAO Brooksby recommended that the Board approve the 2026 – 2027 Local Plan Section D - Annual Budget Plan to the Board for approval. The Annual Budget Plan identified expected expenditures for funds received:

- Administrative costs of the plan
- Special education services to pupils with severe disabilities and low-incidence disabilities
- Special education services to pupils with non-severe disabilities
- Supplemental aids and services to meet the individual needs of pupils placed in regular education classrooms and environments
- Regionalized operations and services direction
- Instructional support by program specialists
- The use of property taxes allocated to the SELPA.

Motion to approve the 2026-2027 Local Plan Section D – Annual Budget Plan was made by Member Alvarez and seconded by Member Sevillano. The motion carried unanimously.

b. **Approval of the 2026- 2027 Local Plan Section E - Annual Service Plan**

Member Miranda opened the hearing to Adopt the Local Plan Section E- Annual Service Plan at 2:51 pm. The hearing was closed at 2:51 pm. CAO Brooksby recommended that the Board approve the 2026 – 2027 Local Plan Section E - Annual Service Plan. The Plan described all services provided by EV SELPA member school districts and identified the locations where each service is provided. A description of each service code was also included with the Plan. Public notification of the hearing was sent to each member district for posting prior to the hearing. Motion to approve the 2026-2027 Local Plan Section E – Annual Service Plan was made by Member Pierre and seconded by Member Cabral. The motion carried unanimously.

c. **Approval of the 2026-2027 EV SELPA Operations Budget**

The East Valley SELPA Board of Directors Budget Ad Hoc committee recommended that the Board approve the 2026-2027 EV SELPA Operations Budget. Historically, the budgets of the EV SELPA have collectively been called the EV SELPA Operations Budget and approved annually by the Board of Directors. Motion to approve the 2026-2027 EV SELPA Operations Budget was made by Member Alvarez and seconded by Member Sevillano. The motion carried unanimously.

d. **Approval of the 2026-2027 SBCSS Fee-for-Service Rates**

CAO Brooksby presented for Board approval the 2026 – 2027 SBCSS Fee-for-Service Rates. The proposed East Valley County Operated Special Education

Program 2026 - 2027 FFS Budget Summary was presented to the Finance/Steering Committee on April 9, 2026, and May 14, 2026. Motion to approve the 2026 – 2027 SBCSS Fee-for-Service Rates was made by Member Alvarez and seconded by Member Sevillano. Member Alvarez, Member Cabral, Member Miranda, Member Sevillano and Alternate Anderson voted yes. Member Pierre abstained. The motion carried.

e. Receive verbal affirmation from Colton JUSD and Rialto USD on their continued participation in the East Valley SELPA

CAO Brooksby received verbal affirmation from Member Miranda from Colton JUSD and Member Alvarez from Rialto USD on their continued participation in the East Valley SELPA.

9.0 OTHER: Next Meeting – June 17, 2026.

10.0 ADJOURNMENT: Motion to adjourn the regular schedule meeting was made by Member Alvarez and seconded by Member Cabral. The regular meeting was adjourned at 3:06 p.m.

Submitted by:

Rosalva Contreras

EVSELPA Administrative Assistant

DISCUSSION ITEM

EV SELPA Site Administrator SpEd Bootcamp

Chief Administrative Officer Brooksby will share information about a training opportunity occurring on July 27, 2026.

EV SELPA Member Districts Only



Facilitator: Jennifer Brooksby

Site Administrator SpEd Bootcamp

July 27, 2026

8:00 am - 4:00 pm

Site administrators will receive training on IEP meeting facilitation, what to look for during classroom walkthroughs, determining FAPE vs Favor, best practices for co-teaching, and tips for how to shape an inclusive culture on their campus. Lunch will be provided.

Register Online:

<https://sbcss.k12oms.org/46-279717>

Dorothy Inghram Learning Center

DISCUSSION ITEM

Governor's May Revise: Special Education Impact

Chief Administrative Officer Brooksby will share information about the potential fiscal impact the Governor's May Revise may have in Special Education.



Governor's May Revise: Special Education Impact

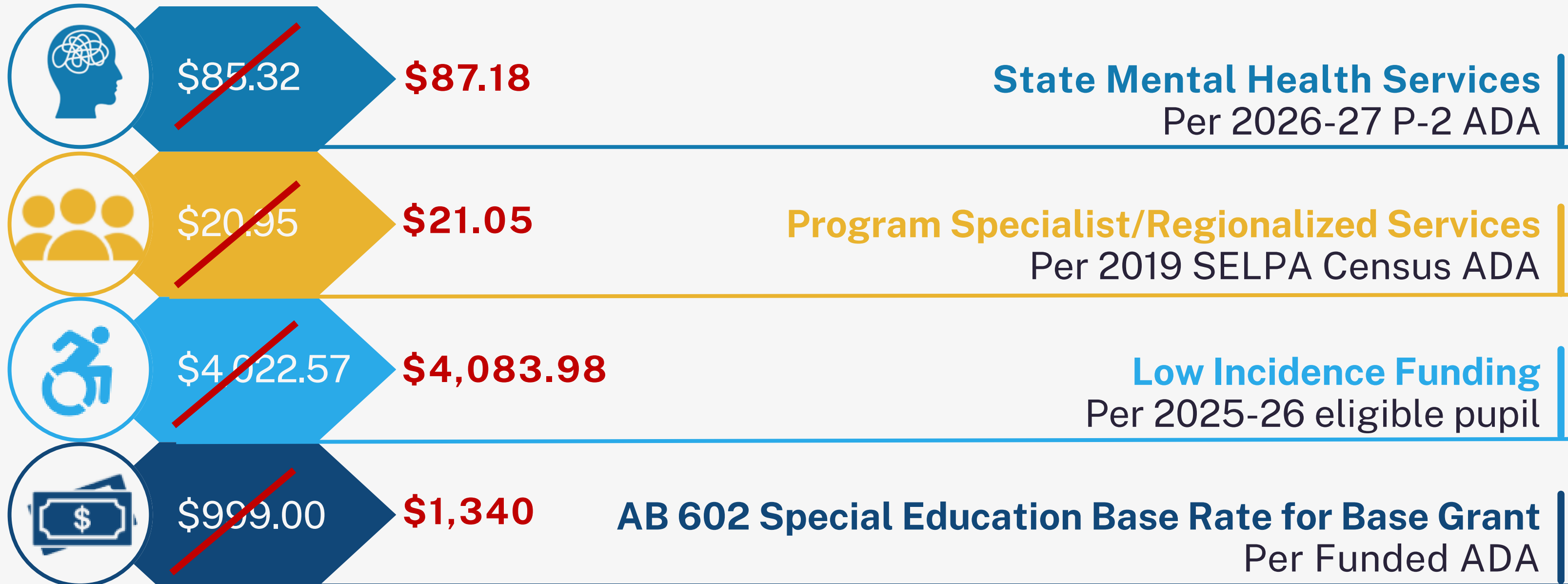
Jennifer Brooksby
Chief Administrative Officer - EV SELPA



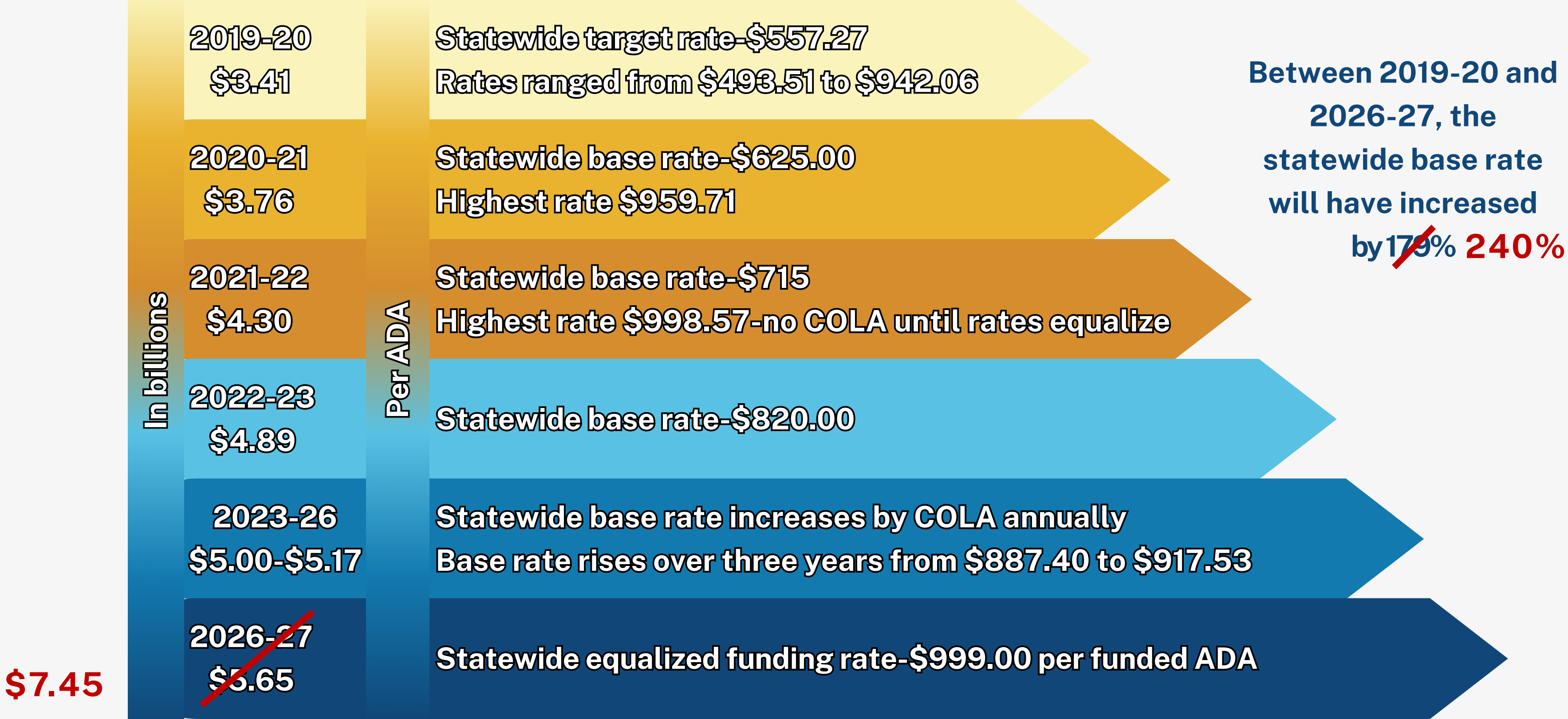
Special Education Funding Projection for 2026-2027

