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

** AGENDA **
February 8, 2024, 8:00 A.M.

"Leadership and Learning are Indispensable to Each Other" John F. Kennedy

<div align="right">PRESENTER</div>

1.0	CALL TO ORDER	Patty Metheny
2.0	PUBLIC COMMENTS	
3.0	REVIEW/APPROVAL OF MINUTES	Patty Metheny
4.0	DISCUSSION/PRESENTATION	

Finance Items

4.1   EV SELPA NonPublic School 2nd Quarter 2023-24 Report — Jennifer Brooksby / Elizabeth Coronel

4.2   Preparing for 2024 Maintenance of Effort (MOE) - SEMA-I — Andrea Tennyson

4.3   EV SELPA 2023-2024 Fiscal Reporting Calendar — Andrea Tennyson

4.4   Budget Development Activity – SWDs Counts & Percentages — Patty Metheny
- FCMAT Special Education Efficiency Tool

Program Items

4.5   Supporting Inclusive Practices — Patty Metheny / Jennifer Brooksby
- EV SELPA SIP Leadership Summit
  - May 1, 2024; 8:30 am – 3:00 pm
  - Riverside Convention Center
- Katie Novak & Shelley Moore
  - March 18 & March 25, 2024 Virtual Events
  - May 7 & 8, 2024 In-Person Events
- Accepting Nominations for the EV SELPA Ribbon of Inclusion
- Grant Information

4.6   EV SELPA IEP Vendor Selection — Jennifer Brooksby / Patty Metheny
- February 21, 2024 EV SELPA Board
- June or July, 2024 Site Administrators Training Event

4.7   EV SELPA ADR — Patty Metheny / Jennifer Brooksby
- Key2Ed – April 17, 18 & 19 FIEP Training/Implementation

4.8   January 2024 Signed Legislation — Patty Metheny

- AB 611 – NPS Certification
- AB 723 – FYS & Maintaining Placement

4.9   CALPADS Data Fall 1 2022 & 2023 Comparison   Sonya Cain

4.10   CDE Compliance Monitoring   Committee
- CIM Practices & Monitoring Activity   Jennifer Brooksby
- Preparing for IEP Implementation Data Collection   Patty Metheny
- CDE Monitoring 2024
  - Annual Determination Letters – March 2024

4.11   The Special Ed Administrator's Personal Trainer   Rick Homutoff
- Chapter 8 – Legal Mandates

4.12   EV SELPA Community Advisory Committee (CAC)   Patty Metheny
- District Representation
- February 26, 2024

4.13   SBCSS East Valley Operations   Scott Wyatt

4.14   Hot Topics   Committee

5.0   OTHER

5.1   2023-2024 EVSELPA Steering Committee Meetings

5.2   2023-2024 EVSELPA Board of Directors Meetings

5.3   2023-2024 EVSELPA CAC Meetings

5.4   EV SELPA Professional Development – February & March 2024

5.5.   Next Meeting – March 7, 2024, 8:00 AM

East Valley SELPA
STEEERING COMMITTEE MEETING MINUTES
December 7, 2023

MEMBERS PRESENT:

Dr. Patty Metheny	East Valley SELPA
Rob Pearson	Colton Joint Unified School District
Patti Buchmiller	Redlands Unified School District
Torri Burke	Rim of the World Unified School District

MEMBERS ABSENT:

Dr. Sonya Scott	Rialto Unified School District
Leslie Burghardt	Yucaipa-Calimesa Joint Unified School District
Dr. Scott Wyatt	San Bernardino County Supt of Schools

VIRTUALLY PRESENT:

Linda Resiwain	Colton Joint Unified School District
Christina Bradley	Redlands Unified School District
Kirtan Shah	Redlands Unified School District
Valeria Estrella	Rialto Unified School District
Scott Whyte	Rim of the World Unified School District
Jennifer Alvarado	Internal Business, SB County Schools
Selina Hurley	Internal Business, SB County Schools
Grace Granados	Internal Business, SB County Schools
Lorena Gutierrez	Internal Business, SB County Schools
Lisa Regalado	Business Advisory Svcs., County Schools

OTHERS PRESENT:

Dr. Marc Rodriguez	Rialto Unified School District
Lisa Lennox	Colton JUSD
Monica Martinez	Colton JUSD
Dr. Rick Homutoff	East Valley SELPA
Jennifer Brooksby	East Valley SELPA
Andrea Tennyson	East Valley SELPA
Sonya Cain	East Valley SELPA
Rosalva Contreras	East Valley SELPA

1.0 CALL TO ORDER: Chief Administrative Officer Dr. Patty Metheny called the meeting to order at 8:00 a.m. at the East Valley SELPA Conference Room 214 located at the Dorothy Inghram Learning Center, 670 E. Carnegie Drive, San Bernardino, CA.

2.0 PUBLIC COMMENTS: There were no public comments.

3.0 REVIEW/APPROVAL OF MINUTES: The minutes of the November 9, 2023, meeting were reviewed. Motion to approve the minutes was made by Rob Pearson and seconded by Torri Burke. The minutes were approved by consensus of the members present.

4.0 DISCUSSION/PRESENTATION

Finance Items

4.1 EV SELPA 2023-2024 1st Interim Budgets
Andrea Tennyson presented the EV SELPA First Interim Budgets. Ms. Tennyson reported minimal changes to the budgets, only due to increases in employee health and benefit costs.

4.2 SBCSS FSS Fall 2023 Counts
Ms. Tennyson presented the SBCSS Fee-for-service Regional Program counts for Fall 2023. These included type of service, number of students receiving the service, and total amounts per student per district. For reference, the March 2023 SBCSS fee-for-service counts were included. Ms. Tennyson also indicated she will email district specific SBCSS Fee-for-Service Verification Forms for special education directors to return to her by December 20, 2023.

4.3 EV SELPA 2023-2024 Fiscal Reporting Calendar
Ms. Tennyson reviewed the December 2023 activities. She remarked DAT files are due to EV SELPA by December 11, 2023 to assist with MOE monitoring. She also indicated a change in due dates specific to the TPP PARS. They will be due to the EV SELPA early each month to allow for review and invoice submission to the Department of Rehabilitation. January and February activities were also reviewed highlighting the Grant Expenditure Reports that are due mid-January 2024.

4.4 IEP Vendor Selection Update
Dr. Metheny and Jennifer Brooksby provided an overview of the new IEP vendor selection process. They discussed the steps taken to include district special education staff and district information technology staff in the process as well as to gather information from other SELPAs on the available vendor options. These steps will be shared during the February Steering Committee Meeting and later presented to the EV SELPA Board of Directors.

4.5 Alternate Pathway to a High School Diploma
A December 11, 2023 document from the California Department of Education regarding the Alternate Pathway to a High School Diploma was shared and discussed

Lisa Lennox and Monica Martinez, Program Specialist from Colton JUSD, shared the adapted curriculum Colton JUSD is using to address this new Alternate Pathway. Ms. Lennox and Ms. Martinez also provided the Google Drive link to all directors to access the modified curriculum.

4.6 Dashboard Data Release & Differentiated Assistance

Dr. Metheny shared that California Dashboard results will be released December 15, 2023. SBCSS will be providing differentiated assistance (DA) to identified districts as a level 2 support in the California System of Support for both state and local indicators. Dr. Metheny provided information regarding district of special education accountability highlighting that district students in SBCSS FFS programs are included in Dashboard data for the district where the parents reside and not for SBCSS. Importantly, though, the school of accountability is the classroom where the class is located. For Colton JUSD, Redlands USD, and Rialto USD, which house County classrooms on their district's campus, it is important to note that students in those classrooms are also reported in their district indicators.

4.7 CDE Compliance Monitoring

Due to the absence of three district representatives, this item was tabled for the February 2024 Steering Committee Meeting. However, Dr. Metheny reminded the directors present that the Annual Determination Letters are expected in March 2024. These letters are sent to the Superintendents directly.

4.8 The Special Ed Administrator's Personal Trainer

Dr. Metheny shared highlights from Chapter 7 "Becoming an Instructional Leader." She tied the practices to the SELPA's inclusion initiative. Informational documents regarding universal design for learning (UDL) and a video from Novak Education on deficit-based language were shared. Dr. Metheny spoke about preliminary plans for an EV SELPA Supporting Inclusive Practices Summit. Rob Pearson spoke about the importance of district superintendents being involved.

4.9 Student Data, CALPADS & Data Certification

Sonya Cain shared the district data certification date of December 15, 2023 and that the SELPA certification date is January 26, 2024. Ms. Cain has been working with each district to assist in clearing any errors to allow for certification. She shared that the SSID Extract report filtered by "latest enrolled" is a useful tool to eliminate the most common errors being encountered during the certification process.

Ms. Cain indicated that DRDP submission is currently underway, and it is particularly important that all personnel who administer the DRDP are trained to administer the modules. Ms. Brooksby highlighted how she emails monthly reports to the directors with the training status of all staff involved in DRDP. The deadline for DRDP district submission is January 11, 2024, and SELPA submission date by February 11, 2024.

Ms. Cain shared that the next DA Users Meeting is January 25, 2024 at the Dorothy Inghram Learning Center.

4.10 Transition Resources

Dr. Metheny shared a copy of the current Local Partnership Agreement (LPA) along with some resources available through the Inland Regional Center (IRC). Dr. Metheny also remarked on the extraordinary work EV SELPA Program Specialist

Colleen Meland does reaching out to parents and providing these resources from several agencies. Flyers for the scheduled meetings were shared.

4.11   SBCSS East Valley Operations
Due to Dr. Scott Wyatt's absence, this item has been tabled for the February Steering Committee Meeting. Rob Pearson from Colton JUSD expressed his concern regarding DHH services.

4.12   Hot Topics
Patricia Buchmiller from Redlands USD shared the Key2Ed training series was well received by her team. The team is very enthusiastic and would like to implement and expand on the learned materials. She inquired about the accessibility of SIP grant funds for trainings. Dr. Metheny shared that while some of the SIP Grant funds were allocated SELPA-wide trainings, there will be funds available for individual district use. Ms. Tennyson and Ms. Brooksby are the points of contact regarding accessing these funds.

Ms. Brooksby shared there is an MOU from San Bernardino County Preschool Services (not SBCSS) circulating that identifies districts as contract agents to provide special education services within district programs. This is not necessary as IDEA, federal regulations, and state regulations clearly delineate a district's special education responsibilities. Ms. Brooksby cautioned against signing such an agreement. She encouraged the directors to share this information with district staff as the MOU may be sent for signature to other staff in the district.

Rob Pearson from Colton JUSD inquired as to parent presentations regarding conservatorship. Dr. Metheny shared program specialist Colleen Meland does this type of training frequently. If a parent attorney would like to attend this type of training, it would be best practice to convey this information to Ms. Meland before the training.

Mr. Pearson inquired about the need to complete service tracking logs for this school year. Dr. Metheny clarified that it is necessary to complete these logs as CDE will be notifying districts in the winter/spring of the dates for data collection and next steps.

The directors engaged in a conversation regarding the best way to inform parents of the curriculum change as a result of the new Alternate Pathway to a high school diploma for students currently in the 11th and 12th grades. They concluded that if curriculum is changing in January 2024 along with new class titles on a student's schedule, then it is best to discuss the changes during an IEP meeting as participation in the Alternative Pathway to a High School diploma is an IEP team decision.

5.0 OTHER

5.1 2023-2024 EV SELPA Steering Committee Meeting

5.2 2023-2024 EV SELPA Board of Directors Meetings

5.3 2023-2024 EV SELPA CAC Meetings

5.4 EV SELPA Professional Development December 2023 – January & February 2024

6.0 ADJOURNMENT: Meeting adjourned at 12:14 p.m. Next meeting will be held on February 8, 2024.

FINANCE ITEMS

4.1 EV SELPA NonPublic School 2nd Quarter 2023-24
    Report

NonPublic School Report

Second Quarter 2023-2024

East Valley SELPA Board of Directors
February 21, 2024

Patty Metheny, Ed.D.
Chief Administrative Officer

The East Valley SELPA, on behalf of its member districts, contracts with nonpublic schools (NPS) and residential facilities. NPS expenditures are brokered through the EV SELPA office and via the regional Inland Empire SELPA Association (IESA). In addition, the EV SELPA processes all related invoices and provides payments on behalf of its member districts. All NPS contract costs for tuition, mental health services and residential placements, per the students' IEPs, are paid by the EVSELPA on behalf of the districts. The EV SELPA bills the districts on a quarterly basis for all actual costs paid. The EV SELPA reports the quarterly billing transfers in regularly scheduled EV SELPA Steering Committee meetings and provides quarterly comprehensive NPS reporting to the EV SELPA Board of Directors.

2023-2024

Non-Public Schools							
Name of Facility	**Location**	**Number of EV SELPA Students**					
		Colton	**Redlands**	**Rialto**	**Rim**	**YCJUSD**	**Total**
Altus Academy	Rialto, CA	2				1	3
Beacon Day	La Palma, CA	1					1
Canyon View	San Dimas, CA						
Joan Macy	La Verne, CA		1	4	1		6
Leroy Haynes	La Verne, CA	3	2	1			6
Port View Prep	Ontario, CA	1	1	1			3
Precious Hearts	San Bernardino, CA	1	1		2		4
Sierra of East Valley	Colton, CA	5	1		1	3	10
Spectrum	Chino Hills, CA			3			3
Stone Ridge Academy	Upland, CA		1	1	1		3
TOTAL		**13**	**7**	**10**	**5**	**4**	**39**

Residential Treatment Centers							
Name of Facility	**Location**	**Number of EV SELPA Students**					
		Colton	**Redlands**	**Rialto**	**Rim**	**YCJUSD**	**Total**
CALO	Lake Ozark, MO					1	1
Cinnamon Hills	St. George, UT	1					1
Devereux	Viera, FL			1			1
Lava Heights Academy	Toquerville, UT					1	1
New Haven Youth	Vista, CA				1		1
San Diego Center	San Diego, CA	1					1
Sorenson's Ranch	Koosharem, Utah					1	1
Turning Winds	Troy, MT						
TOTAL		**2**	**0**	**1**	**1**	**3**	**7**

*Student counts reflect students enrolled at this non-public school/residential treatment center for this quarter, one or more students at this facility have transferred to a different NPS/RTC within the same quarter.

Assembly Bill 1172 Requirements

AB1172 requires each NPS/A to provide annual behavior training to all staff that encounter students during the school day. The NPS/A is required to provide to the EV SELPA evidence of the training. The EV SELPA reviews the documentation and provides the verification to any NPS/As with which EV SELPA holds the contract on behalf of its member districts. If an individual LEA holds a contract with an NPA independent of the EV SELPA, the LEA will review the documentation and provide the verification.

Name of Facility	Location	Behavior Training	
		Date Provided	Date Verified by EV SELPA
Altus Academy	Rialto, CA	8.24.23	8.29.23
Beacon Day	La Palma, CA	8.15.23	9.1.23
Canyon View	San Dimas, CA	9.21.23	9.25.23
Change Academy at Lake of the Ozarks	Lake Ozark, MO	10.18.23	10.25.23
Cinnamon Hills	St George, UT	9.25.23	9.26.23
Devereux	Viera, FL	9.29.23	11.1.23
Joan Macy	La Verne, CA	9.13.23	9.15.23
Lava Heights Academy	Toquerville, UT	7.25.23	8.4.23
Leroy Haynes	La Verne, CA	5.31.23	6.7.23
Port View Prep	Ontario, CA	8.22.23	8.23.23
Precious Hearts	San Bernardino, CA	10.4.23	10.10.23
San Diego Center	San Diego, CA	9.11.23	10.2.23
Sierra of East Valley	Colton, CA	9.11.23	9.21.23
Sorenson Ranch	Koosharem, Utah	10.5.23	10.5.23
Spectrum Center	Chino Hills, CA	10.5.23	10.6.23
Stone Ridge Academy	Upland, CA	10.4.23	10.10.23
Turning Winds	Troy, MT	10.19.23	12.04.23

AB1172 requires that the LEA conduct an annual monitoring visit for each student placed at an NPS. The annual monitoring includes student observation, facility walk-through/visit, and review of student progress toward goals. The LEA conducts the annual monitoring using the designated EV SELPA form and submits the form to the EV SELPA when completed. EV SELPA submits the forms to CDE on behalf of its member districts and maintains a database to ensure all placed students are reviewed annually. EV SELPA conducts the annual monitoring visit for each student placed in a residential facility.

Number of District Annual Monitoring Observations Completed this Quarter for NPS Placed Students									
Colton		Redlands		Rialto		Rim		YCJUSD	
Completed	Enrolled	Completed	Enrolled	Completed	Enrolled	Completed	Enrolled	Completed	Enrolled
0	13	2	7	0	10	0	5	0	4

Number of District Annual Monitoring Observations Completed Year, to-date				
Colton	Redlands	Rialto	Rim	YCJUSD
0	2	0	0	0

Number of EV SELPA Monitoring Observations/Visits Completed this Quarter for Residentially Placed Students*									
Colton		Redlands		Rialto		Rim		YCJUSD	
Completed	Enrolled	Completed	Enrolled	Completed	Enrolled	Completed	Enrolled	Completed	Enrolled
1	2	0	0	0	1	0	1	2	3

Number of EV SELPA Monitoring Observations/Visits Completed Year, to-date, for Residentially Placed Students*				
Colton	Redlands	Rialto	Rim	YCJUSD
1	0	1	1	3

*It is the practice of the East Valley SELPA to provide more visits for students placed residentially than the required annual monitoring visit under AB 1172.