- Special education funding proposed to receive the estimated ~~2.41%~~ COLA

2.87%

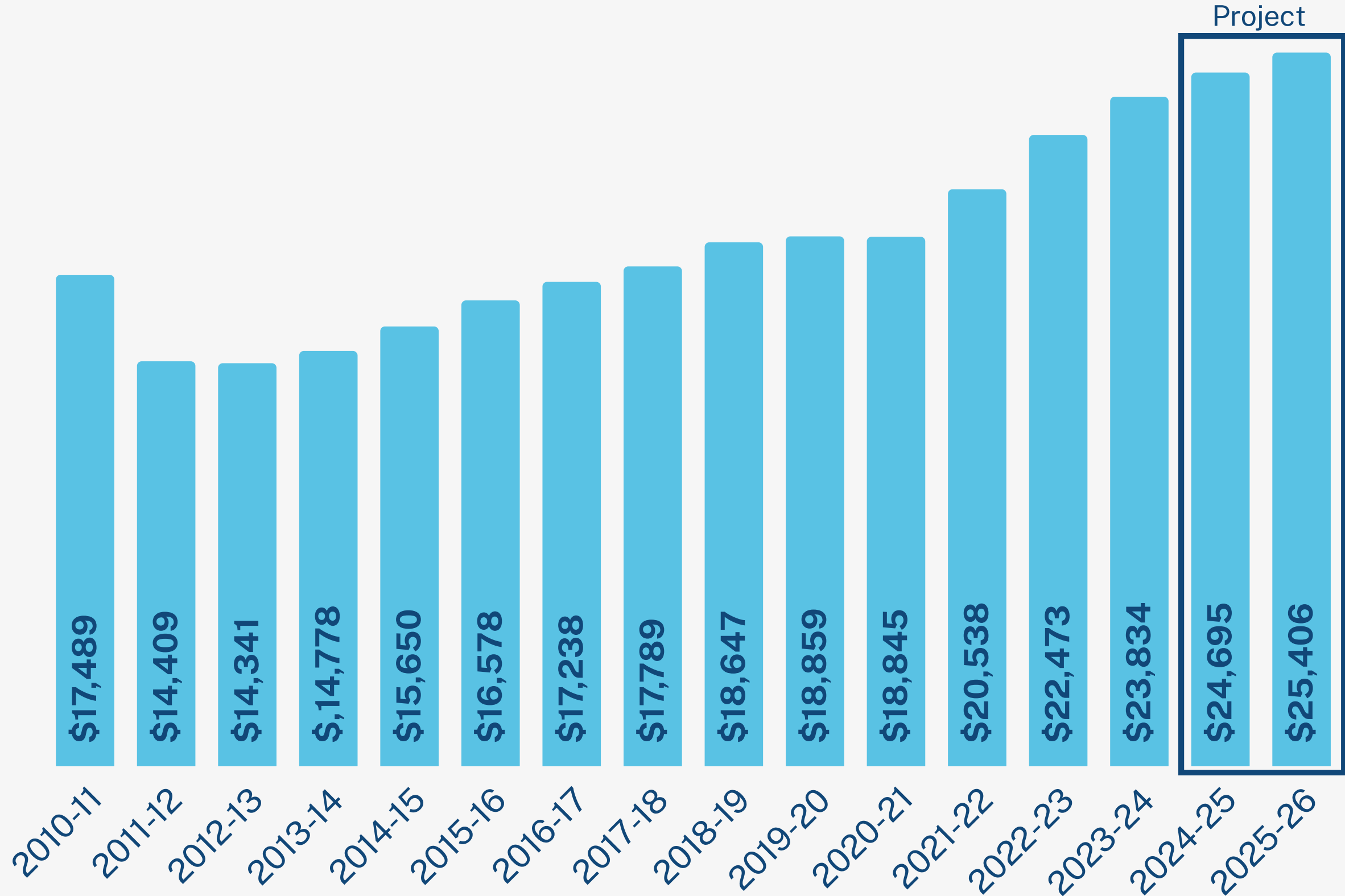


Historical Special Education Funding Trajectory



Special Education Annual Expenditures Continue to Rise

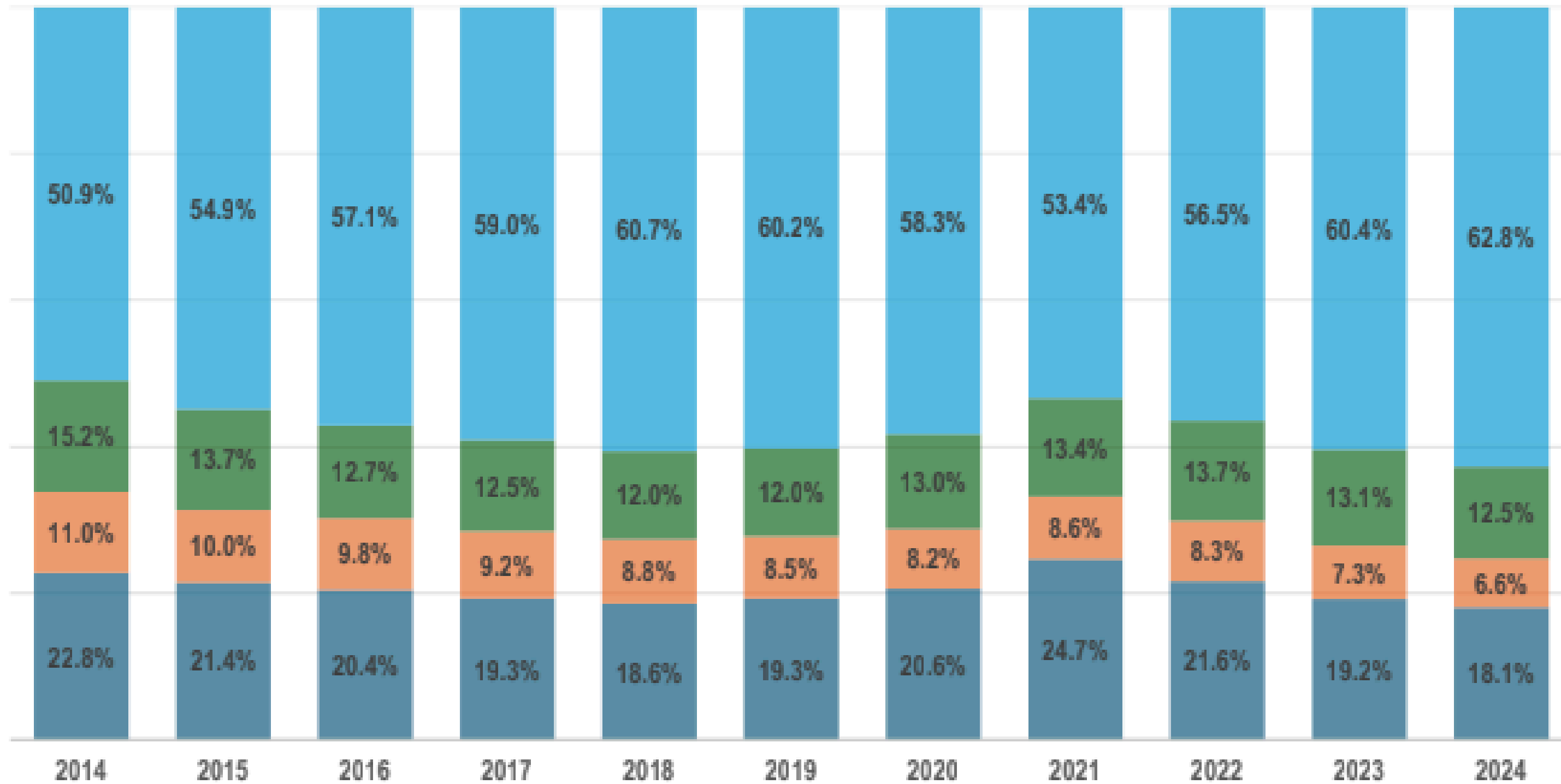
Special Education Program Expense per SWD



- State special education funding increased only by COLA in most years
- Federal funding impact continues to decrease
- General Fund contribution is an intended part of funding special education
- Local contribution rates are increasing in alignment with growing SWD pupil counts

General Fund 01; Objects 1000-7999; Goals 5001-5770
2024-25 expenditures estimated
2025-26 SWD and expenditures estimated

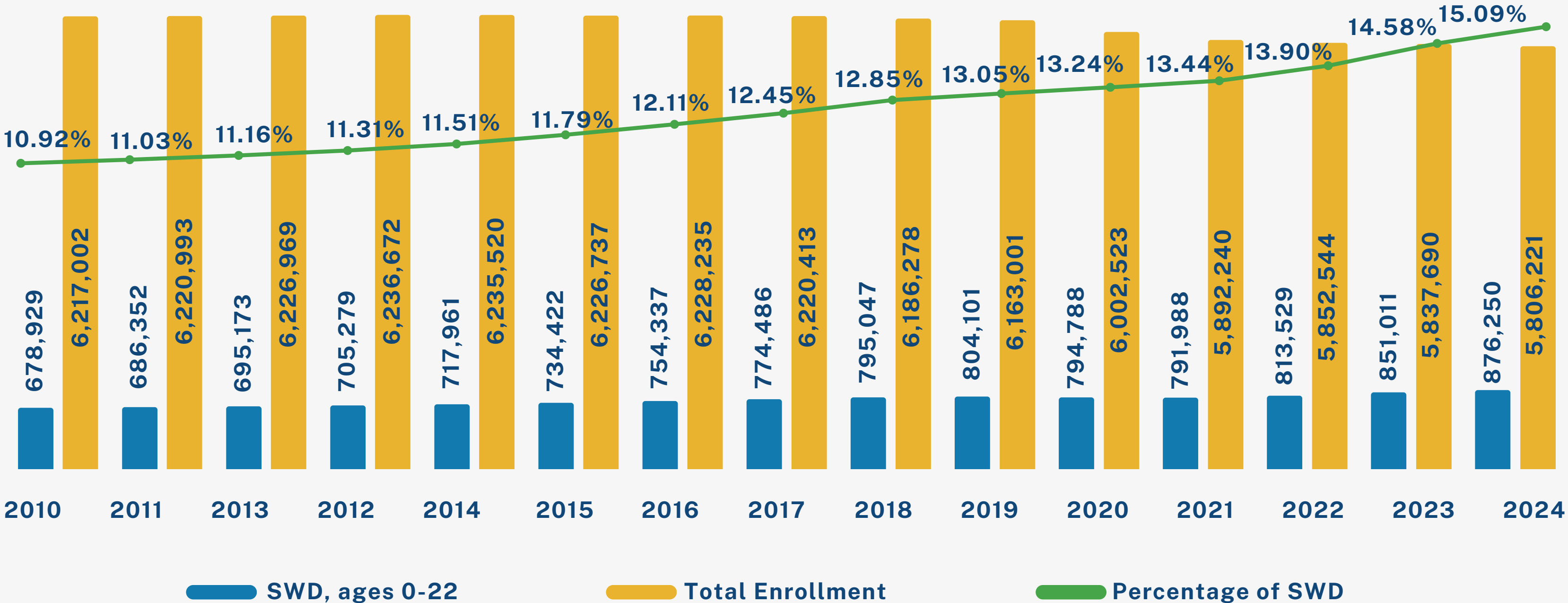
California Distribution of Special Education Costs by Funding Source