California Department of Education, Special Education Division NPS Monitoring

Non-public schools are cycled through a regular series of on-site reviews and self-reviews by CDE every three years. SELPAs who hold a Master Contract with a NPS and LEAs with students enrolled in the NPS are notified of planned on-site reviews as well as "unannounced visits." It is the practice of the East Valley SELPA to be present at each of these meetings.

Based on CDE reviews there are four certification ratings for a Nonpublic School:

1. Approved – no restrictions
2. Conditional – indicating some level of CDE support, oversight, and required corrective actions
3. Suspension – may not take new students
4. Revocation – unable to accept Special Education dollars for placement but may continue to operate as a private school

Name of Facility	CDE Approval Status	Date of CDE Onsite Review
Altus Academy	Approved	8.2.22
Beacon Day	Approved	6.8.21
Canyon View	Approved	1.24.24
Cinnamon Hills	Approved	
CALO	Approved	
Devereux	Approved	4.9.21
Joan Macy	Approved	11.30.22
Lava Heights	Approved	

Leroy Haynes	Approved	12.1.22
New Haven	Approved	
Port View Prep	Approved	12.14.22
Precious Hearts	Approved	5.17.22
San Diego Center	Approved	
Sierra of East Valley	Approved	
Sorenson's Ranch	Approved	
Spectrum Center – Chino Hills	Approved	
Stone Ridge Academy	Approved	2.4.22
Turning Winds	Approved	

East Valley SELPA does not currently have a Master Contract with any Non-Public School with a CDE certification rating of "Conditional" or "Suspension".

Colton	2022-2023	2023-2024				
NPS (Students reside w/parents)	14	13				
NPS (Students in residential setting)	2	2				
	Prior Yr Q2 Total***	Q1 Not Previously Billed	Oct	Nov	Dec	Q2 Total
NPS Education*	$ 248,240.51	$ 13,757.07	$ 102,357.40	$ 81,708.03	$ 67,919.18	$ 265,741.68
NPS Mental Health**	$ 61,450.06	$ -	$ 37,074.16	$ 38,931.41	$ 36,908.47	$ 112,914.04
District Total	$ 309,690.57	$ 13,757.07	$ 139,431.56	$ 120,639.44	$ 104,827.65	$ 378,655.72

Redlands	2022-2023	2023-2024				
NPS (Students reside w/parents)	14	7				
NPS (Students in residential setting)	2	0				
	Prior Yr Q2 Total***	Q1 Not Previously Billed	Oct	Nov	Dec	Q2 Total
NPS Education*	$ 245,259.48	$ 1,035.12	$ 37,880.89	$ 29,789.52	$ 20,699.87	$ 89,405.40
NPS Mental Health**	$ 84,670.33	$ -	$ 2,696.65	$ 2,566.89	$ 194.64	$ 5,458.18
District Total	$ 329,929.81	$ 1,035.12	$ 40,577.54	$ 32,356.41	$ 20,894.51	$ 94,863.58

Rialto	2022-2023	2023-2024				
NPS (Students reside w/parents)	16	10				
NPS (Students in residential setting)	1	1				
	Prior Yr Q2 Total***	Q1 Not Previously Billed	Oct	Nov	Dec	Q2 Total
NPS Education*	$ 228,169.99	$ 40,922.16	$ 53,723.87	$ 41,296.84	$ 30,051.39	$ 165,994.26
NPS Mental Health**	$ 66,253.64	$ 192.37	$ 22,342.58	$ 21,970.96	$ 18,875.00	$ 63,380.91
District Total	$ 294,423.63	$ 41,114.53	$ 76,066.45	$ 63,267.80	$ 48,926.39	$ 229,375.17

Rim	2022-2023	2023-2024				
NPS (Students reside w/parents)	5	5				
NPS (Students in residential setting)	2	1				
	Prior Yr Q2 Total***	Q1 Not Previously Billed	Oct	Nov	Dec	Q2 Total
NPS Education*	$ 76,592.35	$ 17,946.86	$ 15,202.74	$ 15,589.17	$ 13,115.74	$ 61,854.51
NPS Mental Health**	$ 82,776.69	$ 276.54	$ 13,469.38	$ 11,924.72	$ 10,999.85	$ 36,670.49
District Total	$ 159,369.04	$ 18,223.40	$ 28,672.12	$ 27,513.89	$ 24,115.59	$ 98,525.00

Yucaipa-Calimesa	2022-2023	2023-2024				
NPS (Students reside w/parents)	7	4				
NPS (Students in residential setting)	1	3				
	Prior Yr Q2 Total***	Q1 Not Previously Billed	Oct	Nov	Dec	Q2 Total
NPS Education*	$ 80,345.67	$ -	$ 34,351.90	$ 27,499.31	$ 16,708.22	$ 78,559.43
NPS Mental Health**	$ 51,918.78	$ -	$ 46,945.77	$ 45,481.92	$ 48,066.97	$ 140,494.66
District Total	$ 132,264.45	$ -	$ 81,297.67	$ 72,981.23	$ 64,775.19	$ 219,054.09

SELPA Wide Tuition Total	$ 878,608.00	$ 40,922.16	$ 243,516.80	$ 195,882.87	$ 148,494.40	$ 661,555.28
SELPA Wide Mental Health Total	$ 347,069.50	$ 468.91	$ 122,528.54	$ 120,875.90	$ 115,044.93	$ 358,918.28
SELPA Wide Grand Total	$ 1,225,677.50	$ 74,130.12	$ 366,045.34	$ 316,758.77	$ 263,539.33	$ 1,020,473.56

*NPS Education includes: tuition & related services with the exception of counseling

** NPS Mental Health includes: residential cost, counseling, WRAP, residential student travel including parent travel reimbursment

*** Prior Yr totals not included in current year grand totals

4.2 Preparing for 2024 Maintenance of Effort (MOE) – SEMA-I

EAST VALLEY SELPA
Educating Together

2023-24 EAST VALLEY SELPA
SPECIAL EDUCATION MAINTENANCE OF EFFORT (MOE)
SUMMARY REPORT- SEMAI (1st Interim)

	A	B	C	D	E	F	G	H	J	K	L	M	N	O
1	SEMAI (Projected Exp vs. Actual Comparison Year)	STATE & LOCAL EXPENSE			INCREASE OR (DECREASE)	PASS (FAIL)	STATE & LOCAL EXPENSE PER PUPIL			INCREASE OR (DECREASE)	PASS (FAIL)	PUPIL COUNT		INCREASE OR (DECREASE)
2-3	(Note: State & Local Expense INCLUDES PCRA for SEMAI comparison)	FY 23/24 Projected	COMPARISON YEAR	COMP. YEAR ACTUAL			FY 23/24 Projected	COMPARISON YEAR	COMP. YEAR ACTUAL			CY 23-24	COMP. YEAR	
4	COLTON	52,384,953.32	2022-23	46,015,909.11	6,369,044.21	PASS	18,490.98	2022-23	17,603.64	887.34	PASS	2,833	2,614	219
5	REDLANDS	45,289,928.22	2022-23	51,767,302.68	(6,477,374.46)	(FAIL)	13,765.94	2022-23	16,560.24	(2,794.30)	(FAIL)	3,290	3,126	164
6	RIALTO	75,720,096.44	2022-23	72,224,931.38	3,495,165.06	PASS	26,633.87	2022-23	26,092.82	541.05	PASS	2,843	2,768	75
7	RIM	6,886,487.25	2022-23	7,060,550.89	(174,063.64)	(FAIL)	17,173.28	2022-23	17,920.18	(746.90)	(FAIL)	401	394	7
8	YUCAIPA	22,886,322.58	2022-23	27,210,162.05	(4,323,839.47)	(FAIL)	16,382.48	2022-23	20,351.65	(3,969.18)	(FAIL)	1,397	1,337	60
9	SBCSS (EV Ops & SELPA)				0.00	FALSE	#DIV/0!		#DIV/0!	#DIV/0!	#DIV/0!			0
10	CONSORTIUM TOTAL	203,167,787.81		204,278,856.11	(1,111,068.30)	FAIL	18,874.75		19,951.06	(1,076.31)	(FAIL)	10,764	10,239	525

	P	Q	R	S	T	U	V	W	Y	Z	AA	BB	CC	DD
12	SEMAI (Projected Exp vs. Actual Comparison Year)	LOCAL EXPENSE			INCREASE OR (DECREASE)	PASS (FAIL)	LOCAL EXPENSE PER PUPIL			INCREASE OR (DECREASE)	PASS (FAIL)	PUPIL COUNT		INCREASE OR (DECREASE)
13-14	(Note: State & Local Expense INCLUDES PCRA for SEMAI comparison)	FY 23/24 Projected	COMPARISON YEAR	COMP. YEAR ACTUAL			FY 23/24 Projected	COMPARISON YEAR	COMP. YEAR ACTUAL			CY 23-24 Oct-22	COMP. YEAR	
15	COLTON	32,115,101.32	2022-23	21,922,612.59	10,192,488.73	PASS	11,336.08	2022-23	8,386.62	2,949.46	PASS	2,833	2,614	219
16	REDLANDS	26,587,435.22	2022-23	24,670,198.49	1,917,236.73	PASS	8,081.29	2022-23	7,891.94	189.35	PASS	3,290	3,126	164
17	RIALTO	46,713,351.08	2022-23	36,382,717.45	10,330,633.63	PASS	16,431.01	2022-23	13,144.05	3,286.96	PASS	2,843	2,768	75
18	RIM	4,063,039.00	2022-23	3,422,945.66	640,093.34	PASS	10,132.27	2022-23	8,687.68	1,444.59	PASS	401	394	7
19	YUCAIPA	14,952,369.18	2022-23	12,874,752.37	2,077,616.81	PASS	10,703.20	2022-23	9,629.58	1,073.62	PASS	1,397	1,337	60
20	SBCSS (EV Ops & SELPA)				0.00	FALSE	#DIV/0!		#DIV/0!	#DIV/0!	#DIV/0!	0	0	0
21	CONSORTIUM TOTAL	124,431,295.80		99,273,226.56	25,158,069.24	PASS	11,559.95		9,695.60	1,864.35	PASS	10,764	10,239	525

4.3 EV SELPA 2023-2024 Fiscal Reporting Calendar

FY 2023-24 FISCAL REPORTING CALENDAR

JULY 2023
7/10/23 Districts to provide SELPA June PARs and PYR for TPP
7/14/23 Districts to provide signed Grant/Fund Expenditure Report #3 (Apr 1 – Jun 30 PY) or FINAL expenditure reports to SELPA if Final hasn't been submitted.
7/31/23 SELPA to finalize closing of FY 22/23 books, Final REX will be sent out to districts
7/31/23 SELPA to submit May and June 2023 TPP Service and Certified Invoices to DOR

AUGUST 2023
8/15/23 Districts to provide SELPA July PARs and PYR for TPP
8/17/23 SELPA to provide 22/23 Q4 Total NPS Reimbursement Transfer for invoices received/processed through 7/21/23 at Steering/ Finance meeting
8/17/23 SELPA to present AB 602 June 2023 P-2 CDE Certification (20/21 R3, 21/22 R1, 22/23 P2)
8/17/23 SELPA to present 2023-24 Schedule REX – projections based on enacted budget and 22/23 P-2 Cert

SEPTEMBER 2023
9/14/23 SBCSS to present PY (22/23) fee-for-service year-end actuals and return of funds (if appropriate) at Steering/Finance.
9/14/23 EV SELPA to present PY (22/23) Occupational Therapy Regional/ Proportionate Share Program return of funds (if appropriate) at Steering/Finance
9/14/23 EV SELPA to present 2022-23 Final NPS Costs
9/15/23 Districts to provide SELPA August PARs and PYR for TPP
9/30/23 SELPA to submit July TPP Service and Certified Invoices to DOR
9/30/23 Districts to submit DPR & LR funds expenditure reports (through 9/30/23)

OCTOBER 2023
10/09/23 SELPA to begin working on 1st Interim budget revisions. Districts to provide SELPA with CY (23/24) P-2 ADA estimates & changes to PY ADA (if any) by Oct 13 for First Interim reporting and Projections
10/12/23 EV SELPA to present SEMA and SEMB MOE summary, Subsequent-Year Tracking, and Excess Cost Calculation worksheets at Steering/Finance meeting due to CDE 11/15/23
10/13/23 Districts to provide Grant Exp Report 4 or Final (July 1 – September 30 CY) to SELPA if applicable
10/16/23 Districts to provide SELPA September PARs and PYR for TPP
10/20/23 SELPA to submit Extraordinary Cost Pool (ECP) program claim to SBCSS for CDE submission
10/27/23 Deadline for SELPA/SBCSS to submit CY (23/24) Part C Early Start Application to CDE
10/27/23 Deadline for SELPA/SBCSS to submit PY (22/23) Extraordinary Cost Pool claim to CDE – funded at Annual
10/27/23 SELPA to submit Aug TPP Service and Certified Invoices to DOR

Subject to change, updated as needed.

FY 2023-24 FISCAL REPORTING CALENDAR

NOVEMBER 2023

11/01/23	SELPA to submit Infant Waiver Request to CDE if applicable (Current waiver valid until 6/30/24)
11/09/23	SELPA to present CY (23/24) 1st Quarter NPS reimbursement transfer for paid invoices at Steering/Finance
11/09/23	SELPA to present Schedule REX (23/24) 1st Interim projections at Steering/Finance
11/15/23	Maintenance of Effort SEMA 22/23 Unaudited Actuals due to CDE
11/15/23	Maintenance of Effort SEMB 23/24 Unaudited Actuals/Budget due to CDE
11/15/23	Excess Cost Calculation(s) 22-23 due to CDE
11/15/23	Maintenance of Effort Subsequent Year Tracking Worksheets due to CDE
11/17/23	Districts to provide Oct PARs and PYR for TPP to SELPA
11/20/23	SELPA and EV Ops will provide SBCSS FFS Fall 1 count to District Spec Ed Directors
11/30/23	SELPA/IBS to submit Part C Grant Application Package to CDE
11/30/23	SELPA to submit Medi-Cal Program 2023-24 LEA BOP Annual report to DHCS
11/30/23	SELPA to submit September TPP Service and Certified Invoices to DOR

DECEMBER 2023

12/07/23	SELPA to present First Interim budget revisions at Steering/Finance
12/07/23	SELPA to present CY (23/24) Fall Count for SBCSS Fee-for-service Students
12/08/23	*Districts to provide November PARs and PYR for TPP to SELPA*
12/11/23	*Districts to provide SELPA DAT file for SEMAI (1st Interim) for MOE monitoring due to BAS *12/14/23*
12/29/23	SELPA to submit October TPP Service and Certified Invoices to DOR

JANUARY 2024

1/04/24	SELPA to provide NPS P-1 ADA to Districts ***District deadline to BAS 1/9/24
1/12/24	SELPA to submit to SBCSS Infant Funding Report for P-1, to CDE January 31
1/12/24	*Districts to provide December PARs and PYR for TPP to SELPA*
1/16/24	**Districts to provide Grant/Fund Expenditure Reports # 1 (Jul 1 – Dec 31) to SELPA for CY (23/24) or report # 5 (PY 22/23) if applicable**
1/29/24	SELPA to submit November TPP Service and Certified Invoices to DOR

FEBRUARY 2024

All Month	FY 2024-25 Budget Development
2/08/24	SELPA to present SEMAI 1St Interim MOE summary report/MOE monitoring and preparation
2/08/24	SELPA to present CY (22/23) 2nd Quarter NPS reimbursement transfer for invoices paid thru Dec 2023 at Steering/Finance
2/09/24	*Districts to provide January PARs and PYR for TPP to SELPA*
2/12/24	Districts to provide SELPA with CY 23/24 P-2 estimates
2/26/24	SELPA to submit December TPP Service and Certified Invoices to DOR
TBD	SELPA to submit to AU FY 24/25 EV SELPA budgets
TBD	SELPA to prepare February certifications for CY (23/24) and PY (22/23, 21/22) AB602 Funding Allocation

Subject to change, updated as needed.

FY 2023-24 FISCAL REPORTING CALENDAR

MARCH 2024

3/07/24   SELPA to present CY (23/24) Regional services Proportionate Share Costs as of 2nd Interim related to OT, MH & PT at Steering/Finance
SELPA to present Base AB602 allocation according to the Trailer Bill Language
3/07/24   Districts to provide SELPA DAT file for SEMAI (2ⁿᵈ Interim) for MOE monitoring due to BAS 3/8/24
3/08/24   *Districts to provide February PARs and PYR for TPP to SELPA*
3/15/24   *Districts to complete and turn in final requests for Low Incidence materials (technology or furniture) purchases for FY 23/24*
3/18/24   SELPA to provide Low Incidence Inventory Report to districts for review (tentative)
3/22/24   SELPA to send (23/24 P-1, 22/23 Annual, 21/22 Annual 2) AB602 allocations based on February Certifications to districts by e-mail
3/25/24   SELPA to submit January TPP Service and Certified Invoices to DOR
3/29/24   **Districts to submit Supporting Inclusive Practices grant quarterly reports**

APRIL 2024

4/08/24   **Districts to return Low Incidence Inventory verification report to SELPA (Elizabeth Coronel)**
4/05/24   *Districts to provide March PARs and PYR for TPP to SELPA*
4/11/24   SBCSS to present EV County Operated Spec Education FFS budget and Proposed rates for FY 24/25 at Steering/Finance
4/11/24   SBCSS to present Student Services Counseling Center – Intensive Therapeutic Services rate for FY 24/25
4/11/24   SELPA to present SEMAI 2ⁿᵈ Interim MOE monitoring/summary report at Steering
4/12/24   SELPA to provide P-2 NPS ADA to districts *District deadline to BAS April 19th
4/15/24   **Districts to complete and turn in final requests for Low Incidence materials (non-technological or furniture) purchases for FY 23/24**
4/15/24   SELPA to submit P-2 Infant Funding Report to SBCSS, due to CDE TBD
4/15/24   Districts to provide Grant Expenditure Report #2 (Jan 1 – Mar 31) or Final to SELPA for CY (23/24)
4/29/24   SELPA to submit February TPP Service and Certified Invoices to DOR
TBD   SELPA to present 24/25 Operating Budget to Board Budget Ad Hoc

MAY 2024

5/06/24   *Districts to provide April PARs and PYR for TPP to SELPA*
5/09/24   SELPA to present FY 24/25 Proposed EV SELPA Budgets at Steering/Finance
5/09/24   SELPA to present 3ʳᵈ Quarter NPS reimbursement transfer for invoices paid at Steering/Finance
5/17/24   SELPA to provide District directors MAY count for SBCSS Fee-for-Service for review/verification
5/22/24   SELPA to present to Board of Directors EV SELPA FY 24/25 Proposed Budgets and SBCSS EV County Operated Spec Education FFS FY 24/25 rates

Subject to change, updated as needed.

FY 2023-24 FISCAL REPORTING CALENDAR

JUNE 2024

6/03/24   **Districts must send completed Personnel Data report submitted through CDE software to SELPA**

6/03/24   **Districts Spec Ed directors to return SBCSS FFS MAY count signed verification forms to SELPA**

6/05/24   *Districts to provide May PARs and PYR for TPP to SELPA*

6/05/24   **Districts to turn in any pre-approved Low Incidence requests for reimbursement to SELPA (Elizabeth Coronel)**

6/12/24   SELPA to present final FY 23/24 EV County Operated Spec Education FFS average counts/costs and Proportionate Share Regional Programs student counts/costs at Steering

6/28/24   SELPA to submit April TPP Service and Certified Invoices to DOR

6/28/24   SELPA certification for Personnel Data report due to CDE

6/28/24   SELPA to provide Annual NPS ADA to districts - due to County Office, SBCSS first week of July

6/28/24   **Districts to submit Supporting Inclusive Practices grant claims with supporting documents (FAR)**

6/28/24   **Districts to submit Learning Recovery <u>fund</u> expenditure report – Res 6537**

6/28/24   **Districts to submit Dispute Prevention & Resolution <u>fund</u> expenditure report – Res 6536**

6/28/24   **Districts to prepare grant Exp 3 or FINAL expenditure reports for submission in mid-July 2023**

TBD   SELPA to present FY 24/25 Schedule REX Projections based on Governor's May Revise

TBD   SELPA to finalize AB602 CDE Certifications for CY (23/24) and PY (22/23, 21/22)

Subject to change, updated as needed.

4.4 Budget Development Activity

Special Education Efficiency Tool

Local educational agencies (LEAs) throughout the state face an ongoing challenge in funding the costs of serving special education students. FCMAT has developed this Special Education Efficiency Tool as a resource for LEAs to analyze various areas within special education. The intent is for fiscal and special education staff to work together to complete the tool, and for this process to help guide a conversation about how to provide the best services for students in the most efficient manner.

The tool has 22 questions, some of which are tied to worksheets in the tool. This allows an LEA to identify areas that may need additional attention as each is identified by a "no" or "not met" response. For questions 1 and 2, the LEA will complete the two worksheets and a percentage will populate the answers to those questions. For all other questions, the LEA will answer yes, no, or N/A (toggle option available in each cell).

To use the tool, an LEA will need to gather the following information:

- Fiscal: Total cost of special education
- Fiscal: Total local contribution to special education
- SELPA funding formula
- Copy of decision tree for special circumstances instructional aide (SCIA) process
- Fiscal: Costs of transportation, legal, and indirect costs charged to special education
- Work papers or process for monitoring nonpublic schools and nonpublic agencies
- Due process policies/procedures
- Due process contingency plan
- Maintenance of effort forms (SEMA/SEMB)
- Annual Performance Report
- Fiscal: Costs of contracted services
- Fiscal: Total compensation for positions filled using contracted services
- SELPA or district policies on independent educational evaluations
- All caseload, staffing, and class size ratio information
- Identification rates*

*To gather the identification rates for the SELPA average item in the Identification Standards tab, do
  Run report 16.1 from CALPADS and calculate percentages for each disability type
  by comparing the number for each to the total student count.

East Valley SELPA Student Counts & Disability Rates
2018 – 2023*

	Colton	Redlands	Rialto	Rim of the World	Yucaipa-Calimesa	SBCSS EV-Ops	EV SELPA SWDs Total Count
2018-2019 SWDs Count	2,746	2,796	2,988	399	1,343	470	10,742
2018-2019 P-1 ADA	21,059	2,068	24,106	3,069	7,897		
2018-2019 Disability Rate (% of ADA)	**13.0%**	**13.9%**	**12.4%**	**13.0%**	**17.0%**		
2019-2020 SWDs Count	2,667	2,722	2,827	395	1,277	322	10,213
2019-2020 P-1 ADA	20,434	19,900	24,094	2,931	7,762		
2019-2020 Disability Rate (% of ADA)	**13.1%**	**13.7%**	**11.7%**	**13.5%**	**16.5%**		
2020-2021 SWDs Count	2,615	2,801	2,857	406	1,343	350	10,372
2020-2021 **Funded** ADA	20,339	19,810	24,044	2,917	7,732		
2020-2021 Disability Rate (% of ADA)	**12.8%**	**14.1%**	**11.9%**	**13.9%**	**17.4%**		
2021-2022 SWDs Count	2,587	2,915	2,804	410	1,296	271	10,285
2021-2022 P-1 ADA	17,931	18,481	21,882	2,584	7,279		
2021-2022 Disability Rate (% of ADA)	**14.4%**	**15.8%**	**12.8%**	**15.9%**	**17.8%**		
2022-2023 SWDs Count	2,614	3,126	2,768	394	1,337	290	10,529
2022-2023 P-1 ADA	17,521	18,189	21,920	2,607	7,108		
2022-2023 Disability Rate (% of ADA)	**14.9%**	**17.2%**	**12.6%**	**15.1%**	**18.8%**		
2023-2024 SWDs	2,833	3,305	2,843	401	1,395	256	11,033
2023-2024 P-1 ADA	17,610	18,422	21,797	2,626	7,157		
Disability Rate (% of ADA)	**16.1%**	**16.5%**	**13%**	**15.2%**	**19.5%**		

*2023-2024 ADA and counts not certified at date of publication (1/25/24)

East Valley SELPA Student Counts & Percentages Fall 1 2023
by Primary Disability*

Primary Disability**	Counts & Percentages of EV SELPA Total												EV SELPA (All are 100%)
	Colton		Redlands		Rialto		Rim of the World		Yucaipa-Calimesa		SBCSS EV-Ops		
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count
ID	105	21%	114	23%	167	34%	15	3%	69	14%	28	5%	498
HH	27	23%	40	33%	32	27%	2	2%	15	13%	4	2%	120
DHH	6	30%	8	40%	0	0	0	0	1	5%	5	25%	20
SLI	595	26%	733	32%	592	26%	69	3%	260	11%	27	2%	2276
VI	7	19%	17	45%	6	16%	1	1%	7	19%	0	0	38
ED	26	15%	58	31%	34	18%	10	5%	38	20%	20	11%	186
OI	5	5%	30	31%	26	27%	4	4%	26	27%	7	6%	98
OHI	328	22%	522	36%	281	19%	73	5%	220	15%	42	3%	1466
EMD	0	0	1	33%	0	0	0	0	2	67%	0	0	3
SLD	1230	29%	1197	28%	1165	27%	160	4%	495	12%	56	1%	4303
DB	0	0	0	0	0	0	0	0	0	0	0	0	0
MD	16	9%	62	37%	30	18%	2	1%	7	4%	52	31%	169
AUT	485	26%	516	28%	508	28%	64	3%	253	14%	15	1%	1841
TBI	3	20%	7	47%	2	13%	1	7%	2	13%	0	0	15
Total Counts & %s	2833	26%	3305	30%	2843	26%	401	4%	1395	12%	256	2%	11033
2023-2024 P-1 ADA	17,610		18,422		21,797		2,626		7,157				
Disability Rate (% of ADA)	**16.1%**		**16.5%**		**13%**		**15.2%**		**19.5%**				

*Created 1/25/24, prior to final certification of counts
**See attached document for primary disability titles by acronym

PROGRAM ITEMS

4.5 Supporting Inclusive Practices

SAVE THE DATE

EAST VALLEY
SELPA

INCLUSION LEADERSHIP SUMMIT
Wednesday
MAY 1, 2024
8:30 am–3:30 pm

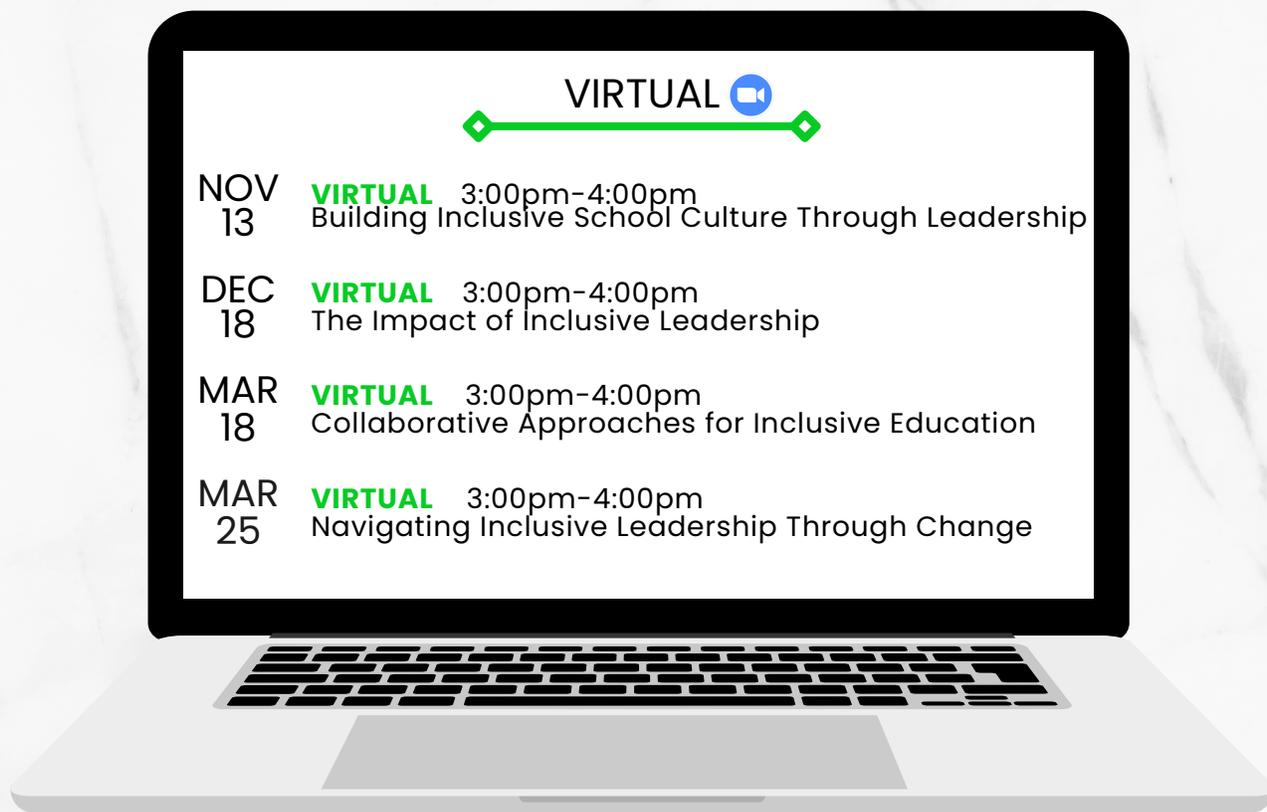## Riverside Convention Center

FREE!

Keynote Speaker:
Alycia Anderson

FREE!

ZOOMING AHEAD ON INCLUSIVE PRACTICES

JOIN US ON OUR COLLECTIVE JOURNEY AS EDUCATIONAL LEADERS IN SYSTEMATIC CHANGE FOR DIVERSITY, EQUITY AND INCLUSION.

VIRTUAL 📹

NOV 13   **VIRTUAL**   3:00pm-4:00pm
Building Inclusive School Culture Through Leadership

DEC 18   **VIRTUAL**   3:00pm-4:00pm
The Impact of Inclusive Leadership

MAR 18   **VIRTUAL**   3:00pm-4:00pm
Collaborative Approaches for Inclusive Education

MAR 25   **VIRTUAL**   3:00pm-4:00pm
Navigating Inclusive Leadership Through Change

Katie Novak
Internationally renowned education consultant

Shelley Moore
Internationally recognized teacher, researcher, consultant and story teller

Registration

http://vcoe.k12oms.org/1630-241481

Patty Metheny, Ed.D.
Chief Administrative Officer, East Valley Special Education Local Plan Area
In coordination with
Ventura County Special Education Local Plan Area
Present

EAST VALLEY IS ZOOMING AHEAD ON INCLUSIVE PRACTICES

Join us
on our collective journey as educational partners
in systematic change for inclusion and students with disabilities

Shelley Moore
INTERNATIONALLY
RECOGNIZED TEACHER,
RESEARCHER, CONSULTANT AND
STORY TELLER

Katie Novak
INTERNATIONALLY RENOWNED
EDUCATION CONSULTANT

Tuesday,
MAY 7, 2024

Attend In-Person – 8:30 am – 3:00 pm
Dorothy Inghram Learning Center, 670 E. Carnegie Drive, San Bernardino, CA 92408
Or
Attend Virtually – 8:30 am – 11:30 am

Registration Online
https://sbcss.k12oms.org/46-241707

EAST VALLEY SELPA
UNITED IN INCLUSION RECOGNITION AWARD

NOMINATE YOUR SCHOOL FOR RECOGNITION OF INCLUSIVE PRACTICES FOR STUDENTS WITH DISABILITIES.

Inclusion promotes a sense of belonging for all students by creating intentional spaces where differences are celebrated. The East Valley SELPA United in Inclusion recognition award is designed to honor the work that school sites have engaged in to create classrooms and opportunities where students with disabilities are included with their non-disabled peers. Bronze, Silver, Gold, or Platinum recognition levels can be awarded to a school based on the deliberate steps taken to create inclusive settings.

United in Inclusion
East Valley SELPA
Supporting Inclusive Practices SIP

STEPS

1) Meet with your district Special Education Director to discuss desire to participate in the United in Inclusion recognition process
2) Develop a Validation Plan in collaboration with site leadership team and special education department
 a. Establish desired ribbon level
 b. Create goals and timeline
 c. Determine necessary resources to accomplish goals
3) Submit the Validation Plan to: Jennifer.Brooksby@sbcss.net
4) Engage in a site-level self-evaluation based on the Blueprint for Inclusion rubric available from the special education office.
5) Participate in a Validation Review with the East Valley SELPA
6) East Valley SELPA Board of Directors honor the United in Inclusion award recipients at a Board meeting

United in Inclusion Ribbon
Blueprint for Inclusion (BFI)
Based on: PBIS Tiered Fidelity Inventory (TFI)

United in Inclusion
East Valley SELPA
Supporting Inclusive Practices

Tier I – Envisioning & Building (Bronze)		
FEATURE	POSSIBLE DATA SOURCES	SCORING CRITERIA
Professional Development: The site's Leadership Team has participated in professional development designed to promote understanding of the principles of inclusion, strategies for working with SWDs, and tips for making an inclusive environment successful	Evidence of Inclusion Leadership Team attendance in Professional Development related to the principles and implementation of inclusive practices and goals established for ongoing Professional Development for site improvement.	0 = Professional Development goals have not been established or fewer than 50% Site Leadership team attended 1 = Professional Development goals have been established and 50% of the Site Leadership Team attended 2 = Professional Development goals have been established and 100% of the Site Leadership Team has attended
Site Leadership Team Procedures: Site leadership team meets (a) at least monthly, (b) has regular meeting format/agenda, (c) minutes, (d) a current action plan.	Leadership team meeting agenda and minutes Leadership team action plan for inclusion	0 = Leadership team does not meet regularly, no agenda, no minutes, or no action plan 1 = Leadership team has at least 2 but not all 4 features 2 = Leadership team meets at least monthly and uses regular meeting format/agenda with minutes, and has developed an action plan. Attendance at meetings is > 80% of participants
Cultural Change Expectations: The site has created vision, mission, and value statements for the transition to inclusivity. These statements have been broadly messaged to a variety of stakeholders for input, development, and acceptance. 100% of staff and students make a pledge to support inclusive values.	Copies of the vision, mission, and value statements Dissemination to stakeholders Evidence of staff and student pledges	0 = The statements lack specificity or have not been communicated to all stakeholders 1 = Statements lack specificity or have not been communicated to stakeholders 2 = Statements provide a clear, defined direction of inclusivity for all students and evidence demonstrates a systematic dissemination to all stakeholders
LRE Achievement: The school developed an action plan to improve SpEd LRE data with quantifiable metrics.	Action Plan	0 = Site leadership team does not have a well-defined action plan to improve LRE 1 = Action plan is developed but lacks specificity. 2 = Action plan is developed with clearly defined roles and responsibilities.