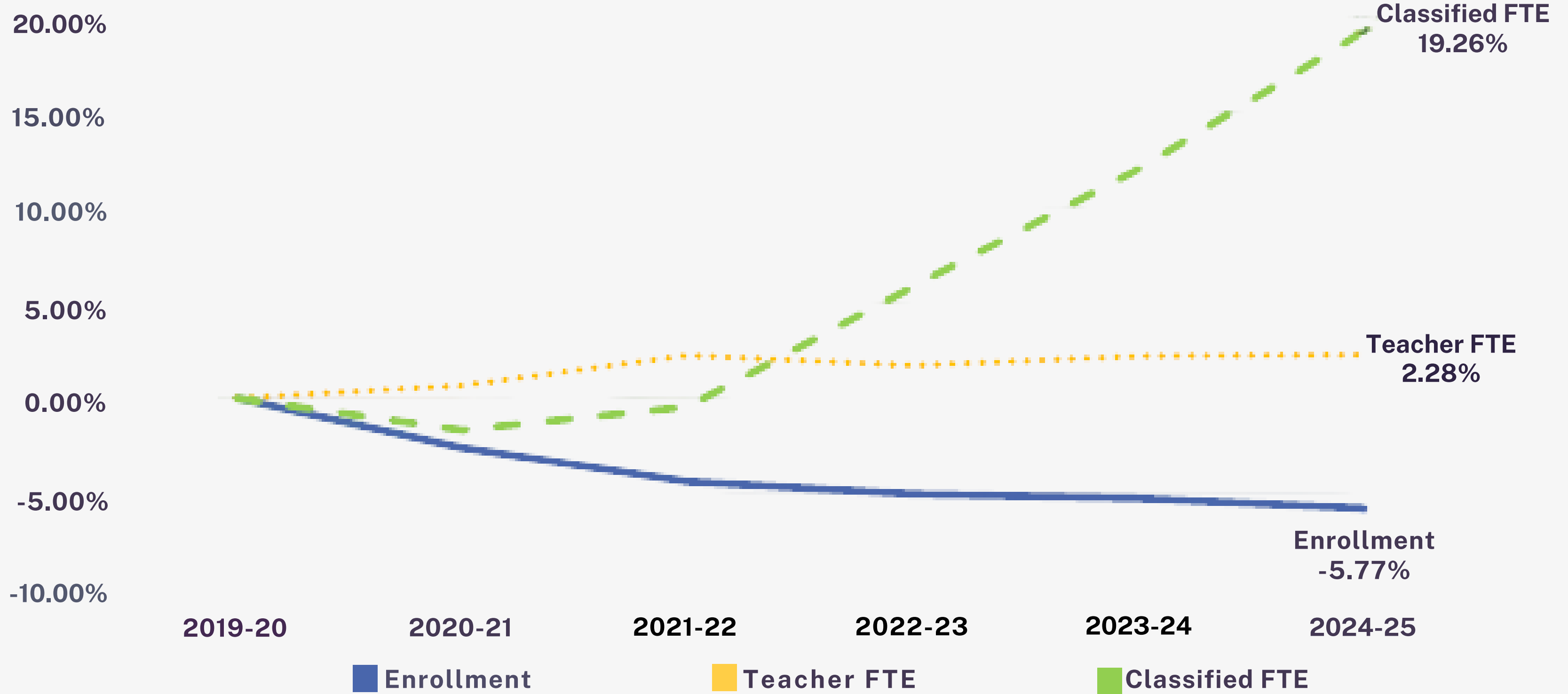
■ State ■ Federal ■ Local ■ Contribution

Statewide Enrollment and Incidence of SWD

- Statewide and local trends for enrollment can support projections for program and expenditure adjustments to meet the needs of students served by special education



Change in District Staff and Student Enrollment (2019-2024)



*Full-time equivalent

+\$1,500 

Average Annual
Expenditure Increase

Per Student with Disabilities (SWD)

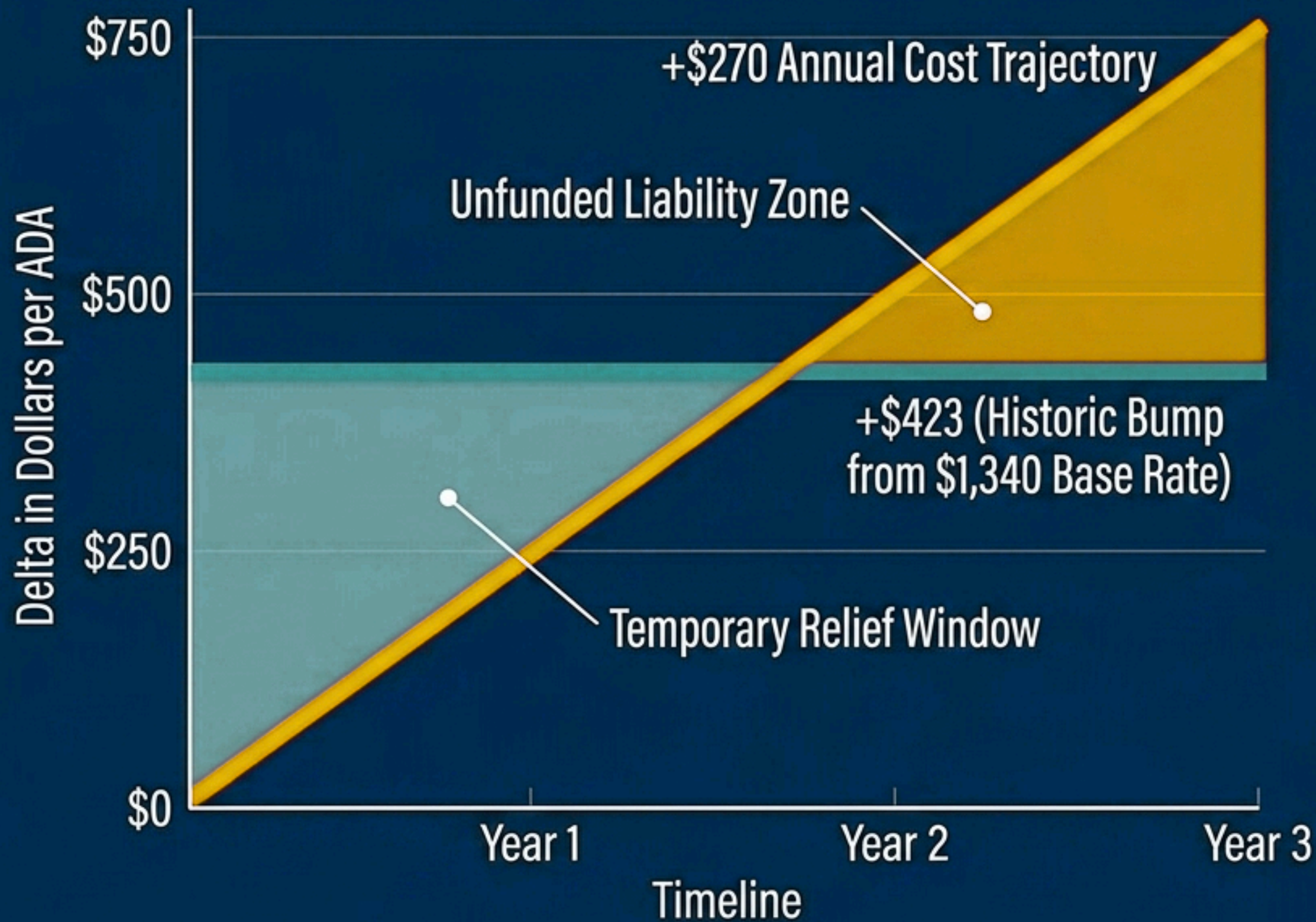
+\$270 

Average Annual Local
Contribution Increase

Per Average Daily Attendance (ADA)

This sustained five-year trajectory guarantees compounding baseline costs regardless of state-level funding interventions.

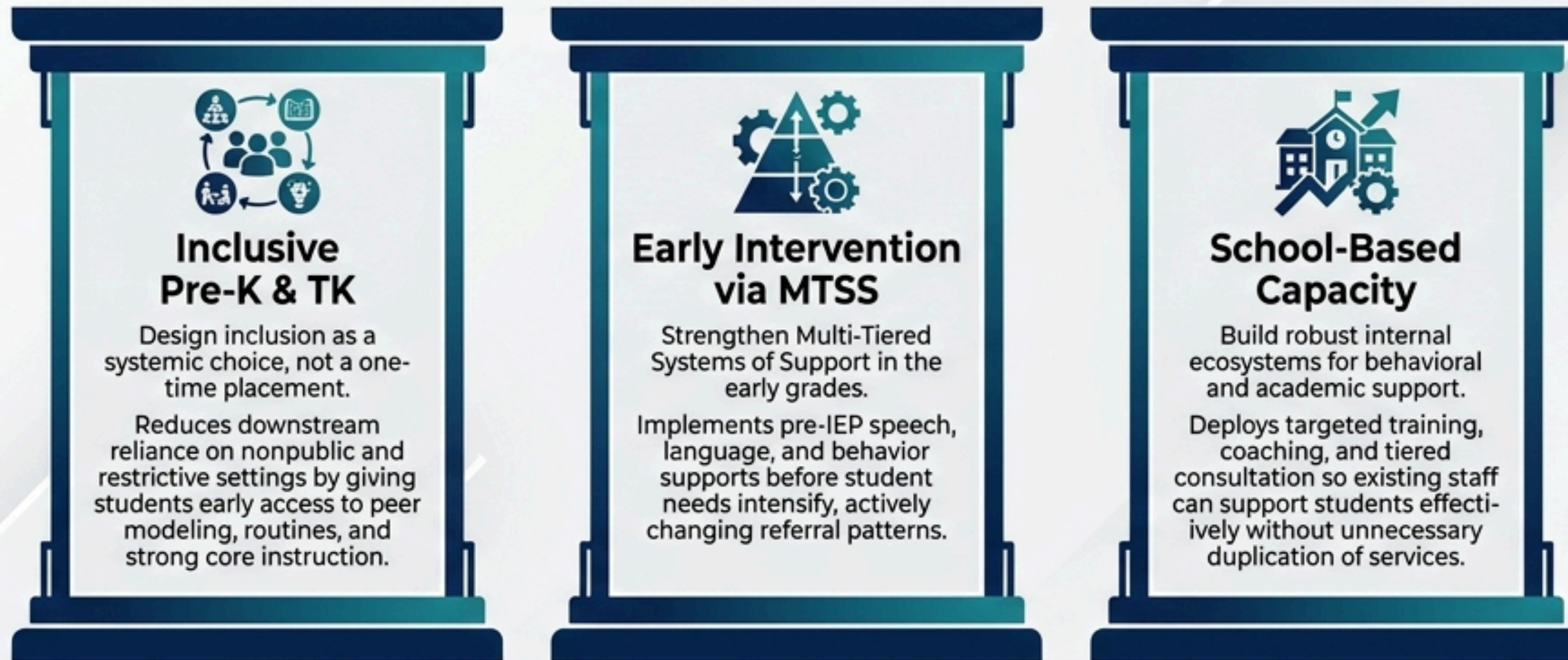
The Shrinking Buffer: When Trajectory Surpasses New Funding