Scoring Criteria: 0 = Not Implemented; 1 = Partially Implemented; 2 = Fully Implemented

Tier II – Implementing (Silver)		
FEATURE	POSSIBLE DATA SOURCES	SCORING CRITERIA
Professional Development: The site has established Professional Development guidelines to build capacity in its teachers within the framework of inclusion.	Evidence of staff attendance in Professional Development designed to build capacity in staff	0 = Professional Development has not been identified or fewer than 5 people have attended 1 = Professional Development opportunities have been provided and 25% of the staff have attended 2 = Professional Development opportunities have been provided and at least 50% of staff have attended
Site Leadership Team Procedures: The leadership team undertakes strategic planning and data analysis utilizing systematic tools to identify areas of growth and opportunity for equity and inclusion. Specific goals are established to lead to more inclusive policies and practices.	Site leadership team meeting agenda and minutes Goals for inclusive practices	0 = Leadership team does not meet regularly, no agenda, no minutes, or no inclusive goals 1 = Leadership team has at least 2 but not all 4 features 2 = Leadership team meets at least monthly and uses regular meeting format/agenda with minutes, and has developed inclusive goals. Attendance at meetings is >80% of participants
Cultural Change Expectations: The site has identified inclusive policies and practices with strategic planning to achieve goals. These have been communicated to staff and parents.	Written policies Measurable goals	0 = The statements lack specificity or have not been communicated to all stakeholders 1 = Statements lack specificity or have not been communicated to stakeholders 2 = Statements provide a clear, defined direction of inclusivity for all students and evidence demonstrates a systematic dissemination to all stakeholders
LRE Achievement: 100% of M/M students are rostered to a Gen Ed teacher. Goal established to meet Indicator for students who spend >80% of their day in Gen Ed (Indicator 5a) Goal established to meet Indicator for students who spend <40% of their day in Gen Ed (Indicator 5b)	Class Rosters Indicator 5a data Indicator 5b data	0 = Goals for meeting Indicators 5a &b are not achievable and fewer than 100% of M/M students are rostered to a Gen Ed teacher 1 = Goals for meeting Indicators 5a &b are not achievable or fewer than 100% of students are rostered to a Gen Ed teacher 2 = Goals are achievable and 100% of students are rostered to a Gen Ed teacher

Scoring Criteria: 0 = Not Implemented; 1 = Partially Implemented; 2 = Fully Implemented

Tier III – Scaling (Gold)		
FEATURE	POSSIBLE DATA SOURCES	SCORING CRITERIA
Professional Development: The site engages in ongoing Professional Development designed to scale up the practice of equity and inclusion for all students.	Evidence of staff attendance in ongoing Professional Development related to the practice of equity and inclusion for all students.	0 = Professional Development has been sporadic, not widespread, or not focused on equity and inclusion. 1 = Professional Development is focused on equity and inclusion but fewer than 50% of staff attend 2 = Professional Development is focused on equity and inclusion with greater than 75% of staff in attendance
Site Leadership Team Procedures: The leadership team continues regular meetings with a focus scaling up their inclusive practices. The inclusion team takes a leadership role in supporting district wide practices to improve LEA inclusivity	Leadership team meeting agenda and minutes Plan for scaling inclusive practices Site visits from other district school teams	0 = Leadership team does not meet regularly, no plan to scale up inclusive practices, or no site visits from other district schools 1 = Leadership team has at least 2 but not all 3 features 2 = Leadership team meets regularly with agenda/minutes, supports other district schools in site visits, and has plan to scale up inclusive practices. Attendance at meetings is >80% of participants
Cultural Change Expectations: Site demonstrates a commitment to parent/guardian voice in the development and implementation of inclusive practices. A culture of inclusion has been adopted by the staff in support of equitable practices that provides for the best access for all students.	Staff interviews and/or survey Parent interviews and/or survey	0 = Parent voice has not been sought and staff demonstrate a mixed adoption of inclusive practices. 1 = Parent voice has not been sought or staff demonstrate a mixed adoption of inclusive practices 2 = Evidence that parent input in developing inclusive practices has been considered and staff demonstrate a culture change to equitable inclusion of all students.
LRE Achievement: Elementary – 100% of students rostered to Gen Ed. Secondary – 100% of students rostered to 2 periods/day Target met for students who spend >80% of their day in Gen Ed (Indicator 5a) Target met for students who spend <40% of their day in Gen Ed (Indicator 5b)	Class Rosters Indicator 5a data Indicator 5b data	0 = Have not met Indicator 5a & b and fewer than 100% of students are rostered to a Gen Ed teacher 1 = Goal met for Indicator 5a or b or fewer than 100% of students are rostered to a Gen Ed teacher 2 = Met Indicator 5a & b and 100% of students are rostered to a Gen Ed teacher

Scoring Criteria: 0 = Not Implemented; 1 = Partially Implemented; 2 = Fully Implemented

Tier IV –Sustaining (Platinum)		
FEATURE	**POSSIBLE DATA SOURCES**	**SCORING CRITERIA**
Professional Development: The site has become a model school for inclusion within the community and regularly engages in showcasing their programming to support other district sites or LEAs in developing their inclusive practices.	Evidence of visits from other school sites or LEAs to observe positive inclusive practices.	0 = The site has not taken the initiative to invite other district schools/LEAs to observe the program. 1 = The site hosts other district schools/LEAs and/or fewer than 50% of classrooms are showcased. 2 = The site hosts other district schools or LEAs > 50% of classrooms are showcased.
Site Leadership Team Procedures: The leadership team continues monthly meetings with a focus sustaining inclusive practices and procedures. The leadership team takes an active role in supporting SELPA wide practices to improve LEA inclusivity	Leadership team meeting agenda and minutes Plan for sustaining inclusive practices Site visits from other SELPA school teams	0 = Leadership team does not meet regularly, no plan for sustaining inclusivity, or no site visits from other SELPA schools. 1 = Leadership team has at least 2 but not all 3 features 2 = Leadership team meets regularly with agenda/minutes, has developed an action plan to sustain inclusion, and participates in SELPA inclusive initiatives. Attendance at meetings is > 80% of participants
Cultural Change Expectations: Site demonstrates a commitment to parent/guardian voice in the development and implementation of inclusive practices. A culture of inclusion has been adopted by the staff in support of equitable practices that provides for the best access for all students. The school site demonstrates a commitment to the student voice regarding the inclusivity of peers	Staff interviews and/or survey Parent interviews and/or survey Student interviews and/or survey	0 = Parent and student voices have not been sought and staff demonstrate a mixed adoption of inclusive practices. 1 = Parent and student voices have not been sought or staff demonstrate a mixed adoption of inclusive practices 2 = Evidence that parent and student input in developing inclusive practices have been considered and staff demonstrate commitment to inclusion
LRE Achievement: Elementary – 100% of students rostered to Gen Ed. Secondary – 100% of students rostered to 2 periods/day Target maintained for 2 years for students who spend >80% of their day in Gen Ed (Indicator 5a) Target maintained for 2 years for students who spend <40% of their day in Gen Ed (Indicator 5b)	Class Rosters Indicator 5a data Indicator 5b data	0 = Have not met Indicator 5a & b for 2 consecutive years and fewer than 100% of students are rostered to a Gen Ed teacher 1 = Indicator 5a or 5b met for 2 consecutive years or fewer than 100% of students are rostered to a Gen Ed teacher 2 = Indicator 5a & b met for 2 consecutive years and 100% of students are rostered to a Gen Ed teacher

Scoring Criteria: 0 = Not Implemented; 1 = Partially Implemented; 2 = Fully Implemented

Validation Responsibilities

EV SELPA Responsibilities

Identify trainings
Provide guidance to LEAs on best practices
Manage SIP funding reimbursement
Match target schools with validation partners
Manage validation interviews
Establish validation timelines

District Responsibilities

Develop annual execution plan
Identify target schools
Guide schools through PD selection
Report back to SIP Leadership team on progress
Develop plan for IEPs to reflect changes to more inclusive settings
Participate in SELPA wide validation confirmations

Validation Process

1) District identifies school(s) to participate in Ribbon of Inclusion program
2) District submits Validation Plan to EV SELPA with prospective validation date
3) District submits the Blueprint for Inclusion (BFI) self-validation inventory to SELPA prior to validation date
4) SELPA schedules LEA validation partners review evidence sources and conduct onsite visits within 30 days of district's desired validation date
5) SELPA notifies district of Ribbon of Inclusion final determination within 30 days of validation visits
6) SELPA invites district school to the next EV SELPA Board of Directors meeting for recognition
7) At district request, EV SELPA will provide a representative to attend district board meeting to recognize site Ribbon of Inclusion awards

United in Inclusion Ribbon
Validation Plan

To be completed in collaboration with
District SpEd Administration, Site Administration, and Site Leadership Team

District _____ **School Site** _____

Desired Validation Date _____

Ribbon Level   ☐ Bronze   ☐ Silver   ☐ Gold   ☐ Platinum

Professional Development Needs
What professional development opportunities does the site require?

Site Leadership Team
Who are the members of the Site Leadership Team and what are the goals for the team?

Cultural Change Expectations
What cultural change goals will be addressed this year?

Least Restrictive Environment Goals
What are the current LRE statistics for the school and how many students are rostered to a Gen Ed teacher?

School Site Strengths	Barriers to Inclusion

Submit to EV-SELPA: Jennifer.Brooksby@sbcss.net

4.6 EV SELPA IEP Vendor Selection

IEP Vendor Selection Process

2023-24 School Year

WebIEP, operated by Faucette Micro Systems (FMS), Inc., has been the electronic IEP system for the East Valley SELPA since 2001.

Announcement

In February 2023, FMS notified the East Valley SELPA of their intent to retire at the end of the 2023-24 school year, necessitating a new IEP vendor.

Overview

- Identify potential vendors
- Develop vendor selection committee
- Live vendor demonstrations
- Tech meetings
- SELPA administrator interviews
- Pilot and survey
- Transition Planning with WebIEP

Vendor Interviews – July 2023

SEIS

- Used by 115 SELPAs and 1,500 LEAs
- Came recommended

SIRAS

- Used by 16 SELPAs and 200 LEAs
- Came recommended

Synergy SE

- Used by several single district SELPAs
- No solutions for multi-district SELPA

IEP Writer

- Limited CA footprint
- Not CALPADS certified
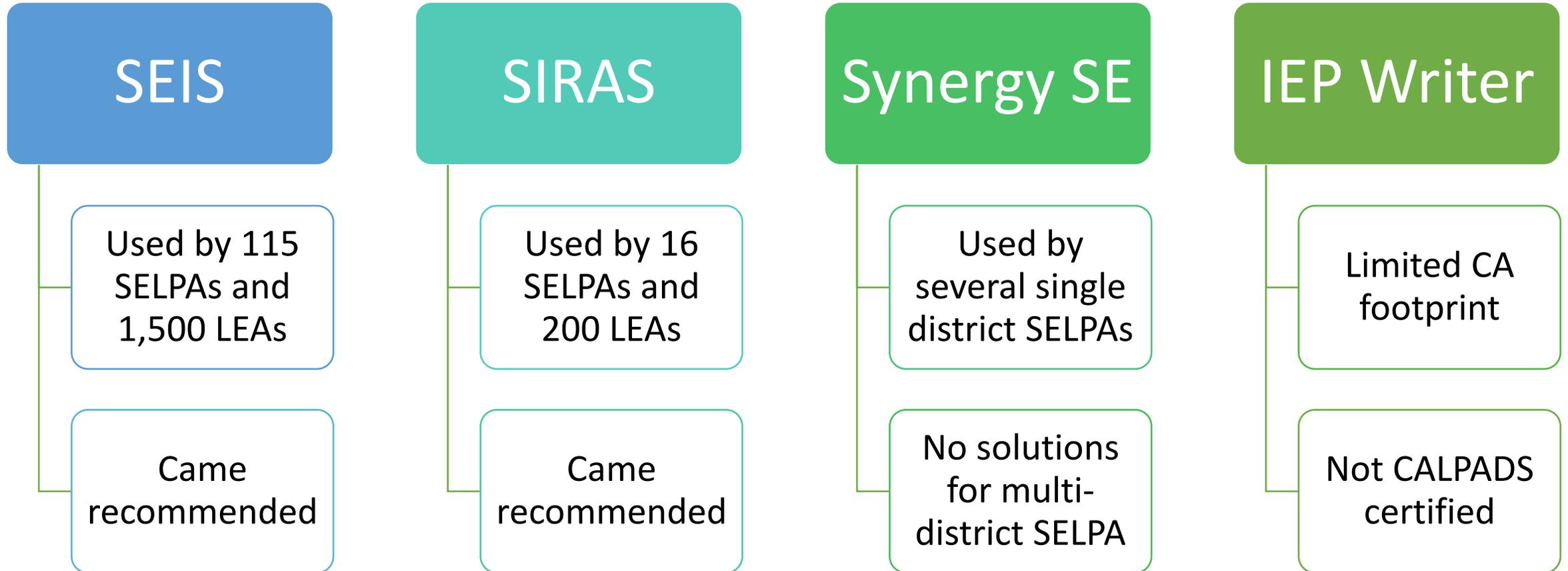
IEP Vendor Selection Committee Meetings August – December

August 31	• Establish Committee priorities
September 14	• SEIS virtual demonstration
September 28	• SIRAS in-person demonstration
October 12	• Committee reviews platform pros/cons
December 7	• Review overall selection process

IEP Vendor Selection Committee Priorities

- Ability to easily run reports
- Ease of transferring students to a new LEA
- Expandable text boxes
- Ability to customize caseloads
- Dashboard for upcoming due dates
- Service log integration
- Access to goal banks
- Personalized attention at the help desk
- Onboarding for new users
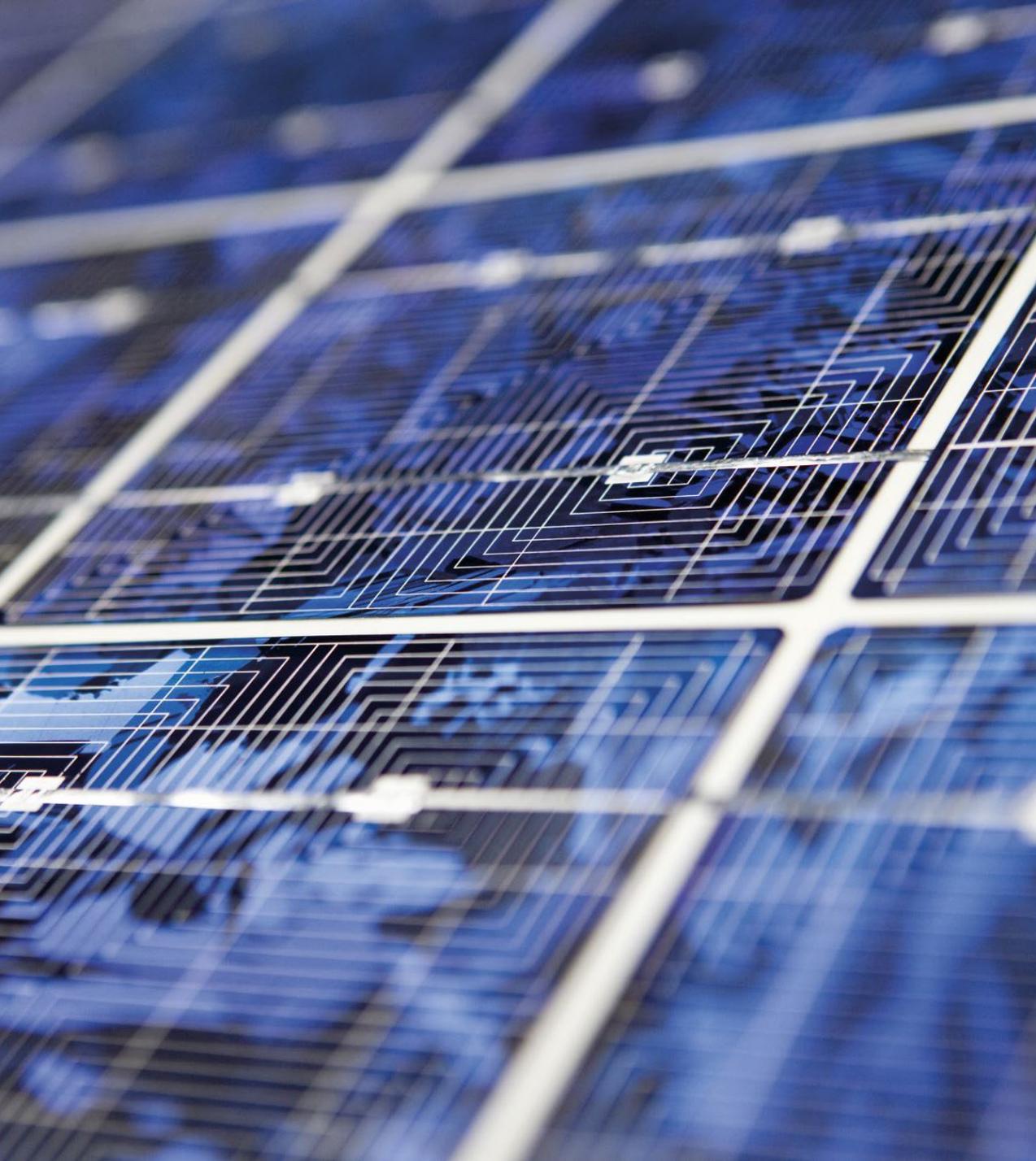
Tech Meetings
October – November

Two staff from SBCSS and two from districts

- Identified key areas for smooth transition
- Problem-solved housing historical data
- Confirmed integration priorities
- Discussed API integration to ETS
- Roll-over issues addressed

Tech Observations

- Uptime for both platforms are comparable

- SIRAS appears to be flexible in what they are willing to offer

- Most of the surrounding districts and SELPAs use SEIS, SIRAS is more prevalent in Northern CA.