- The historic +\$423 per ADA increase achieved via the \$1,340 proposed base rate is a static step-up.
- The +\$270 annual ADA cost increase is compounding momentum.
- The trending costs of special education will completely surpass the historic funding increase in under three years.

Treat new funds as investment capital to build systemic capacity and change future demand

Fiscal sustainability requires prioritizing early intervention, inclusive practices, and personnel development over recurring operational liabilities.



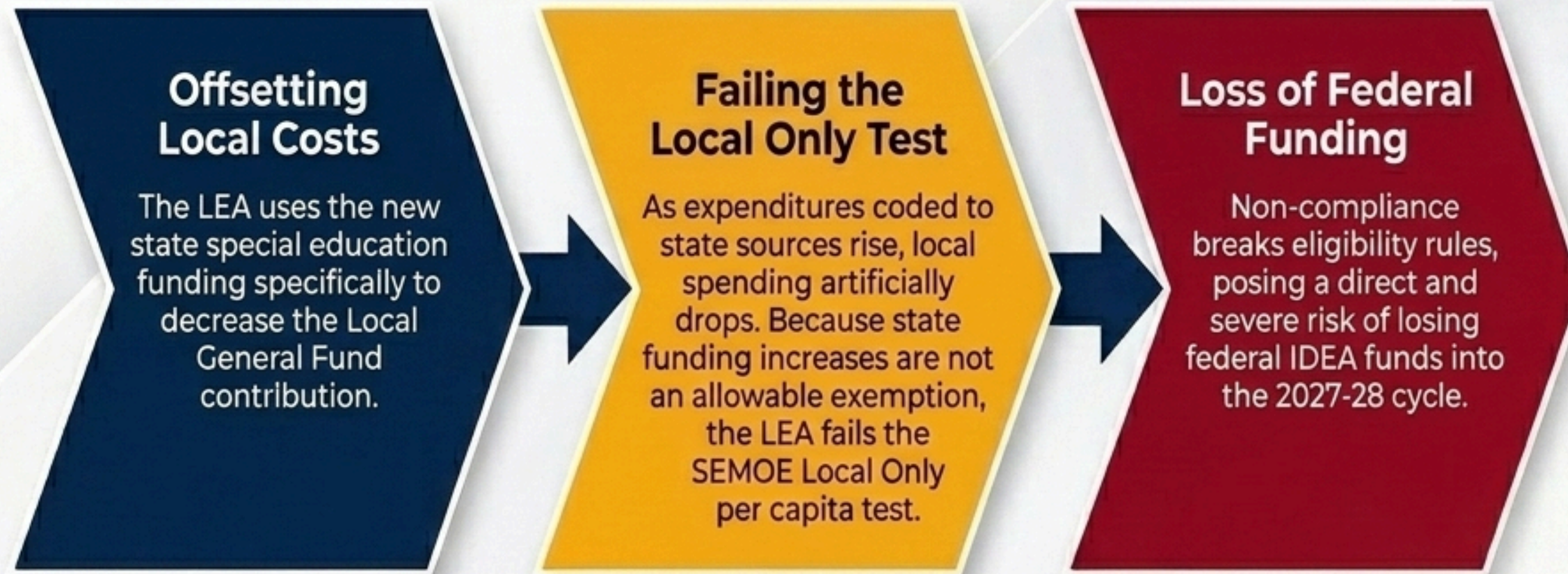
DO NOT use these funds for systemic salary increases.

Salary increases permanently inflate the financial baseline without altering the underlying service delivery model, actively accelerating the 3-year fiscal cliff.

Special Education Maintenance of Effort Risks

Using new state dollars to decrease local contributions without multiyear forecasting jeopardizes Special Education Maintenance of Effort (SEMEOE) requirements.

SEMEOE Compliance Tripwire





FISCAL REPORT

PUBLIC EDUCATION'S POINT OF REFERENCE FOR MAKING EDUCATED DECISIONS

New Special Education Revenue—Opportunities for Investment and Redesign



BY ANJANETTE PELLETIER

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posted June 2, 2026

California may be entering a consequential new phase in special education finance. Governor Gavin Newsom's May Revision proposes increasing the special education base rate to \$1,340 per funded average daily attendance, which would add roughly \$2.4 billion in ongoing statewide support. For educational leaders, this proposal is not limited to the size of the investment; it creates strategic choices for local educational agencies (LEAs). LEAs can use new revenue primarily to relieve General Fund pressure, or they can also direct part of it toward system redesign that improves inclusion, strengthens early support, and changes future cost trajectories.

The decision about how to best leverage funds matters because the fiscal and program pressures are real. General Fund contribution to special education has climbed steadily for LEAs, with the statewide average reaching 68%, and statewide special education identification now exceeds 15%. In many LEAs, rising referrals, service intensity, transportation, staffing demands, and more restrictive placements have created a pattern of recurring cost growth with no simple path to disruption. Using new restricted dollars to backfill unrestricted spending may be necessary, especially in the near term. But if that becomes the only strategy, LEAs may miss a rare opportunity to invest in intervention, service delivery redesign, and building inclusive capacity in ways that reduce future expenditure growth while improving outcomes for students with disabilities.

New special education revenue should be treated not only as fiscal relief, but as investment capital for a stronger and more sustainable continuum of support. In this initial article, the focus is on where those investments may generate the greatest return, including early childhood inclusion, preventive systems, staffing design, and school-based capacity. In Part II of this article, the focus will shift to special education maintenance of effort (SEMOE), including how leaders can monitor compliance, understand the implications of reduced local contribution, and incorporate SEMOE considerations into multiyear fiscal planning.

Start Where Return Is Highest: Prevention and Early Investment

Prevention and early intervention, especially across the early childhood continuum, offer one of the strongest opportunities for both educational and fiscal return. Early inclusion is not a one-time placement decision, but a system design choice that influences expectations, staffing, instructional practice, and family trust. LEAs that

invest early are often better positioned to reduce later dependence on separate settings because students gain access sooner to peer models, routines, communication support, and strong core instruction.

A more functional continuum of support is rarely built through a single funding source. In practice, leaders often need to layer new dollars with existing resources, such as Early Intervention Preschool (Pre-K) Grant resources, universal Pre-K and transitional kindergarten (TK) implementation funds, and local initiatives focused on inclusive practice and equitable access. This kind of fiscal coordination can support a more coherent Pre-K-to-elementary strategy rather than a collection of disconnected program decisions.

Investment is most effective when it is anchored in a robust early intervention framework. For many LEAs, that means strengthening Multi-Tiered Systems of Support (MTSS) in Pre-K and the early grades, screening students earlier, and providing pre-Individualized Education Program supports such as speech, language, and behavior interventions before needs intensify. LEAs are investing in innovative practices such as transition supports and summer bridge programming to improve readiness for TK and kindergarten and reduce later reliance on more restrictive settings.

In LEAs that have pursued inclusive early access with intention, the return on investment is often visible across both student outcomes and fiscal indicators. LEAs report lower transportation costs when more students can attend neighborhood programs, reduced reliance on nonpublic or other higher-cost placements, fewer disputes that lead to litigation or settlement expense, and more disciplined use of specialized staffing. Some have also identified efficiencies by strengthening instructional practice and role design so that existing staff can support students more effectively without unnecessary duplication of services. Taken together, these patterns suggest that inclusive transitions to TK and kindergarten are not only a programmatic priority, but one of the clearest long-term strategies for fiscal sustainability.

Build Capacity Where It Changes Demand and Delivery

A second high-value strategy is targeted investment in personnel capacity. When staffing decisions are aligned to student need, inclusive service delivery, and the actual operating model of schools, LEAs can improve support for students with disabilities while avoiding growth in higher-cost structures that are difficult to sustain. The key question is not only how many staff are employed, but how roles are designed, deployed, trained, and supported to meet needs effectively in general education environments whenever appropriate.

Behavioral support capacity is a particularly important area for investment across both general and special education. For some LEAs, this may mean expanding existing programs. For others, it may mean using new funds as seed capital to build a more coherent prevention and intervention model. The strongest approach is often not to create a separate system, but to strengthen school-based capacity through training, coaching, consultation, and tiered support. LEAs can also improve long-term fiscal stability by pairing these investments with clearer prereferral systems, stronger attendance supports, and coordination with Local Control and Accountability Plan priorities so that preventive infrastructure serves all students while reducing downstream demand on restrictive special education resources.

Comparable investments can strengthen other preventive systems as well, including MTSS, literacy and numeracy intervention, and services that improve outcomes for multilingual learners—all areas that are often closely tied to referral patterns. When early intervention is accessible, consistent, and well implemented, LEAs are better positioned to distinguish between students who need targeted general education support and those who require special education assessment and services. That distinction matters educationally, programmatically, and fiscally.

The proposed increase in the special education base rate creates a rare opening for strategic action. LEAs that use these resources only as short-term General Fund relief may gain temporary stability, but they may also forfeit the chance to influence future cost trajectories. LEAs that pair fiscal discipline with targeted program investment are more likely to build systems that are inclusive, responsive, and sustainable. For business and special education leaders alike, the challenge is to use new revenue not simply to close today's gap, but to change the conditions that produce tomorrow's demand.

Stay tuned for Part II of this article where we examine how these funding changes may affect SEMOE, what compliance considerations leaders should address early, and how multiyear fiscal planning can preserve flexibility for program improvement while protecting long-term sustainability. That discussion will be essential for leaders who want to turn an ongoing funding increase into a durable multiyear strategy.



FISCAL REPORT

PUBLIC EDUCATION'S POINT OF REFERENCE FOR MAKING EDUCATED DECISIONS

Part II—New Special Education Revenue Budget Relief or Compliance Crunch?



BY ANJANETTE PELLETIER

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posted June 8, 2026

With the proposed 2026-27 State Budget increases in special education funding, local educational agencies (LEAs) will still face important decisions about how best to use those resources—whether for short-term budget relief or long-term strategic investment. In Part I of this series (see the article “[New Special Education Revenue—Opportunities for Investment and Inclusion](#)” in the June 2026 *Fiscal Report*), the argument for proactive, preventative investment was outlined, focused on improving services, outcomes, and inclusive access with the potential for long-term return on investment for special education programs and the LEAs that operate them. However, given current fiscal pressures, many LEAs will first consider using the new funds to offset their existing and growing General Fund contributions as a reaction to budget realities.

Velocity of Cost Escalation

The escalating costs of special education are likely to outpace funding increases, driven by high referral rates, rising numbers of students with disabilities (SWD), and costly placements and services mandated by the Individuals with Disabilities Education Act (IDEA). The five-year trend in California shows that expenditures increase on average \$1,500 per SWD annually and the local contribution per average daily attendance (ADA) has risen by \$270 on average per year. At the proposed \$1,340 base rate, an increase of nearly \$423 per ADA, the trending costs of special education could easily surpass the historic increase in under three years, forcing proactive versus reactive decision-making. Rising costs will likely accelerate if LEAs fail to make solid choices about preventative action and future investment. If the new state revenues are primarily used to offset General Fund contribution, their lasting impact will rapidly dissipate, failing to transform the system or provide sustained programmatic health.

Alert: Using new state special education dollars solely to reduce General Fund contribution could cause failed “Local Only” tests in future years. Non-compliance with this obligation increases the risk of losing federal IDEA funds. Careful monitoring is non-negotiable.

SEMOE Compliance Obligation

Careful examination of ongoing budgetary needs, monitoring the trajectory of spending and General Fund contribution offset, and managing the special education maintenance of effort (SEMOE) impact will be central considerations in a multiyear strategy to build fiscal sustainability and achieve long-term impact.

The federal SEMOE requirement, calculated based on expenditures across four measurement areas or tests, is a key hurdle that necessitates multiyear monitoring and mitigation. There are only four allowable reasons for lowering the SEMOE obligation, and an increase in state funding is not on the list. Allowable exemptions (retirement or resignation of employees, reduced number of SWD, reduction in high-cost services, and one-time purchases or capital improvements) should be tracked as part of monitoring tasks, as these allow shifting of cost coverage. Unfortunately, growing expenditure trends have placed unsustainable obligations to maintain spending to meet IDEA eligibility and compliance requirements for federal funds. Correlated with patterns of declining enrollment and growing numbers of SWD, many LEAs have submitted failed tests for per capita calculations, and some passed only one test in recent comparisons.

For the SEMOE, General Fund contribution is reflected in the Local Only tests. With additional state funding, the requirement for General Fund contribution would be expected to decline as expenditures coded to state funding sources rise. For LEAs passing the Local Only test in isolation, utilizing the new special education funding to shift expenditure away from General Fund contribution could open a direct mechanism for compliance failure. Absent the existence of allowable exemptions to lowering the SEMOE obligation, failure of the Local Only test may pose a significant barrier to meeting the compliance and eligibility requirement for IDEA funds into 2027-28. LEAs must carefully analyze the influence of shifting expenditures to state and local coding, which will reduce expenditures attributed to the Local Only General Fund contribution. Ensuring spending trajectory will maintain the ability to pass at least one test of the SEMOE obligation should be considered early and frequently.

Required Steps: A Multiyear Monitoring Strategy

- **Establish Projections:** Consistently utilize the Subsequent Year Tracking Worksheet and the SEMOE Interim form for forward budget trajectory monitoring.
- **Analyze Funding Shifts:** Map out the significance of funding shifts and budgetary alignment to inform decisions about the investment versus reduction of the General Fund contribution.
- **Model Compliance:** Model the relationship between mitigating shortfalls or leveraging strategic investment to continuing IDEA funding eligibility and compliance over a multiyear period.
- **Weigh the Benefit:** Formally assess the trade-off of using new funds to mitigate shortfalls versus using a portion for strategic redesign that could result in permanent cost reductions.

There are LEAs for which the growing costs of special education programs are already on a dire path. These LEAs are projecting massive yearly increases to General Fund contribution, tightened budgets, and intense fiscal strain. The initial impulse will be to calculate the growing SEMOE obligation and use new funds to release pressure on the rest of the system.

For these leadership teams and school boards, thoughtful allocation of a portion of these resources towards preventative and capacity-building initiatives will take bold action and clear intention, without which the lasting impression of increased state funding will evaporate. The new base rate will provide necessary capital to address critical, high-cost areas; establish sustainable program models; and make intentional staffing and service delivery choices that lead to lasting cost reductions, securing both fiscal and programmatic health for years to come. We welcome you to join us in our upcoming [Special Education—Both Sides of the Equation](#) course, part of the [Special Education Professional Learning Pathway](#), where we will discuss LEA opportunities for proactive action and analysis on June 16, 2026.

DISCUSSION ITEM

EV SELPA Regional Program Ad Hoc Committee Recommendations

At the request of the East Valley SELPA Board of Directors, Chief Administrative Officer Brooksby has explored alternative regional programs for the East Valley SELPA. She will present the Regional Program Ad Hoc committee recommendations moving forward.



REGIONAL PROGRAM AD HOC COMMITTEE UPDATE

EV SELPA Board of Directors
June 17, 2026



HISTORICAL TIMELINE

SBCSS request to increase FFS rates: 3.19.25

Colton 2026-27 transfer request SAI: 3.20.25
Withdrawn: 8.8.25

Redlands 2026-27 transfer request DHH 3.28.25
Approved 2.18.26

Board requests Ad Hoc Committee: 4.28.25

Updated Fiscal Allocation Plan language: 3.18.26



WHY AN AD HOC COMMITTEE?



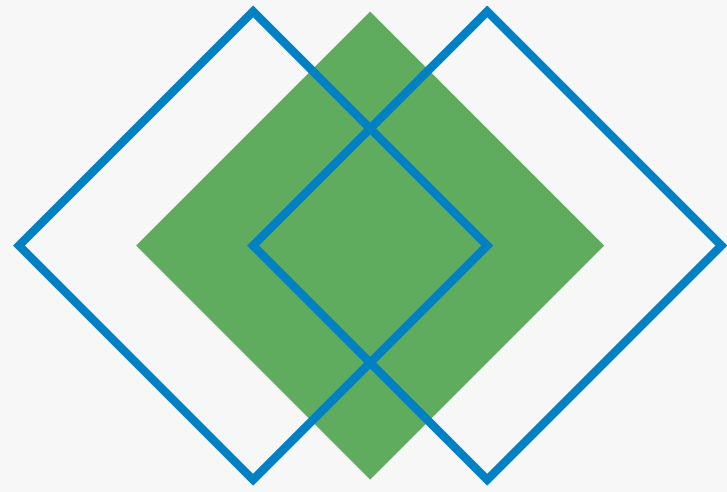
Committee was formed at the request of the EV SELPA Board of Directors during a Board Study Session on April 28, 2025 to explore alternative program models to contain costs for students placed in SBCSS EV-Ops Fee-for-Service programs.

AD HOC COMMITTEE MEMBERS

Fiscal representatives from all LEAs, including SBCSS

Program representatives from all LEAs, including SBCSS

East Valley SELPA fiscal and management representatives



ONGOING COLLABORATION

01 May 20, 2025

02 June 3, 2025

03 June 17, 2025

04 August 26, 2025

05 September 16, 2025

06 April 22, 2026

07 May 4, 2026

OUT OF DISTRICT PROGRAMS



01 County Operated
Current Model

02 District Operated
LA County Model

03 Contracted
Non-Public Agency

04 Intra-SELPA
Between EV SELPA LEAs

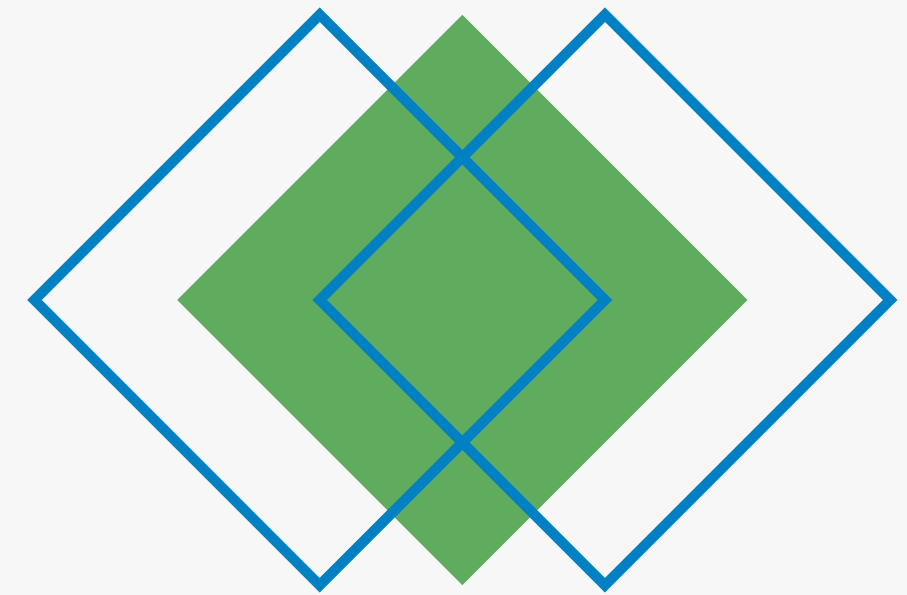
05 Inter-District
New District is DSEA

06 NonPublic Schools
Currently in Place

SBCSS OPERATED

SBCSS Historical Rates

	2022-23	2023-24	2024-25	2025-26
Rate	\$48,906	\$51,590	\$59,810	\$63,843
Student Count	136	103	105	64