- SIRAS tech support is small

- SEIS is piloting ETS API

- SEIS is County office owned and won't be sold off for profit

- SIRAS has not onboarded a new client since switch to CALPADS
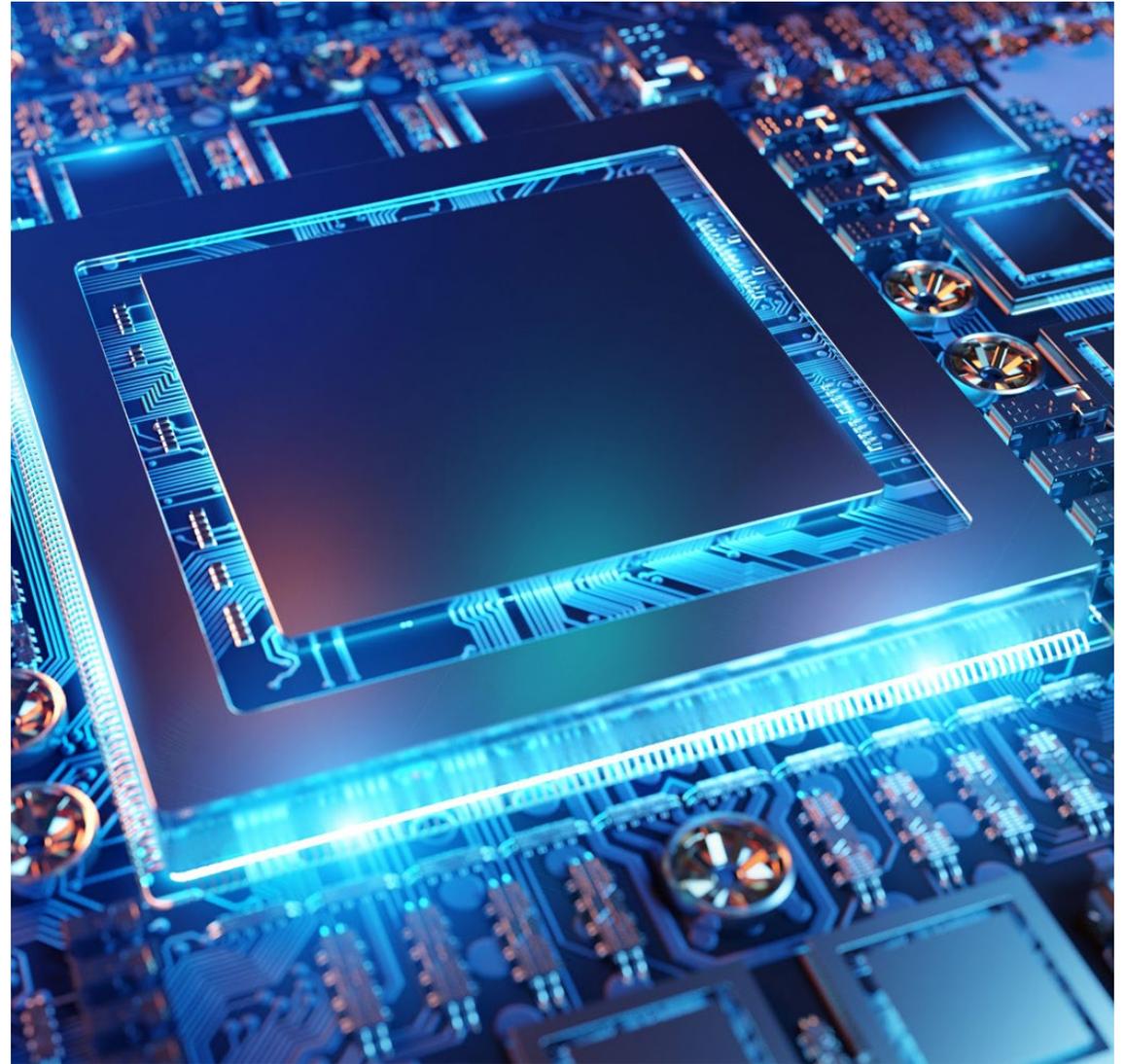
SELPA Administrator Interviews

- Interviewed two SELPA administrators
  - One went from WebIEP to SIRAS
  - One went from WebIEP to SEIS
    - Has worked with SIRAS and SEIS
- SEIS is visually appealing
- State forms committee is SEIS-driven
- Easy to transfer SEIS students
- SIRAS is willing to problem-solve
- SIRAS "needs more staff"

Exploration Program

- Selection Criteria:
  - Voluntary for all WebIEP "end users"
  - No prior experience with SEIS or SIRAS
  - Willing to fill out a survey
- 76 volunteers for 25 user licenses
  - Colton – 6, Redlands – 6, Rialto – 6, Rim – 3, Yucaipa – 4
- Both platforms open November 6th – December 1st
- 32% response rate to the survey

Quantitative Responses

- 14 tasks (e.g., develop an IEP, open an Assessment Plan, run a report, etc.)
- Force ranked either SEIS or SIRAS
- **64% of responses were evenly split**
- **36% of responses favored SEIS**
- **0% of responses favored SIRAS**

System Preferences

SIRAS 0%

SEIS 36%

Equal Split 64%

■ SEIS ■ Equal Split ■ SIRAS
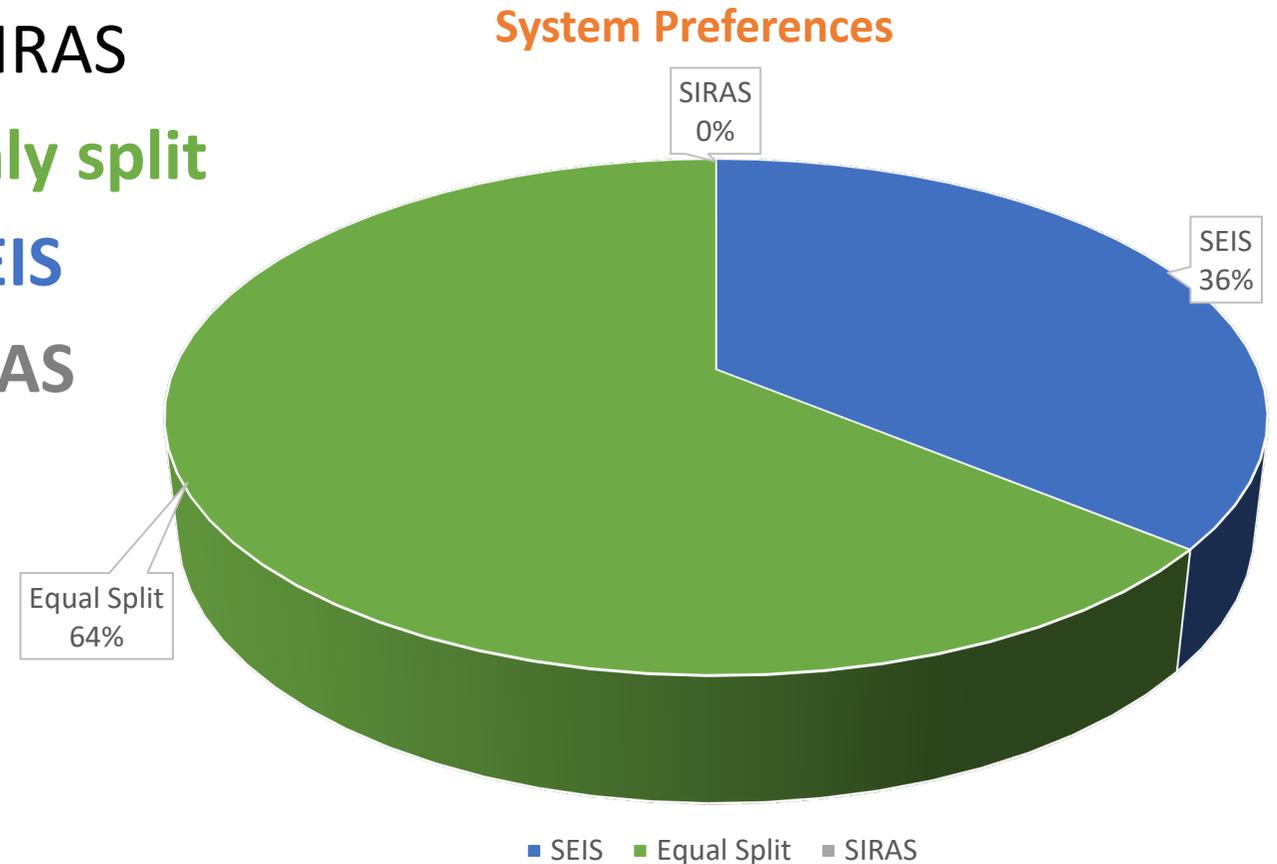
Qualitative Responses – SEIS

- SEIS seemed user friendly
- Goal bank is easy to navigate
- SEIS looks pretty
- SEIS is not user-friendly and is difficult to navigate
- SEIS is streamlined
- Present levels expand
- No lag or waiting for pages to load
- The dashboard is very detailed

Qualitative Responses – SIRAS

- SIRAS is not modern looking
- SIRAS is not user-friendly
- SIRAS is difficult to navigate and difficult to find areas of the IEP
- SIRAS is a lot like our previous system
- SIRAS did not grab my attention
- Easy to find the needed documents
- Going from page to page was time consuming

Timeline: July 2023 – February 2024

| Potential Vendor Interviews July 2023 | → | IEP Vendor Selection Committee Meetings August – December 2023 | → | Tech Meetings October – November 2023 | → | SELPA Administrator Interviews November 2023 | → | Vendor Exploration Project November – December 2023 |

| Steering Presentation December 2023 | → | WebIEP Data Transfer - Transition Planning December 2023 – August 2024 | → | EV SELPA Board Presentation February 21, 2024 | → | Implementation Plan Presentation to Board March 20, 2024 |

Timeline: March 2024 – August 2024
DRAFT

Contracts Developed Spring 2024	**Trainer of Trainers** Spring 2024	**Train IEP Writers, Tech Staff, Administrators** Spring – Summer 2024	**IEP Vendor Committee Board Recognition** May 22, 2024	**WebIEP Will Be Unavailable to End Users** June 30th
Demographic Data Import to New Vendor June 30th	**New Vendor Active and Users Can Create IEPs – Nothing Goes to CALPADS** July 15	**Historical IEPs Preserved in WebIEP View Only Status** July 15	**WebIEP Completes EOY 3 & 4 Certification** Aug 15, 2024	**New Vendor Begins to Submit to CALPADS** (August 16, 2024) *tentative*

4.7 EV SELPA ADR

FACILITATED IEP TRAINING

Facilitators:
Patty Metheny, Robin O'Shea, & Cassie Velasquez

Dates:
APRIL 17, 18, & 19, 2024

Time:
8:30 am—3:30 pm

Description:
Learn the concept of IEP facilitation, its benefits, purpose, and advantages. Attendees will build skills in conflict prevention and reaching agreements, skills that will shift the culture of communication in the IEP process.

Who:
Private by invitation

Online registration use password: FIEP

https://sbcss.k12oms.org/46-246189

Where:
Dorothy Inghram Learning Center

4.8 January 2024 Signed Legislation

AB 611 (Weber)

Amended: 3/28/2023

Title: Special Education: Nonpublic, Nonsectarian Schools or Agencies: Change in Certification Status:

Parental Notification

Status: **Signed by the Governor**, Chapter 64, Statutes of 2023

Summary:

This bill requires a contracting local educational agency, within 14 days of becoming aware of any change to the certification status of a nonpublic, nonsectarian school or agency (NPS/A), to notify parents and guardians of pupils who attend the NPS/A of the certification status change. The bill requires these notices to be maintained and made available for inspection upon request of the California Department of Education.

AB 723 (Quirk-Silva)

Amended: 9/6/2023

Title: Pupil Placement: Special Education: Foster Children: Nonpublic, Nonsectarian Schools or Agencies:

School of Origin

Status: **Signed by the Governor**, Chapter 812, Statutes of 2023

Summary:
This bill, for a foster child who is an individual with exceptional needs, defines "school of origin" as also including a placement in a certified nonpublic, nonsectarian school. The bill requires, commencing with the 2024-25 school year, a nonpublic, nonsectarian school or agency seeking certification or already certified to agree in writing for any foster child it serves to be designated as the school of origin of the foster child and to allow the foster child to continue their education in the school.

ATKINSON, ANDELSON, LOYA, RUUD & ROMO

VIA EMAIL-dina_parker@swselpa.org

M E M O R A N D U M

TO: Dina Parker, Executive Director, Southwest SELPA

FROM: Sundee M. Johnson

DATE: December 20, 2023

RE: AB 723

I.   Questions Presented

You requested a legal opinion regarding the following questions about implementation of AB 723:

1. When a student who is a foster youth moves residences and is attending an NPS, will this law prohibit the new district of residence ("DOR") from offering FAPE in the LRE when they have a program available in a less restrictive environment?

2. What should sending and receiving Districts consider when a student moves residences? What do they need to consider if the NPS is the school of origin?

3. Is there anything else Districts should know when needing to implement this legislation as it pertains to students with IEPs and NPS as the school of origin?

II.   Analysis

Prior to the enactment of AB 723, California Education Code ("EC") § 48853.5 (d)(1) provided that the school district "serving the foster child shall allow the foster child to continue his or her education in the school of origin for the duration of the academic school year," if the foster youth is in grades K-8, and through graduation if the foster youth is in high school, when the foster youth is moved out of the district due to an "initial detention or placement, or any subsequent change in placement."

EC §48853.5 (g) defined school of origin as:

> "the school that the foster child attended when permanently housed or the school in which the foster child was last enrolled. If the school the foster child attended when permanently housed is different from the school in which the foster child was last enrolled, or if there is some other school that the foster child attended with which the foster child is connected and that the foster child attended within the

> immediately preceding 15 months, the educational liaison, in consultation with, and with the agreement of, the foster child and the person holding the right to make educational decisions for the foster child, shall determine, in the best interests of the foster child, the school that shall be deemed the school of origin."

The above-listed definition of school of origin is vague and fails to identify whether non-public schools ("NPS") are to be recognized as schools of origin. As a result of the vagueness, some school districts enacted policies that explicitly carve out NPSs from the definition of "school of origin."

The purpose of AB 723, according to the author, is to ensure stability for foster youth. AB 723 redefines "school of origin" to include NPSs. Specifically, EC §48853.5(g) now states:

> "For a foster child who is an individual with exceptional needs as defined in Section 56026, "school" as used in the definition of 'school of origin' in subparagraph (A) includes a placement in a nonpublic, nonsectarian school as defined in Section 56034, subject to the requirements of Section 56325."

Based upon the above, a foster youth now has the following rights related to school of origin, including a NPS as the school of origin:

a) The right to remain in the school of origin at the initial detention or placement, or any subsequent change in placement, for the duration of the jurisdiction of the court;

b) For students in grades kindergarten through eighth grade, inclusive, the right to remain in the school of origin through the end of the duration of the academic year if the jurisdiction of the court is terminated before the end of an academic year; and

c) The right to remain in the school of origin through graduation if the jurisdiction of the court is terminated while a foster child is in high school.