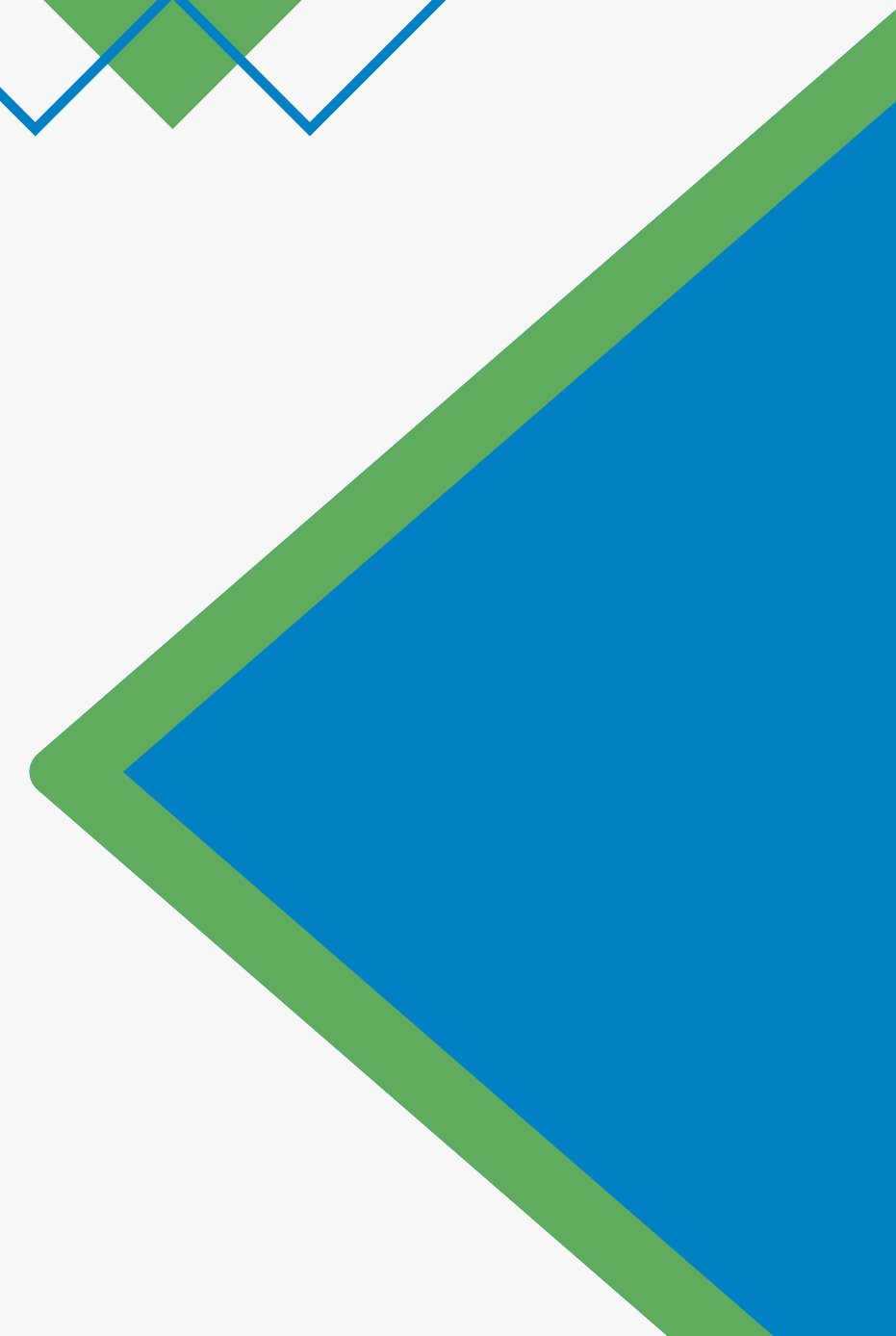


2026-2027 SBCSS Approved Rate

	2026-27
Rate	\$60,875
Student Count	55

SBCSS operates 6 classrooms:

- 4 Extensive Support Needs
- 1 Behavior Intervention
- 1 Orthopedically Impaired



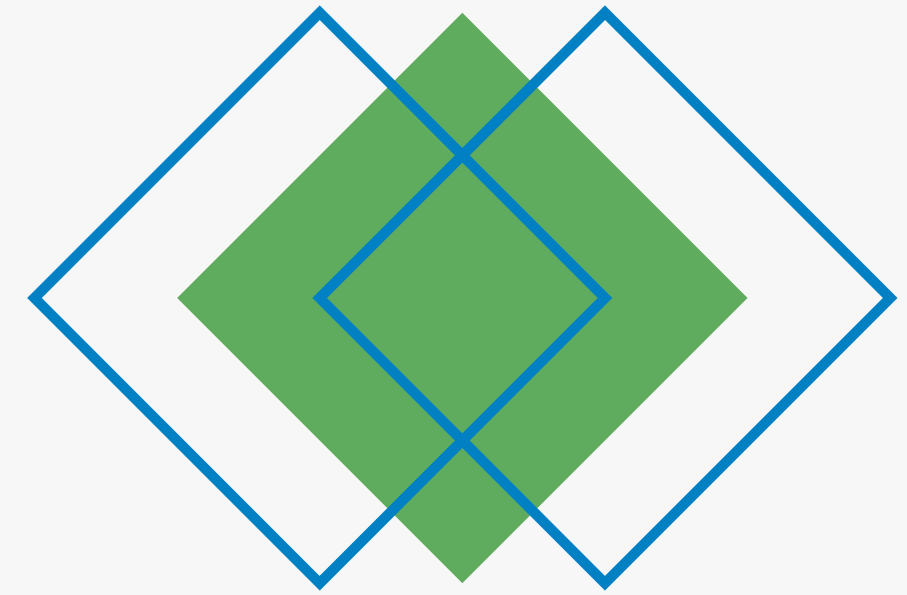
DISTRICT OPERATED

EV SELPA districts apply for program transfers

- Extensive Support Needs
- Behavior Intervention
- Orthopedic Impairment

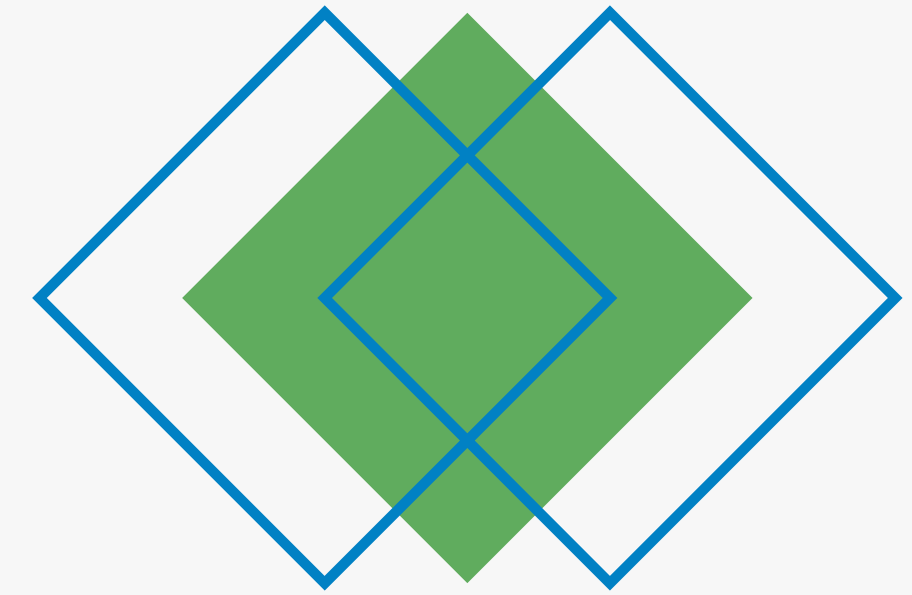
District sets the fee for the program

District of Residence remains the District of Special Education Accountability

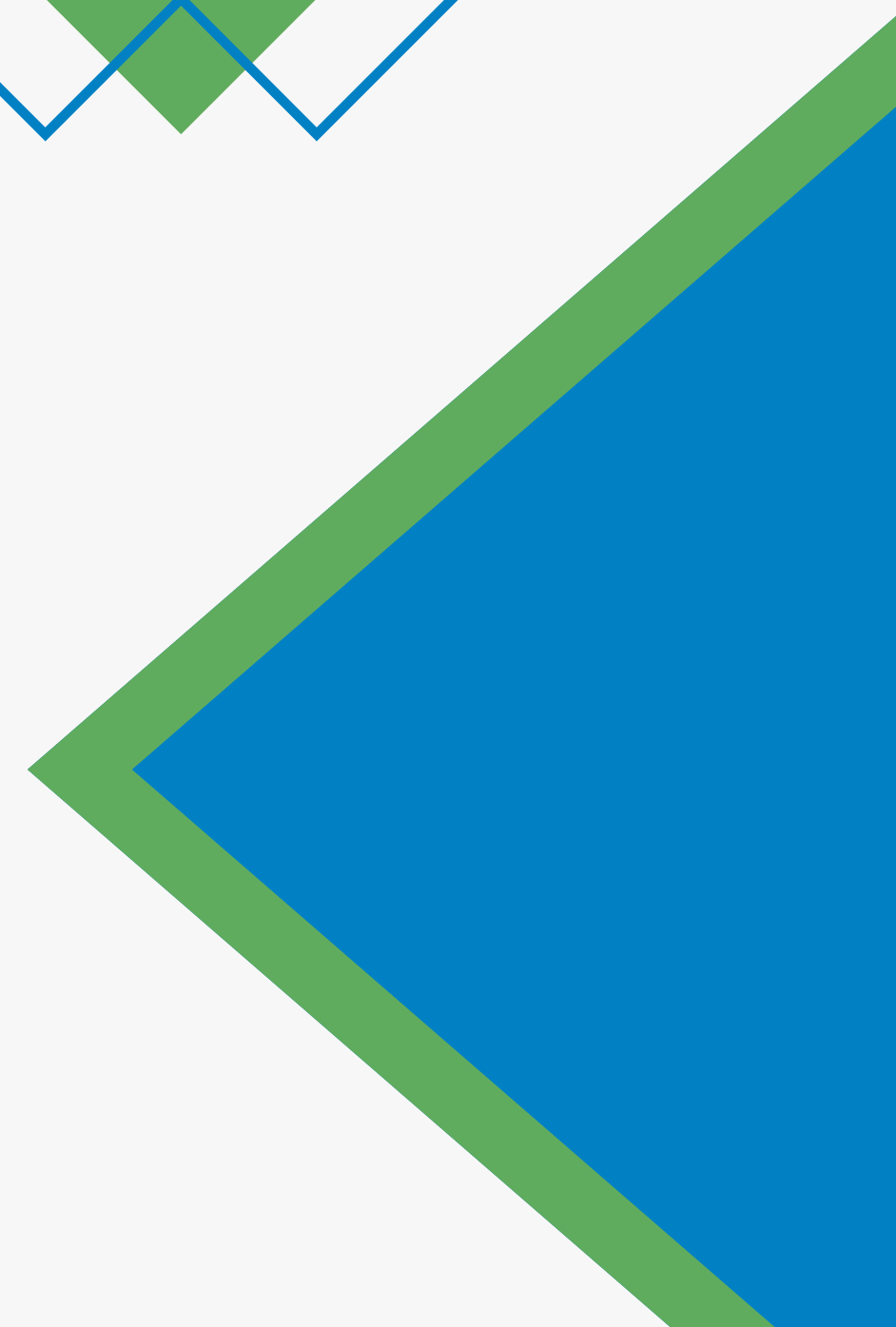


CONTRACTED PROGRAM

Explored with one Nonpublic company
Could be housed on a district campus
Logistically complex
Company has staffing challenges