When a foster youth moves residences/placements the youth must be permitted to remain in their school of origin, unless there is a determination that it is not in their best interest to do so. Federal guidance states the best interest determination ("BID") should be based on the following factors:

• Preferences of the child

• Preferences of the child's parent(s) or education decision maker(s)

• The child's attachment to the school, including meaningful relationships with staff and peers

• Placement of the child's sibling(s)

• Influence of the school climate on the child, including safety

• The availability and quality of the services in the school to meet the child's educational and socioemotional needs

• History of school transfers and how they have impacted the child

• How the length of the commute would impact the child, based on the child's developmental stage

• Whether the child is a student with a disability under the Individuals with Disabilities in Education Act who is receiving special education and related services, or a student with a disability under Section 504 who is receiving special education or related aids and services and, if so, the availability of those required services in a school other than the school of origin

• Whether the child is an English learner and is receiving language services, and, if so, the availability of those required services in a school other than the school of origin, consistent with Title VI and the Equal Education Opportunity Act

• LEAs should coordinate with the child welfare agency to develop a dispute resolution process to address disagreements

• To the extent feasible and appropriate, a child must remain in his or her school of origin while awaiting a decision to reduce the number of school moves

California statutes and rules of court provide that the educational rights holder and student make the decision whether the student will remain in their school of origin. (EC 48853(a)(3), EC 48853.5(f)(6& 7), WIC 361(a)(4)(A), WIC 319(j), WIC 726(c)(1), and CRC 5.650 and 5.651). As part of this process, the LEA is required to designate an educational liaison for foster youth. The educational liaison should collaborate with the educational rights holder, social worker/probation, and student (where appropriate) to make a best interest determination.

Regarding the first question, pursuant to the above, a foster youth who moves residences while attending a NPS will have the right to continue to attend the NPS as the school of origin unless it is determined that it is not in the best interest of the foster youth. The foster youth liaison for the new District of residence should participate in the best interest determination meeting, along with the educational rights holder, the student (where appropriate), and the social worker/probation officer, or other representative of the placing agency. During the best interest determination meeting, the participants should consider the factors listed above, which include the availability of appropriate special education and related services both in the school of origin, and in the new District of residence. If the foster youth liaison believes that there is an appropriate placement within the new District of residence, that information should be shared with the educational rights holder during this meeting. If the foster youth liaison does not believe that it is in the foster youth's best interest to remain in the school of origin, either because of the availability of appropriate special education placement and services in the new district of residence, or for any other reason, the foster youth liaison is required to provide the foster youth and educational rights holder with

with a written explanation stating the basis for the recommendation and how the recommendation serves the foster youth's best interests. Ultimately, the educational rights holder will make the determination whether the foster youth should continue to attend the school of origin, including a NPS as a school of origin, or whether to waive the foster youth's right to continue to attend the school of origin.

Separate and apart from the best interest determination meeting, the new District of residence should follow its procedures for offering interim placement for a student with disabilities who moves into the District from another district, and hold an IEP team meeting within 30-days of the foster youth's enrollment to review the foster youth's progress and either develop a new IEP, or adopt the IEP from the sending district. The IEP team can consider/recommend a placement other than the school of origin, but the foster youth will continue to have the right to attend the school of origin, if the educational rights holder does not agree to waive that right.

Regarding the second question, the sending and receiving districts should consider the factors listed above in determining whether it is in the foster youth's best interest to remain at the school of origin, including a non-public school that is the school of origin, or to waive that right. One of the important factors to consider is the distance between the new residence and the school of origin, and how the student will be transported. The cost of the transportation is not to be a determining factor, and is to be worked out through agreement between the sending and receiving districts.

Regarding the last question, it is our recommendation that districts ensure their foster youth liaisons are aware of and participating in best interest determination meetings when foster youth are placed in the district, and that the foster youth liaison consults with the special education department regarding the availability of appropriate special education placements/services within the district, as well as the appropriateness of the NPS that is the school of origin. Additionally, we recommend that when a foster youth attends a school of origin, including a NPS that is a school of origin, the IEP team should continue to monitor the appropriateness of the placement/services and ensure that the student is making appropriate progress in the school of origin. If the foster youth is not making appropriate progress, the IEP team should offer a different placement and/or services.

Please do not hesitate to contact us if you have additional questions.

4.9 CALPADS Data Fall 1 2022 & 2023 Comparison

East Valley SELPA Student Counts & Disability Rates
2018 – 2023*

	Colton	Redlands	Rialto	Rim of the World	Yucaipa-Calimesa	SBCSS EV-Ops	EV SELPA SWDs Total Count
2018-2019 SWDs Count	2,746	2,796	2,988	399	1,343	470	10,742
2018-2019 P-1 ADA	21,059	2,068	24,106	3,069	7,897		
2018-2019 Disability Rate (% of ADA)	**13.0%**	**13.9%**	**12.4%**	**13.0%**	**17.0%**		
2019-2020 SWDs Count	2,667	2,722	2,827	395	1,277	322	10,213
2019-2020 P-1 ADA	20,434	19,900	24,094	2,931	7,762		
2019-2020 Disability Rate (% of ADA)	**13.1%**	**13.7%**	**11.7%**	**13.5%**	**16.5%**		
2020-2021 SWDs Count	2,615	2,801	2,857	406	1,343	350	10,372
2020-2021 **Funded** ADA	20,339	19,810	24,044	2,917	7,732		
2020-2021 Disability Rate (% of ADA)	**12.8%**	**14.1%**	**11.9%**	**13.9%**	**17.4%**		
2021-2022 SWDs Count	2,587	2,915	2,804	410	1,296	271	10,285
2021-2022 P-1 ADA	17,931	18,481	21,882	2,584	7,279		
2021-2022 Disability Rate (% of ADA)	**14.4%**	**15.8%**	**12.8%**	**15.9%**	**17.8%**		
2022-2023 SWDs Count	2,614	3,126	2,768	394	1,337	290	10,529
2022-2023 P-1 ADA	17,521	18,189	21,920	2,607	7,108		
2022-2023 Disability Rate (% of ADA)	**14.9%**	**17.2%**	**12.6%**	**15.1%**	**18.8%**		
2023-2024 SWDs	2,833	3,305	2,843	401	1,395	256	11,033
2023-2024 P-1 ADA	17,610	18,422	21,797	2,626	7,157		
Disability Rate (% of ADA)	**16.1%**	**16.5%**	**13%**	**15.2%**	**19.5%**		

*2023-2024 ADA and counts not certified at date of publication (1/25/24)

California DEPARTMENT OF EDUCATION
CALPADS
California Longitudinal Pupil Achievement Data System

SELPA 16.11 - Students with Disabilities - Annual Comparision Report

Academic Year:	2022-2023	**SELPA:**	East Valley Consortium-3602	**User ID:** sonya.hall@sbcss.net
View:	Snapshot	**LEA:**	San Bernardino County Office of Education - 3610363	**Create Date:** 1/19/2023 2:31:10 AM
Status:	SELPA Approved			**Print Date:** 2/16/2023 9:37:08 AM

LEA Code	LEA Name	Primary Disability Category	Prior Academic Year Unduplicated Student Count	Selected Academic Year Unduplicated Student Count	Count Difference	Percent Change (Current Year - Prior
3610363	San Bernardino County Office of Education					
		200-None	0	0	0	
		210-Intellectual Disability (ID)	36	30	-6	-17
		220-Hard of hearing (HH)	17	14	-3	-18
		230-Deafness (DEAF)/Hearing impairment (HI)	3	3	0	0
		240-Speech or language impairment (SLI)	19	38	19	100
		250-Visual impairment (VI)	5	0	-5	-100
		260-Emotional disturbance (ED)	25	18	-7	-28
		270-Orthopedic impairment (OI)	10	8	-2	-20
		280-Other health impairment (OHI)	36	46	10	28
		281-Established medical disability (EMD)	0	0	0	
		290-Specific learning disability (SLD)	46	61	15	33
		300-Deaf-blindness (DB)	0	0	0	
		310-Multiple disabilities (MD)	46	45	-1	-2
		320-Autism (AUT)	27	27	0	0
		330-Traumatic brain injury (TBI)	1	0	-1	-100
		LEA Total	271	290	19	7
	Total - Selected LEAs		271	290	19	7

Primary Disability Category:	All	**Education Plan Type:**	100-Individualized Education Program (IEP),150-Individual Family Service Plan (IFSP),200-Individual Service Plan (ISP)	**General Education Participation Percentage Range:**	All
English Language Acquisition Status:	All	**Ethnicity/Race:**	All	**Gender:**	All
Socio-Economically Disadvantaged:	All	**Title I Part C Migrant:**	All	**Homeless Program Eligible:**	All
Foster Youth:	All	**Student Age:**	All	**Grade Level:**	01-First Grade,02-Second Grade,03-Third Grade,04-Fourth Grade,05-Fifth Grade,06-

* Demographic data based on CALPADS source, and may not be consistent with local special education data systems

This report is confidential and use is restricted to authorized individuals.

The data that appears on this report is filtered by the user selections that appear on the last page of this report.

SELPA 16.11 - Students with Disabilities - Annual Comparision Report

Academic Year:	2022-2023	SELPA:	East Valley Consortium-3602	User ID:	sonya.hall@sbcss.net
View:	Snapshot	LEA:	Colton Joint Unified - 3667686	Create Date:	1/9/2023 6:26:59 PM
Status:	SELPA Approved			Print Date:	2/16/2023 9:16:04 AM

LEA Code	LEA Name	Primary Disability Category	Prior Academic Year Unduplicated Student Count	Selected Academic Year Unduplicated Student Count	Count Difference	Percent Change (Current Year - Prior
3667686	Colton Joint Unified					
		200-None	0	0	0	
		210-Intellectual Disability (ID)	113	110	-3	-3
		220-Hard of hearing (HH)	28	26	-2	-7
		230-Deafness (DEAF)/Hearing impairment (HI)	4	5	1	25
		240-Speech or language impairment (SLI)	527	556	29	6
		250-Visual impairment (VI)	7	9	2	29
		260-Emotional disturbance (ED)	37	34	-3	-8
		270-Orthopedic impairment (OI)	16	6	-10	-63
		280-Other health impairment (OHI)	237	265	28	12
		281-Established medical disability (EMD)	0	0	0	
		290-Specific learning disability (SLD)	1227	1165	-62	-5
		300-Deaf-blindness (DB)	0	0	0	
		310-Multiple disabilities (MD)	16	14	-2	-13
		320-Autism (AUT)	372	423	51	14
		330-Traumatic brain injury (TBI)	3	2	-1	-33
		LEA Total	2587	2615	28	1
	Total - Selected LEAs		2587	2615	28	1

Primary Disability Category:	All	Education Plan Type:	100-Individualized Education Program (IEP),150-Individual Family Service Plan (IFSP),200-Individual Service Plan (ISP)	General Education Participation Percentage Range:	All
English Language Acquisition Status:	All	Ethnicity/Race:	All	Gender:	All
Socio-Economically Disadvantaged:	All	Title I Part C Migrant:	All	Homeless Program Eligible:	All
Foster Youth:	All	Student Age:	All	Grade Level:	01-First Grade,02-Second Grade,03-Third Grade 04-Fourth Grade 05-Fifth Grade 06-

* Demographic data based on CALPADS source, and may not be consistent with local special education data systems

The data that appears on this report is filtered by the user selections that appear on the last page of this report.

CALPADS
California DEPARTMENT OF EDUCATION
California Longitudinal Pupil Achievement Data System

SELPA 16.11 - Students with Disabilities - Annual Comparision Report

Academic Year:	2022-2023	SELPA:	East Valley Consortium-3602	User ID:	sonya.hall@sbcss.net
View:	Snapshot	LEA:	Redlands Unified - 3667843	Create Date:	1/24/2023 10:27:37 AM
Status:	SELPA Approved			Print Date:	2/16/2023 9:19:38 AM

LEA Code	LEA Name	Primary Disability Category	Prior Academic Year Unduplicated Student Count	Selected Academic Year Unduplicated Student Count	Count Difference	Percent Change (Current Year - Prior
3667843	Redlands Unified					
		200-None	0	0	0	
		210-Intellectual Disability (ID)	123	122	-1	-1
		220-Hard of hearing (HH)	32	39	7	22
		230-Deafness (DEAF)/Hearing impairment (HI)	7	7	0	0
		240-Speech or language impairment (SLI)	637	682	45	7
		250-Visual impairment (VI)	17	15	-2	-12
		260-Emotional disturbance (ED)	69	56	-13	-19
		270-Orthopedic impairment (OI)	38	34	-4	-11
		280-Other health impairment (OHI)	366	459	93	25
		281-Established medical disability (EMD)	1	1	0	0
		290-Specific learning disability (SLD)	1169	1181	12	1
		300-Deaf-blindness (DB)	0	0	0	
		310-Multiple disabilities (MD)	63	66	3	5
		320-Autism (AUT)	387	459	72	19
		330-Traumatic brain injury (TBI)	6	5	-1	-17
		LEA Total	2915	3126	211	7
	Total - Selected LEAs		2915	3126	211	7

Primary Disability Category:	All	Education Plan Type:	100-Individualized Education Program (IEP),150-Individual Family Service Plan (IFSP),200-Individual Service Plan (ISP)	General Education Participation Percentage Range:	All
English Language Acquisition Status:	All	Ethnicity/Race:	All	Gender:	All
Socio-Economically Disadvantaged:	All	Title I Part C Migrant:	All	Homeless Program Eligible:	All
Foster Youth:	All	Student Age:	All	Grade Level:	01-First Grade,02-Second Grade,03-Third Grade 04-Fourth Grade 05-Fifth Grade 06-

* Demographic data based on CALPADS source, and may not be consistent with local special education data systems

This report is confidential and use is restricted to authorized individuals.

The data that appears on this report is filtered by the user selections that appear on the last page of this report.

SELPA 16.11 - Students with Disabilities - Annual Comparision Report

Academic Year:	2022-2023	SELPA:	East Valley Consortium-3602	User ID:	sonya.hall@sbcss.net
View:	Snapshot	LEA:	Rialto Unified - 3667850	Create Date:	1/26/2023 3:13:32 AM
Status:	SELPA Approved			Print Date:	2/16/2023 9:22:51 AM

LEA Code	LEA Name	Primary Disability Category	Prior Academic Year Unduplicated Student Count	Selected Academic Year Unduplicated Student Count	Count Difference	Percent Change (Current Year - Prior
3667850	Rialto Unified					
		200-None	0	0	0	
		210-Intellectual Disability (ID)	178	183	5	3
		220-Hard of hearing (HH)	34	29	-5	-15
		230-Deafness (DEAF)/Hearing impairment (HI)	2	1	-1	-50
		240-Speech or language impairment (SLI)	597	593	-4	-1
		250-Visual impairment (VI)	6	5	-1	-17
		260-Emotional disturbance (ED)	35	30	-5	-14
		270-Orthopedic impairment (OI)	33	29	-4	-12
		280-Other health impairment (OHI)	224	247	23	10
		281-Established medical disability (EMD)	0	0	0	
		290-Specific learning disability (SLD)	1316	1207	-109	-8
		300-Deaf-blindness (DB)	0	0	0	
		310-Multiple disabilities (MD)	24	28	4	17
		320-Autism (AUT)	353	413	60	17
		330-Traumatic brain injury (TBI)	3	3	0	0
		LEA Total	2805	2768	-37	-1
	Total - Selected LEAs		2805	2768	-37	-1

Primary Disability Category:	All	Education Plan Type:	100-Individualized Education Program (IEP),150-Individual Family Service Plan (IFSP),200-Individual Service Plan (ISP)	General Education Participation Percentage Range:	All
English Language Acquisition Status:	All	Ethnicity/Race:	All	Gender:	All
Socio-Economically Disadvantaged:	All	Title I Part C Migrant:	All	Homeless Program Eligible:	All
Foster Youth:	All	Student Age:	All	Grade Level:	01-First Grade,02-Second Grade,03-Third Grade,04-Fourth Grade,05-Fifth Grade,06-

* Demographic data based on CALPADS source, and may not be consistent with local special education data systems

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California DEPARTMENT OF EDUCATION
CALPADS
California Longitudinal Pupil Achievement Data System

Academic Year:	2022-2023	**SELPA:** East Valley Consortium-3602	**User ID:** sonya.hall@sbcss.net
View:	Snapshot	**LEA:** Rim of the World Unified - 3667868	**Create Date:** 1/26/2023 6:30:16 AM
Status:	SELPA Approved		**Print Date:** 2/16/2023 9:27:41 AM

LEA Code	LEA Name	Primary Disability Category	Prior Academic Year Unduplicated Student Count	Selected Academic Year Unduplicated Student Count	Count Difference	Percent Change (Current Year - Prior
3667868	Rim of the World Unified					
		200-None	0	0	0	
		210-Intellectual Disability (ID)	13	13	0	0
		220-Hard of hearing (HH)	2	2	0	0
		230-Deafness (DEAF)/Hearing impairment (HI)	0	0	0	
		240-Speech or language impairment (SLI)	103	81	-22	-21
		250-Visual impairment (VI)	2	1	-1	-50
		260-Emotional disturbance (ED)	11	15	4	36
		270-Orthopedic impairment (OI)	5	5	0	0
		280-Other health impairment (OHI)	57	55	-2	-4
		281-Established medical disability (EMD)	0	0	0	
		290-Specific learning disability (SLD)	166	166	0	0
		300-Deaf-blindness (DB)	0	0	0	
		310-Multiple disabilities (MD)	3	3	0	0
		320-Autism (AUT)	48	52	4	8
		330-Traumatic brain injury (TBI)	0	1	1	
		LEA Total	410	394	-16	-4
	Total - Selected LEAs		410	394	-16	-4

Primary Disability Category:	All	**Education Plan Type:**	100-Individualized Education Program (IEP),150-Individual Family Service Plan (IFSP),200-Individual Service Plan (ISP)	**General Education Participation Percentage Range:**	All
English Language Acquisition Status:	All	**Ethnicity/Race:**	All	**Gender:**	All
Socio-Economically Disadvantaged:	All	**Title I Part C Migrant:**	All	**Homeless Program Eligible:**	All
Foster Youth:	All	**Student Age:**	All	**Grade Level:**	01-First Grade,02-Second Grade,03-Third Grade 04-Fourth Grade,05-Fifth Grade 06-

* Demographic data based on CALPADS source, and may not be consistent with local special education data systems

This report is confidential and use is restricted to authorized individuals.