	2027-28	
RSY Rate	\$51,618	\$59,145
Student Count	55	48
With ESY	~ \$57,358	~ \$65,600



INTRA-SELPA TRANSFERS

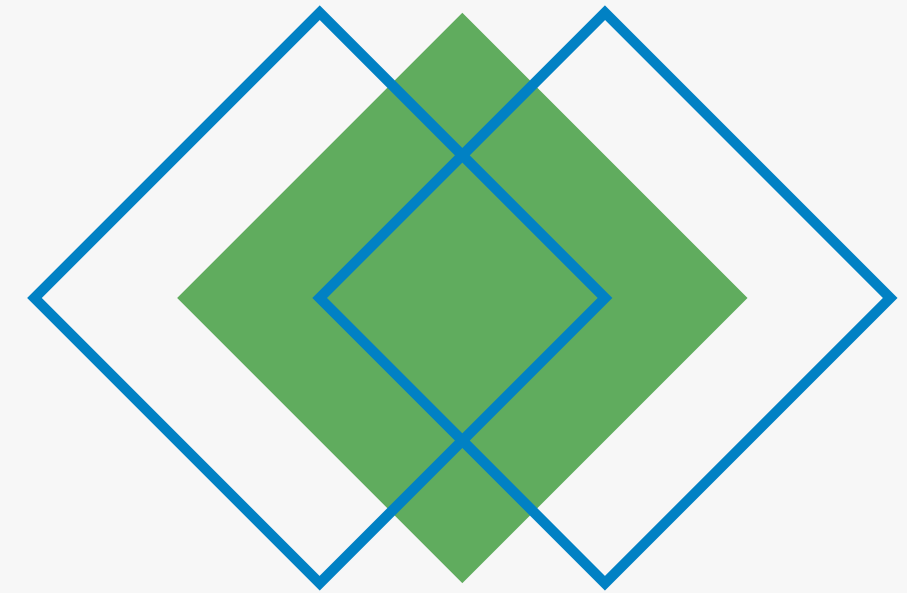
Beneficial for single student transfers

District A needs a self-contained Middle School behavior class

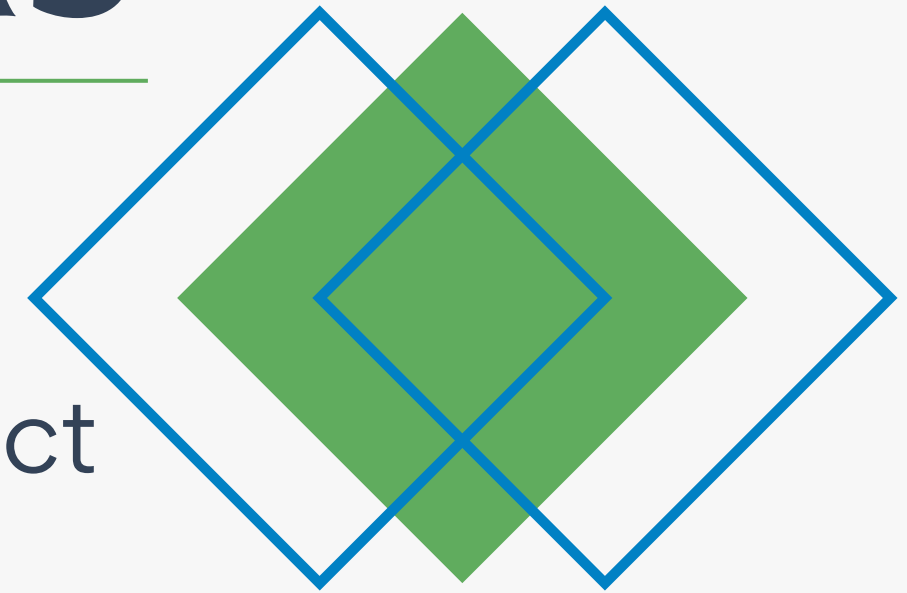
District B accepts the student on an Intra-SELPA transfer

District A remains DSEA and is payor

District B becomes reporting LEA



INTER-DISTRICT TRANSFERS



Student lives in one district and, via an inter-district transfer, attends a different district.

CA ED Code 46600-46610

Typically parent-driven

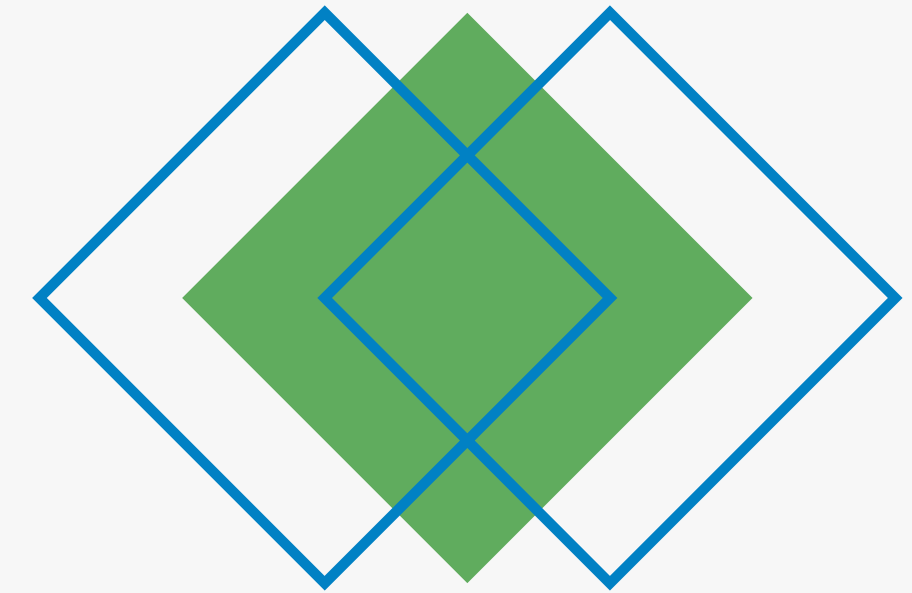
New district becomes DSEA and receives the ADA

No other additional funds are paid by the district of residence



NON-PUBLIC SCHOOLS

NON-PUBLIC SCHOOLS							
Name of Facility	Location	Number of EV SELPA Students					
		Colton	Redlands	Rialto	Rim	YCJUSD	Total
Altus Academy	Rialto, Ca	4	4	2		2	12
Beacon Day	Riverside						
Beacon Day	La Palma, Ca	1					1
Canyon View	San Dimas, Ca			2			2
Joan Macy	La Verne, Ca	1		4	1		6
Leroy Hayes	La Verne, Ca	1	1	4	1		7
Port View Preparatory	Ontario, Ca	3		1			4
Sierra of East Valley	Colton, Ca	1	4		1	2	8
Spectrum	Chino Hills						
Stone Ridge Academy	Riverside, Ca	7	3		1	1	12
Total		18	12	13	4	5	52



Considerations:

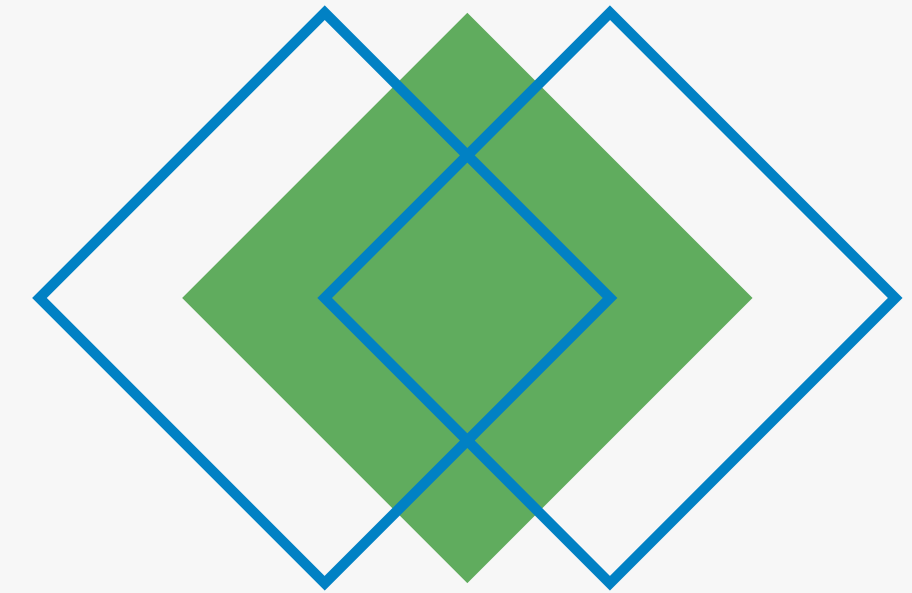
Distance, Cost, Instructional Quality, Staffing, Removal from Public Campus

NON-PUBLIC SCHOOL COSTS

	25/26 Rate	Port View Prep
Tuition - 200 Days (180 RSY + 20 ESY)	217.62/ Day	\$ 43,524.00
Mileage/ Transportation	167.40/ Day	\$ 33,480.00
1:1 Aide (360min/day)	50.22/ Hour	\$ 60,264.00
1:1 Transportation Aide (90min/day)	39.06/ Hour	\$ 11,718.00
Speech (60min/mon)	150.65/ Hour	\$ 1,807.80
OT (60min/month)	150.65/ Hour	\$ 1,807.80
	Total	\$ 152,601.60

	25/26 Rate	Beacon Day - Riverside
Tuition - 200 Days (180 RSY + 20 ESY)	300.00/ Day	\$ 60,000.00
Mileage/ Transportation (35miles round trip)	2.85/ Mile Plus 109.03/day	\$ 41,756.00
1:1 Aide (360min/day)	66.50/Hour	\$ 79,800.00
1:1 Transportation Aide	104.99/ Day	\$ 20,998.00
Speech (60min/mon)	65.92/ Hour	\$ 791.04
OT (60min/month)	81.67/ 1/2 Hour	\$ 1,960.08
Meal Cost	16.25/Day	\$ 3,250.00
	Total	\$ 208,555.12

	25/26 Rate	Beacon Day - La Palma
Tuition - 220 Days (185 RSY + 35 ESY)	222.93/ Day	\$ 49,044.60
Mileage/ Transportation (95miles round trip)	2.94/Mile Plus 109.86/day	\$ 85,615.20
1:1 Aide (360min/day)	67.00/ Hour	\$ 88,440.00
1:1 Transportation Aide	105.79/ Day	\$ 23,273.80
Speech (60min/mon)	132.83/ Hour	\$ 1,593.96
OT (60min/month)	82.29/ 1/2 Hour	\$ 1,974.96
	Total	\$ 249,942.52



WHAT DO THE DATA SAY?