The data that appears on this report is filtered by the user selections that appear on the last page of this report.

SELPA 16.11 - Students with Disabilities - Annual Comparision Report

Academic Year:	2022-2023	SELPA:	East Valley Consortium-3602	User ID:	sonya.hall@sbcss.net
View:	Snapshot	LEA:	Yucaipa-Calimesa Joint Unified - 3667959	Create Date:	1/27/2023 10:17:40 AM
Status:	SELPA Approved			Print Date:	2/16/2023 9:41:57 AM

LEA Code	LEA Name	Primary Disability Category	Prior Academic Year Unduplicated Student Count	Selected Academic Year Unduplicated Student Count	Count Difference	Percent Change (Current Year - Prior
3667959	Yucaipa-Calimesa Joint Unified					
		200-None	0	0	0	
		210-Intellectual Disability (ID)	72	73	1	1
		220-Hard of hearing (HH)	11	16	5	45
		230-Deafness (DEAF)/Hearing impairment (HI)	0	0	0	
		240-Speech or language impairment (SLI)	231	251	20	9
		250-Visual impairment (VI)	6	6	0	0
		260-Emotional disturbance (ED)	49	37	-12	-24
		270-Orthopedic impairment (OI)	28	25	-3	-11
		280-Other health impairment (OHI)	183	195	12	7
		281-Established medical disability (EMD)	4	2	-2	-50
		290-Specific learning disability (SLD)	509	502	-7	-1
		300-Deaf-blindness (DB)	0	0	0	
		310-Multiple disabilities (MD)	15	11	-4	-27
		320-Autism (AUT)	185	217	32	17
		330-Traumatic brain injury (TBI)	4	2	-2	-50
		LEA Total	1297	1337	40	3
	Total - Selected LEAs		1297	1337	40	3

Primary Disability Category:	All	Education Plan Type:	100-Individualized Education Program (IEP),150-Individual Family Service Plan (IFSP),200-Individual Service Plan (ISP)	General Education Participation Percentage Range:	All
English Language Acquisition Status:	All	Ethnicity/Race:	All	Gender:	All
Socio-Economically Disadvantaged:	All	Title I Part C Migrant:	All	Homeless Program Eligible:	All
Foster Youth:	All	Student Age:	All	Grade Level:	01-First Grade,02-Second Grade,03-Third Grade,04-Fourth Grade,05-Fifth Grade,06-

* Demographic data based on CALPADS source, and may not be consistent with local special education data systems

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4.10 CDE Compliance Monitoring

Compliance and Improvement Monitoring Progress Reports - Targeted Monitoring

May 2023

Focused Monitoring and Technical Assistance Units II and III
Special Education Division

CALIFORNIA DEPARTMENT OF EDUCATION
Tony Thurmond, State Superintendent of Public Instruction

Reminders

- This webinar will be recorded and available on the <u>Resources for Targeted Monitoring Padlet</u>

- Please enter your questions in the Q and A

- All participants are muted, and we cannot unmute you

- Chat is disabled to make it easier to review the questions

CDE FMTA Unit III

James T. Johnson, III
Education
Administrator

Jeanette Acrell-Dunn
Associate
Governmental
Program Analyst

D'Andrea Chapman
Education
Programs
Consultant

Libbey Durkee
Education
Programs
Consultant
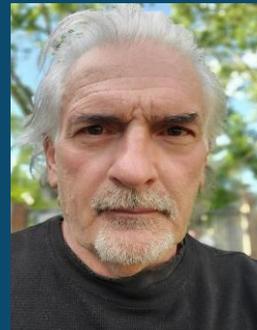
Vanessa Espinosa
Education
Programs
Assistant

Nicole Garibaldi
Education
Programs
Consultant

Jeffrey Reyes
Education
Programs
Consultant

Aimee Pasion
Office Technician

Participants

- The Compliance and Improvement Monitoring (CIM) Progress Report (Progress Report) is required for every local educational agency (LEA) that is identified as Targeted Level 3 **and** is in the process of implementing a CIM Plan.

- Currently, the above applies to the following:
  - LEAs that were identified as Targeted Level 2 in the 2022 monitoring year and are implementing a CIM Plan from November 2022
  - LEAs that transitioned from Intensive Monitoring to Targeted Monitoring in 2023 and are implementing a CIM Plan from November 2022.

- In the future, the above will also apply to LEAs submitting their first CIM Plan in November 2023.

Due Dates and Submission Process

- LEAs designated as Targeted Level 3 for 2023 must submit their completed and signed Progress Report by email to their assigned Focused Monitoring and Technical Assistance (FMTA) Consultant, with a copy emailed to TargetedMonitoring@cde.ca.gov, by **July 14, 2023**. The CDE will review the progress report and provide feedback to the LEA as appropriate.

- The CDE anticipates that Progress Reports will be due twice annually after November 2023. The CDE will notify the LEAs and SELPAs regarding specific due dates.

Progress Report - Overview

- The CDE has posted a Progress Report form, entitled "Required: CIM Progress Report Form", on the Targeted Padlet for downloading and use by the LEA. Use of that Progress Report form is **mandatory**.

- The Progress Report form begins with general questions regarding the LEA's CIM Plan implementation, followed by charts with specific questions regarding the CIM Plan's high leverage strategies, measurable outcomes, supporting activities, and progress.

- The CDE recognizes that for some LEAs, particularly LEAs designated as Targeted Level 2 in 2022, the Progress Report form may request information on CIM Plan components which are more specific than what the LEA submitted into Stepwell in November 2022. In those instances, the LEA may have to add some content to their existing CIM Plan to cover the requested information. For questions regarding that situation, contact your assigned FMTA Consultant.

Progress Report Form – Selected Portions

Reflect on each of the implementation prompts below. Provide written descriptions of each High Leverage Strategy listed in your CIM Plan and report on the progress for all activities listed under each High Leverage Strategy. Include any measure of student outcomes related to your evaluation of the activity. Refer to data collected during implementation as you share progress toward your measurable outcomes.

1. Briefly describe your LEA's biggest accomplishment or learning this reporting period in regard to your CIM Plan.

2. Briefly describe any significant challenges you encountered during this reporting period and how you worked through them.

3. Are there any additional supports you need to continue progress on your plan? If yes, please describe.

High Leverage Strategies, Measurable Outcomes, Activities, and Progress

High Leverage Strategy #1:

Measurable Outcome:

Activity 1.1: *(Description)*	
Activity Progress:	
What data has been collected regarding the Measurable Outcome? Does this data show improvement of student outcomes? Please explain.	Do you plan to continue this activity? If not, what changes are being made?

Activity 1.2: *(Description)*	
Activity Progress:	
What data has been collected regarding the Measurable Outcome? Does this data show improvement of student outcomes? Please explain.	Do you plan to continue this activity? If not, what changes are being made?

(Add or remove tables for activities as needed)

Resources

The Targeted Focused Monitoring and Technical Assistance (FMTA) Units regularly update the [Resources for Targeted Monitoring Padlet](#) with current information regarding the CIM Process.

CDE FMTA Consultant Map and Contact Information by Region

FMTA II Administrator
Donna DeMartini
ddemartini@cde.ca.gov

Region 3
Vincent Pastorino
vpastorino@cde.ca.gov

Kari Hudson
khudson@cde.ca.gov

El Dorado County Charter SELPA
Lynne Boone
Lboone@cde.ca.gov

Region 4 and Region 6
David Grundon
dgrundon@cde.ca.gov

Region 9
Jacqueline Stewart
jstewart@cde.ca.gov

Region 11
Tamara McMillan
tmcmillan@cde.ca.gov

FMTA III Administrator
James Johnson
jamjohns@cde.ca.gov

Region 1
Jeffrey Reyes
jereyes@cde.ca.gov

Region 2 and Region 7
D'Andrea Chapman
dchapman@cde.ca.gov

Region 5
Libbey Durkee
Ldurkee@cde.ca.gov

Region 8
Nicole Garibaldi
ngaribaldi@cde.ca.gov

Region 10
Vanessa Espinosa
vespinosa@cde.ca.gov

Questions

Overview of Step 4 – Monitoring Implementation (Required)

Targeted Level 2 and 3 LEAs that are implementing CIM Plans must submit progress reports.

Targeted Level 3 LEAs must use the CIM Progress Report form, found in this column, and submit the completed form to their CDE FMTA Consultant with a cc to TargetedMonitoring@cde.ca.gov by the due dates shown on the form.

Targeted Level 2 LEAs must submit their progress reports to the SELPA. The same due dates as listed on the CIM Progress Report form also apply to Targeted Level 2 LEAs reporting their progress to the SELPA. The SELPA may choose to have its LEAs submit their progress reports in a different format, but the format must require the same information as on the CIM Progress Report form.

The CDE recommends that SELPAs utilize for Targeted Level 2 LEAS the same CIM Progress Report form that Targeted Level 3 LEAs are submitting to the CDE. This will help ensure consistency in progress reporting as an LEA potentially moves from Targeted Level 2 to Level 3, or Level 3 to Level 2 in subsequent monitoring years.

FAQs

Targeted Monitoring- CIM Progress Report Training

Which LEAs are required to complete and submit CIM Progress Reports?

Targeted Level 3 LEAs who are currently implementing a CIM Plan are required to complete and submit signed CIM Progress Reports.

If a Targeted LEA was identified previously as Significantly Disproportionate and the Targeted LEA is currently implementing a CCEIS plan, does the LEA need to submit CIM Progress Reports?

No, a Targeted LEA that is currently implementing a CCEIS plan will not need to submit CIM Progress Reports. However, any Targeted LEA implementing a CCEIS plan is required to submit quarterly CCEIS Progress Reports to their assigned regional FMTA consultant.

Is there a specific CIM Progress Report form?

Yes, the mandatory CIM Progress Report form for Targeted Level 3 LEAs may be downloaded from the [Resources for Targeted Monitoring Padlet](). It is located under the last column on the Padlet, titled, "Step 4- Monitoring Implementation Plan".

How do LEAs submit their CIM Progress Reports?

Targeted Level 3 LEAs will submit their CIM Progress Reports to their regional CDE FMTA consultant, by email, with a copied email to Targetedmonitoring@cde.ca.gov

If a Targeted LEA is currently developing a CIM plan, when will they be required to submit Progress Reports?

LEAs who are developing a CIM plan (during 2023) will be required to submit CIM Progress Reports after November 30, 2023, which is the due date for new CIM plans. The CDE will inform SELPAs and LEAs of CIM Progress Report due dates.

What does "TA" mean?

"TA" is the acronym for "Technical Assistance". Some LEAs work with Technical Assistance providers throughout the CIM process.

If a Targeted LEA is currently implementing a CIM or CCEIS plan, are they required to do any of the other CIM activities (e.g., Data Drill Down, Student Record Review, Policies and Procedures Review, Parent Input, etc.)?

If a Targeted LEA is currently implementing a CIM or CCEIS plan, they are not required to complete or submit any other CIM activities. Targeted LEAs in CIM Step 4: Implementation and Monitoring are only required to submit CIM or CCEIS Progress Reports this year.

If an LEA completed portions of the CIM plan last year (2022), will they be completing the CIM plan this year?

This is a topic that should be discussed with your regional Targeted FMTA consultant. If the Targeted LEA's CIM plan was not successfully submitted to the CDE in November of 2022, the Targeted Level 1, 2, or 3 LEA will be required to develop a CIM plan in the current year (2023).

Targeted Monitoring
Compliance and Improvement Monitoring Plan
Progress Report

Purpose of Report: Every local educational agency (LEA) that is currently identified as Targeted Level 3 in the Compliance and Improvement Monitoring (CIM) Process and is in the process of implementing a CIM Plan <u>shall use this form</u>, or later versions as revised by the California Department of Education (CDE), to submit periodic progress reports on activity implementation and movement toward measurable outcomes for High Leverage Strategies and associated activities as described in the CIM Plan.

This requirement applies to LEAs that are implementing a CIM Plan from November 2022, including LEAs that transitioned from Intensive Monitoring to Targeted Monitoring in 2023. This requirement will also apply to Targeted Level 3 LEAs submitting their first CIM Plan in November 2023.

Due Dates: LEAs designated as Targeted Level 3 for 2023 must submit their completed and signed reports by email to their assigned Focused Monitoring and Technical Assistance (FMTA) Consultant, with a copy emailed to TargetedMonitoring@cde.ca.gov. The CDE will review the progress report and provide feedback to its LEA as appropriate.

Complete the following:

LEA Name: _____

LEA Contact: _____

CIM Plan Year: _____

SELPA Name: _____

2022 CIM Plans

Check the appropriate box for this Progress Report:

_____ July 14, 2023 (for the reporting period November 1, 2022–June 30, 2023)

_____ January 10, 2024 (for the reporting period July 1, 2023–December 31, 2023)

_____ July 10, 2024 (for the reporting period January 1, 2024–June 30, 2024)

_____ January 10, 2025 (for the reporting period July 1, 2024–December 31, 2024)

2023 CIM Plans

Check the appropriate box for this Progress Report:

_____ July 10, 2024 (for the reporting period December 1, 2023–June 30, 2024)

_____ January 10, 2025 (for the reporting period July 1, 2024–December 31, 2024)

_____ July 10, 2025 (for the reporting period January 1, 2025–June 30, 2025)

_____ January 10, 2026 (for the reporting period July 1, 2025–December 31, 2025)

Implementation Reflection Prompts:

Reflect on each of the implementation prompts below. Provide written descriptions of each High Leverage Strategy listed in your CIM Plan and report on the progress for all activities listed under each High Leverage Strategy. Include any measure of student outcomes related to your evaluation of the activity. Refer to data collected during implementation as you share progress toward your measurable outcomes.

1. Briefly describe your LEA's biggest accomplishment or learning this reporting period in regard to your CIM Plan.

2. Briefly describe any significant challenges you encountered during this reporting period and how you worked through them.

3. Are there any additional supports you need to continue progress on your plan? If yes, please describe.

High Leverage Strategies, Measurable Outcomes, Activities, and Progress

High Leverage Strategy #1:

Measurable Outcome:

Activity 1.1: (*Description*)	
Activity Progress:	
What data has been collected regarding the Measurable Outcome? Does this data show improvement of student outcomes? Please explain.	Do you plan to continue this activity? If not, what changes are being made?

Activity 1.2: (*Description*)	
Activity Progress:	
What data has been collected regarding the Measurable Outcome? Does this data show improvement of student outcomes? Please explain.	Do you plan to continue this activity? If not, what changes are being made?

(***Add or remove tables for activities as needed***)

High Leverage Strategy #2:

Measurable Outcome:

Activity 2.1: (*Description*)	
Activity Progress:	
What data has been collected regarding the Measurable Outcome? Does this data show improvement of student outcomes? Please explain.	Do you plan to continue this activity? If not, what changes are being made?

Activity 2.2: (*Description*)	
Activity Progress:	
What data has been collected regarding the Measurable Outcome? Does this data show improvement of student outcomes? Please explain.	Do you plan to continue this activity? If not, what changes are being made?

(*Add additional High Leverage Strategies or activities as needed*)

Compliance and Improvement Monitoring (CIM) Plan
2024 Progress Report Form

Submission and Due Dates: Local Educational Agencies (LEAs) <u>currently identified</u> as Intensive or Targeted Level 3 must submit the completed and signed progress reports by email to the assigned Focused Monitoring and Technical Assistance (FMTA) Consultant, with a copy emailed to either IntensiveMonitoring@cde.ca.gov or TargetedMonitoring@cde.ca.gov, as appropriate. Progress reports are due by the corresponding date listed below. The CDE will review the progress report and provide feedback to the LEA as appropriate.

Please check the appropriate box: ☐ **Intensive** ☐ **Targeted** **Level:**_____

Complete the following:

LEA Name: _____

LEA Contact: _____

SELPA Name: _____

CIM Cohort Year*: _____

*NOTE: CIM Cohort Year is determined by submission date: 2022 Cohort submitted CIM Plans in November 2022; 2023 Cohort submitted CIM Plans in November 2023

*Check the appropriate box for this Progress Report (Intensive LEAs are required to submit quarterly progress reports for <u>all</u> listed dates. Targeted Level 3 LEAs are required to submit semi-annual progress reports as shown in **bold**.)*

_____ April 10, 2024: Intensive [January 1 – March 31, 2024]

_____ **July 10, 2024: Targeted [January 1 – June 30, 2024]** and Intensive [April 1 – June 30, 2024]

_____ October 10, 2024: Intensive [July 1 – September 30, 2024]

_____ **January 10, 2025: Targeted [July 1 – December 31, 2024]** and Intensive [October 1 – December 31, 2024] **<u>NOTE: This is the 2022 CIM Cohort final progress report.</u>**

Revised 1.12.24.

Implementation Reflection Prompts: Reflect on each of the implementation prompts below.