Need high behavior Extensive Support Needs program 01

30 students served in district or NPS with this profile 02

Students have high intensity externalizing behaviors 03

EV SELPA has one NPS within its boundaries 04

SUSTAINABILITY LONG-TERM

Benefits

- Greatest concern in young elementary students
- Students remain in programming until age 22
- Need for placement can span 13-15 years

Student Profile

Elementary: 13 Students
Middle School: 7 Students
High School: 10 Students

COST COMPARISON

2026-2027 SBCSS Approved Rate

	2026-27
Rate	\$60,875
Student Count	55

2026-2027 SBCSS Simulated Rate 30 Additional Students

	2026-27
Rate	~\$55,000
Student Count	85



RECOMMENDATION

Committee recommends maintaining the current Regional Program and created a **new program** for ESN students with high behavior needs.

Why

- Facilities
- Fiscal Allocation Plan
- Structure
- Access to SBCSS Leadership in Steering

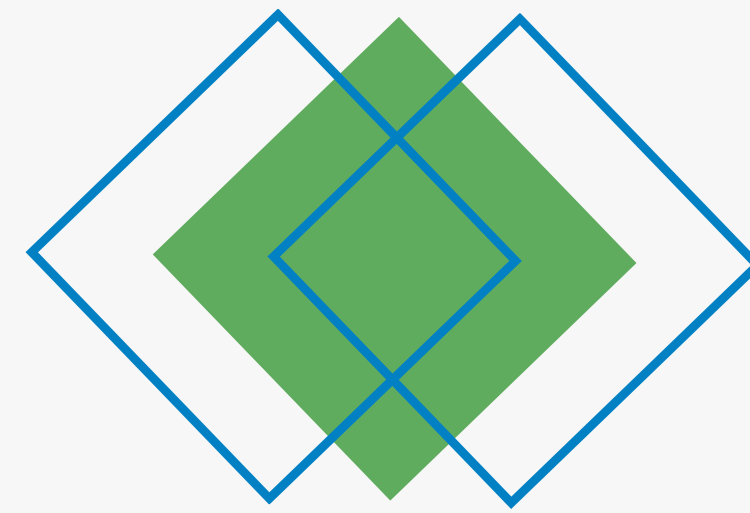
Commitment

- Consider SBCSS prior to NPS referral
- Maintain placements around 55 students or more for best economy of scale



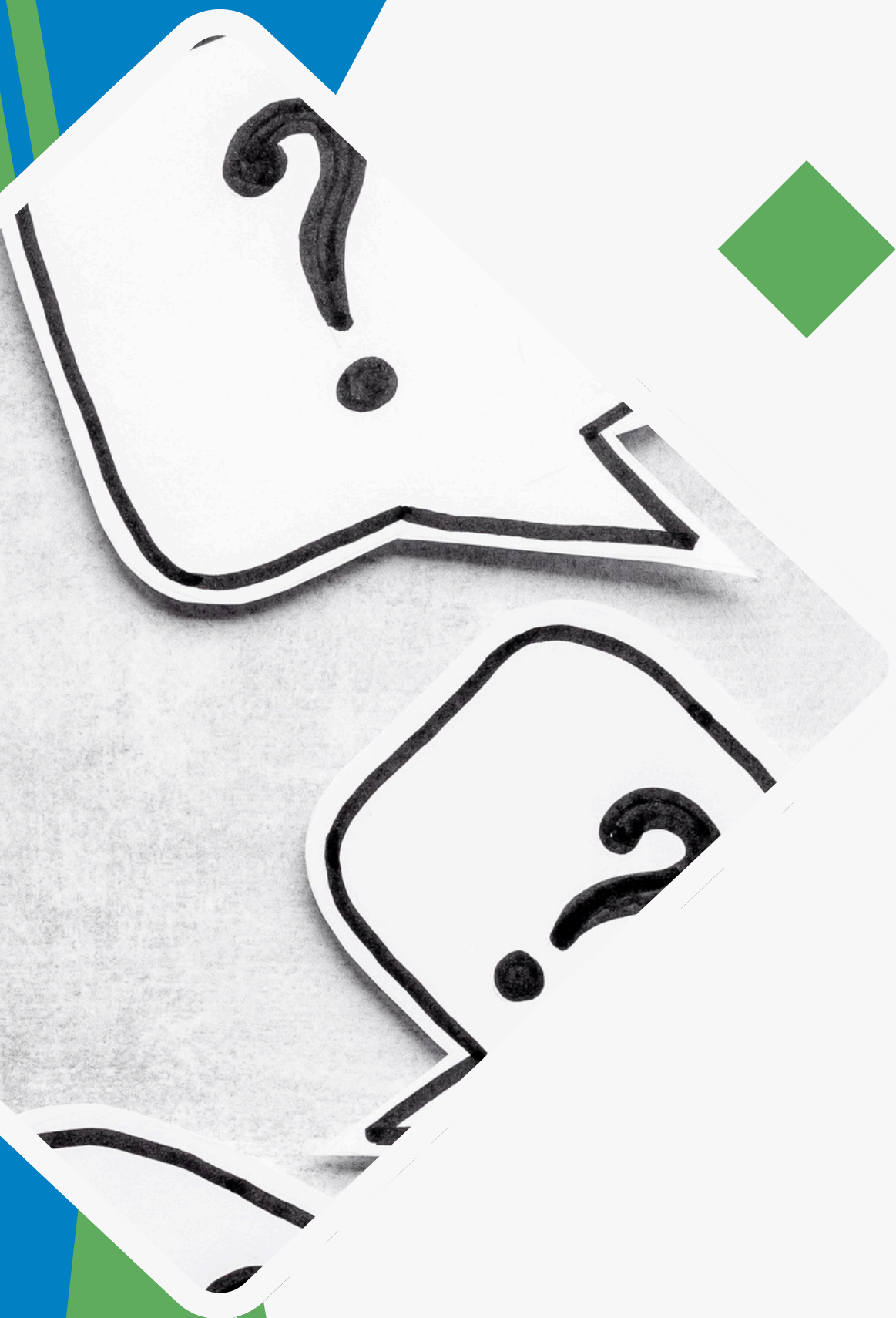
IMPLEMENTATION TIMELINE

Per the EV SELPA Regional Programs Policy and Procedures



1. Request for new program submitted to EV SELPA BOD by June 30
2. SBCSS conducts needs survey by October 31
3. SBCSS reviews survey and presents findings to Steering by November meeting
4. Districts submit intent letters by January 1
5. SBCSS Superintendent provides assurances outlined in policy by January 31
6. Steering reviews assurances in February meeting
7. EV SELPA BOD reviews assurances in February meeting
8. EV SELPA BOD reviews and approves program opening at March meeting
9. Approval recommendations for new programs or services will be implemented on July 1

QUESTIONS



ACTION ITEM

Approve Regional Program Creation Timeline per Bylaws

Chief Administrative Officer Brooksby recommends the East Valley SELPA Board of Directors approve the Regional Program Creation Timeline based on the information provided and as stipulated in the Bylaws.



**JENNIFER BROOKSBY,
CHIEF ADMINISTRATIVE OFFICER**

**MEMBER DISTRICTS:
COLTON JOINT UNIFIED
REDLANDS UNIFIED
RIALTO UNIFIED
RIM OF THE WORLD UNIFIED
YUCAIPA-CALIMESA JOINT UNIFIED**

June 17, 2026

East Valley SELPA Board of Directors

On behalf of the Regional Program Ad Hoc Committee, I am formally requesting the East Valley SELPA Board of Directors approve the creation of a new Regional Program to support students in kindergarten through 12th grade with Extensive Support Needs and high behaviors according to its established bylaws.

During the 2024-2025 school year and due to rising costs in the current, County-operated Fee-for-Service Regional Program, the East Valley SELPA Board of Directors requested East Valley SELPA to create an Ad Hoc Committee to investigate solutions to mitigate high fees. At the request of the Board, the Ad Hoc Committee, comprised of program and fiscal staff from all 5 East Valley SELPA member districts and San Bernardino County Superintendent of Schools (SBCSS) held 7 study sessions, researched numerous out-of-district program options, met with outside providers, consulted with other SELPAs, and reviewed budget models.

Although several options were explored and considered, the Regional Program Ad Hoc Committee has determined that maintaining the current Regional Program infrastructure with the creation of additional classrooms for an expanded population best meets the needs of the unique circumstances of the East Valley SELPA member districts. SBCSS has been, and continues to be, a strong partner LEA within the East Valley SELPA whose collaborative relationship allows for the best oversight of students in an out-of-district placement.

Over the course of the 2026-2027 school year, the East Valley SELPA member districts and SBCSS will work collaboratively to prepare a high-quality program for a July 1, 2027, start date. The SELPA and SBCSS will follow the East Valley SELPA Regional Programs Policy and Procedures for opening a program which require, in part, to determine administrative oversight, facilities, conduct a cost analysis and make a formal recommendation to open the program by the February 2027 East Valley SELPA Board of Directors' meeting.

Thank you for your thoughtful consideration of this request.

In partnership,

Jennifer Brooksby
Chief Administrative Officer
East Valley SELPA

OTHER

Next Meeting – September 23, 2026

OTHER

2026-2027 EV SELPA Board of Directors Meeting Schedule

2026/2027
East Valley SELPA
BOARD OF DIRECTORS MEETING SCHEDULE

September 23, 2026

November 18, 2026

February 17, 2027

March 17, 2027

May 19, 2027

June 16, 2027

All meetings will be held at 2:00 p.m.
at the Dorothy Inghram Learning Center
Conference Room E
670 E. Carnegie Drive,
San Bernardino CA 92408
home of the
EAST VALLEY SELPA
(Unless meetings must be held virtually)