1. Briefly describe your LEA's most significant accomplishment or discovery this reporting period in regard to your CIM Plan.

2. Briefly describe any significant challenges you encountered during this reporting period and how you worked through them.

3. How has your team reviewed/revised your plan to address any challenges your team is facing?

4. Are there any additional supports you need to continue progress on your plan? If yes, please describe.

5. What input, if any, have you received from families/parents of students with disabilities that indicates whether the CIM Plan is positively affecting student programs and/or outcomes?

High Leverage Strategies, Expected Measurable Outcomes, Activities, and Progress: Provide written descriptions of each High Leverage Strategy listed in your CIM Plan. For each High Leverage Strategy, report on progress regarding Expected Measurable Outcomes and supporting activities. Refer to data collected during implementation, including data regarding student outcomes, as applicable. (Add additional High Leverage Strategies or tables for activities as needed.)

Problem of Practice

High Leverage Strategy #1: (As stated on the most recent CIM Plan or Amendment)

Expected Measurable Outcome(s): (As stated on the most recent CIM Plan or Amendment)	
What data has been collected regarding the Expected Measurable Outcomes? Does this data show progress toward the Expected Measurable Outcomes? Explain.	Based on your data, are any adjustments needed to your high leverage strategy or measurable outcomes? If yes, please explain.

Activity 1.1: (As stated on the most recent CIM Plan or Amendment)	
Activity Progress:	What are your next steps with this activity? Have you completed this activity?

Activity 1.2: (As stated on the most recent CIM Plan or Amendment)	
Activity Progress:	What are your next steps with this activity? Have you completed this activity?

High Leverage Strategy #2: (As stated on the most recent CIM Plan or Amendment)

Measurable Outcome(s): (As stated on the most recent CIM Plan or Amendment)

What data has been collected regarding the Expected Measurable Outcomes? Does this data show progress toward the Expected Measurable Outcomes? Explain.	Based on your data, are any adjustments needed to your high leverage strategy or measurable outcomes? If yes, please explain.

Activity 2.1: (As stated on the most recent CIM Plan or Amendment)

Activity Progress:	What are your next steps with this activity? Have you completed this activity?

Activity 2.2: (As stated on the most recent CIM Plan or Amendment)

Activity Progress:	What are your next steps with this activity? Have you completed this activity?

Spring 2024 Updates

There has been no formal communication from CDE to the field regarding dates for IEP implementation monitoring. CDE shared at the December State SELPA Meeting that it will occur "about the same time" as last year.

The IEP Implementation audit is still being finalized for the 2023 submission. It is anticipated that this will be a survey for 10% of the LEAs.

We have heard (nothing in writing) that CDE intends to roll IEP Implementation into the Small LEA monitoring so for LEAs less than 100, it is possible that they would do something during their cycle's review instead of this process. BUT NOT CONFIRMED.

East County SELPA

Submitting Data to CDE

IEP Implementation

- IEP Implementation emails came
- TAG available here:
  https://cde.app.box.com/s/ ioaul7vs82ubqa41kqx5vpgofu
- Due June 30th, certifie and SELPA
- SELPAs have bee send out information, including access codes to LEAs
- Note: Independently Reporting Charters, regardless of LEA status, have their own submission

LAST YEAR'S INFO

East County SELPA

IEP Implementation-SELPA

Overview Settings

East County

Click Download LEA Records to get an Excel list of LEA access codes

2023 Overview

SELPA Name	**East County**
SELPA Code	**3701**
LEA Status	**0** of **19** LEAs are Approved

User Actions

- Download LEA Records

East County SELPA

IEP Implementation-LEA

2023 Overview

LEA Name

CDS Code

SELPA Name **East County**

LEA Due Date **June 30, 2023**

Submission Status **Awaiting Data Entry**
Awaiting LEA's Submission

User Actions

- Download Student Records

Click here to download list of students. Note: only includes last initial, not last name. The list isn't matching exactly, which may be a function of not having the entire last name, and the sorting being different. Awaiting response from CDE.

Sampled Students

Filter by Name or SSID (partial OK) | Filter

Showing **1 - 10** of **27** Students →

Student Name (Last, First) ↓↕	Statewide Student Identifier (SSID)

These are the students who the LEA will review for IEP Implementation

SWD IEP Implementation Success Rates

95-100% ❓

90-94.9% ❓

Less Than 90% ❓

Total Students **0** of 27 Sampled

Before June 30th, the LEA needs to enter the number of students who have had that level of implementation. The LEA certifies and the SELPA certifies by June 30th. Check with your SELPA for local deadlines.

East County SELPA

4.11 The Special Ed Administrator's Personal Trainer

CHAPTER 8 - LEGAL MANDATES VS. REALITY

GUIDING QUESTIONS

1. Reflecting on your experience in special education, can you share a specific instance where you encountered a discrepancy between legal requirements and the actual implementation of special education services? How did you navigate this situation?

2. Bartz suggests ongoing professional development for administrators. How have you, or how can we, prioritize and engage all staff, both general and special education to stay current with evolving legal mandates and best practices in special education?

3. The chapter reminds us that IDEA is a federal mandate, yet they historically provide less than 15% of the excess costs associated with educating SWD. Considering this fiscal reality, what is your district doing now and especially into the future to address this as districts have more special education students and fewer general education students, but have state and federal mandates for instruction and compliance?

   - Are you working closely with your district's fiscal team throughout the year to consider the four Maintenance of Effort (MOE) exemptions described in the chapter, and if there are any you can plan for to ensure MOE is met?

GUIDING QUESTIONS - CONTINUED

4. Since school districts receive federal funds and are required to comply with Section 504 provisions for staff and students, how does your district implement the Section 504 requirements for both students and staff?

   • Is 504 compliance site or district office driven?

   • What are your thoughts of Bartz' statement that the Section 504 Coordinator should not be the Director of Special Education?

5. Considering the 20 years since IDEA has been reauthorized: If you could propose one change to the IDEA to better support the needs of SWD and improve the work of special education administrators, what would that change be, and how do you envision a positive impact on our field?

4.12 EV SELPA Community Advisory Committee (CAC)

East Valley SELPA
Community Advisory Committee

What is the Community Advisory Committee (CAC) of the East Valley Special Education Local Plan Area (EV SELPA)?

The CAC is a committee of volunteers composed of parents of individuals with exceptional needs and others who serve in an advisory capacity to the administrator of the EV SELPA in specific areas as detailed in the California Education Code. Those areas include deciding on and supporting parent trainings, promoting community awareness of special education, supporting activities on behalf of individuals with exceptional needs, assisting in parent awareness of the importance of regular school attendance and advising on the Local Plan.

Members of the CAC include those appointed by the governing board of each participating district in the EV SELPA to serve one- or two-year terms and shall be parents of pupils with exceptional needs enrolled in the district schools.

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:

2023/2024
East Valley Special Education Local Plan Area

Community Advisory Committee

Meeting Schedule

All meetings will
begin at 9:30 a.m. & end at 11:30 a.m.
(Determination to meet virtually will be made in advance by the Committee)

SEPTEMBER 18, 2023

NOVEMBER 13, 2023

FEBRUARY 26, 2024

APRIL 22, 2024

Approved by EV SELPA CAC 4.24.23
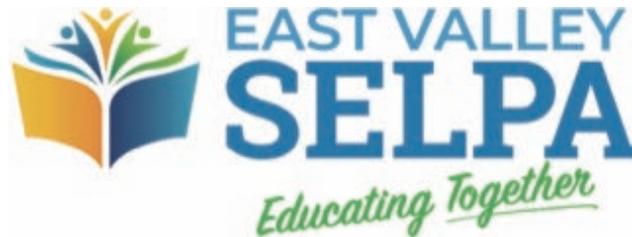
SPECIAL EDUCATION BASICS
FOR PARENTS

EAST VALLEY
SELPA
Educating Together

Facilitators:
David Dowling, JD, MDR , Jessica Lascano, LEP, BCBA , and Sadie Cort

**LEARN MORE ABOUT SPECIAL EDUCATION,
WHAT IT MEANS TO HAVE AN IEP,
& HOW TO EFFECTIVELY PARTICIPATE AS A MEMBER OF THE IEP TEAM**

VIRTUAL SESSIONS
10:00 – 11:30 AM

Registration Options

March 13, 2024 (Only)

https://sbcss.k12oms.org/46-246234

May 15, 2024 (Only)

https://sbcss.k12oms.org/46-246235

March 13 and May 15, 2024

https://sbcss.k12oms.org/46-246236

4.13 SBCSS East Valley Operations

4.14 Hot Topics

5.0 OTHER

5.1 2023-2024 EV SELPA Steering Committee
   Meetings

2023/2024
East Valley SELPA
Steering/Finance Committee Meeting Schedule

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

JULY 2023 – NO MEETING

AUGUST 17, 2023

SEPTEMBER 14, 2023

OCTOBER 12, 2023

NOVEMBER 9, 2023

DECEMBER 7, 2023

JANUARY 2024 – NO MEETING

FEBRUARY 8, 2024

MARCH 7, 2024

APRIL 11, 2024

MAY 9, 2024

JUNE 13, 2024

EAST VALLEY
SELPA
Educating Together

5.2 2023-2024 EV SELPA Board of Directors Meetings

2023/2024
East Valley SELPA
BOARD OF DIRECTORS MEETING SCHEDULE

September 20, 2023

November 15, 2023

February 21, 2024

March 20, 2024

May 22, 2024

June 12, 2024

All meetings will be held at 2:00 p.m.
at the Dorothy Ingrham 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***)**
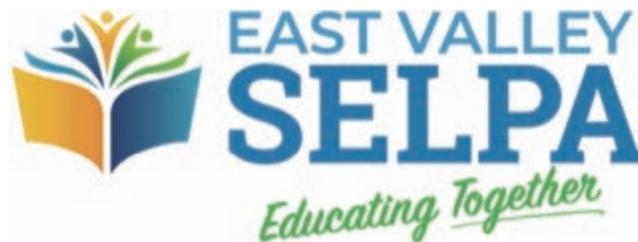
5.3 2023-2024 EV SELPA CAC Meetings

2023/2024
East Valley Special Education Local Plan Area

Community Advisory Committee

Meeting Schedule

All meetings will
begin at 9:30 a.m. & end at 11:30 a.m.
(Determination to meet virtually will be made in advance by the Committee)

SEPTEMBER 18, 2023

NOVEMBER 13, 2023

FEBRUARY 26, 2024

APRIL 22, 2024

Approved by EV SELPA CAC 4.24.23
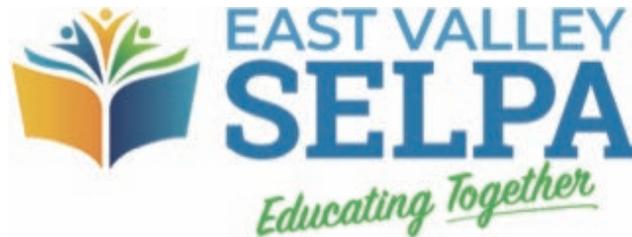
5.4 EV SELPA Professional Development – February & March 2024

Classroom 180
The Language of Trauma

Trauma impacts the way students interpret our words and our intentions. Learning to "speak trauma" can make the difference in how trust can be built and how well we are able to create emotional safety with students. This course will introduce the Classroom180 Framework and it will give participants a deeper understanding of how to deescalate students and build a stronger trauma-informed culture in their school and classrooms. Heather bridges the gap between academic research and "when the rubber hits the road" classroom situations, giving teachers and school personnel the understanding and tools they need for even the most challenging of students.

WHEN:
February 20, 2024
12:30 to 4:00 p.m.
Virtual Session

COST:
$75.00
NASP and CAMFT CE Credit Hours for $15.00
(plus a 2.25% service fee on total amount)

Sponsored by:

SELPA
Administrators of California
Special Education Local Plan Area

Register HERE

Approved by:

NASP-APPROVED PROVIDER

Ensuring High Quality Professional Development

cepa
CONTINUING EDUCATION PROVIDER APPROVAL

About the Presenter
Heather T. Forbes, LCSW

Heather T. Forbes, LCSW is the owner of the Beyond Consequences Institute (BCI). She has worked in the field of trauma and healing since 1999. Heather is an internationally published author on the topics of raising children with difficult and severe behaviors, the impact of trauma on the developing child, adoptive motherhood, and self-development. Much of her experience and insight on understanding trauma, disruptive behaviors, and adoption-related issues comes from her direct mothering experience of her two adopted children and mentoring a severely trauma-impacted young adult.

To request accommodations for special needs, please email the Program Administrator at register@selpa.info

MAKING IT HAPPEN.
EACH STUDENT. EVERY DAY.

Educational Goals
- Understand how a lens of fear can skew even positive dialogue, leading to negative outcomes.
- Recognize the benefit of not giving the life-lesson "during the moment" (Domain 3) but rather waiting until the student is regulated.
- Recognize how non-verbal communication is more easily processed when a student is dysregulated and functioning from their right brain.
- Learn how to interpret negative and inappropriate language to decipher how a student is feeling.

Measurable Learning Objectives
- Participants will be able to identify the five domains of the Classroom 180 Framework.
- Participants will be able to explain the difference between regulation and dysregulation.
- Participants will be able to distinguish the differences between "closed" responses and "open" responses.
- Participants will be able to give three minimizing responses and three maximizing responses.

12:30 to 1:00	**Overview, Classroom 180 Framework, The Five Domains**
1:00 to 1:50	**Domain 1: Family Culture; Domain 2: Regulation; Q & A**
1:50 to 4:00	**The Brain and Language; Break; Domain 3: The Language of Trauma**

Workshop Pre-Registration Fee is $75.00. Continuing education units are available for an additional $15.00. FEES ARE NON-REFUNDABLE except as indicated below. Payment is only accepted within OMS registration by credit card. Sorry, no purchase orders. Note that a 2.25% service fee is applied to total charges.

You may only register online through the OMS system starting on December 4, 2023, at the URL link below:
https://stateselpa.k12oms.org/2722-244047
You MUST use this Password in order to register: **2202024**

This course is designed for mental health professionals such as school psychologists, LMFTs, LCSWs, LPCCs and LEPs, and it meets the qualifications for **3.5 hours** of continuing education credit for School Psychologists from the National Association of School Psychologists, and for LMFTs, LCSWs, LPCCs and LEPs as required by the California Board of Behavioral Sciences. SELPA Administrators of California, Provider #1032771, is approved by both NASP and the California Association of Marriage and Family Therapists to sponsor continuing education for LMFTs, LCSWs, LPCCs and LEPs. SELPA Administrators of California, Provider #1032771, maintains responsibility for the program and all its content.

Course completion certificates will be awarded at the end of the course in exchange for a completed evaluation form. Details at: https://tinyurl.com/CEPAandNASPinfo The course evaluation for this course must be completed within 7 days of the event, by February 27, 2024.

Refund/Cancelation Policy is available at: https://tinyurl.com/CEPAandNASPinfo To obtain the grievance policy, see https://tinyurl.com/CEPAandNASPinfo and to report a grievance please email register@selpa.info

Zoom registration link/instructions will be provided to all registered participants a few days before conference via email provided at time of registration. Please make sure you check your JUNK or SPAM folders for emails from OMS Notifications.

Questions?
Please email: register@selpa.info

SELPA
Administrators of California
Special Education Local Plan Area

Legal Trends for 2024

A full-day, virtual mini-conference

SELPA Administrators of California is proud to host this unique professional learning opportunity to help practitioners stay current on issues and trends to learn not only how to avoid frequent problem areas in the implementation of IDEA, but also how to work effectively with parents as partners in the IEP process.

Tuesday, April 16, 2024
8:30 AM - 3:15 PM

Our expert attorney presenters are providing their services at no cost to the Association. Proceeds from this event will support philanthropy and increased student and parent participation at our Legislative Sharing Day, where we collaborate with families, allies, educational partners, and legislators in furtherance of our mission, to champion educational access and opportunities for students with disabilities in California.

$75
plus 2.25% service fee

Register now at:
https://stateselpa.k12oms.org/2722-243569

Our esteemed lineup . . .

8:30 to 9:30 a.m.
Preparation & Communication: The Key to Successful IEPs
Deb Ettinger
Atkinson Andelson Loya Ruud & Romo

9:45 to 10:45 a.m.
What's New in Case Law and Legislation for 2024?
Melissa Hatch
Hatch & Cesario, Attorneys at Law

11:00 a.m. to 12 Noon
LRE: California Shines a Spotlight on Full Inclusion
Jennifer Rowe Gonzalez
JRG Legal Consulting

1:00 to 2:00 p.m.
Virtual Providers, Distance Learning, AI & Other Tech Issues
Jonathan Read
Fagen Friedman & Fulfrost LLP

2:15 to 3:15 p.m.
Top 10 Mistakes That Cost Thousands & How to Avoid Them
Josh Walden
Lozano Smith, Attorneys at Law

HATCH & CESARIO ATTORNEYS-AT-LAW

aalrr Atkinson, Andelson Loya, Ruud & Romo A Professional Law Corporation

LS Lozano Smith ATTORNEYS AT LAW

F3 Law

JRG LEGAL CONSULTING

Questions? Contact us at register@selpa.info

SELPA Administrators of California presents a full-day live virtual event...

The Promise & Potential

Universal Screenings for Reading Difficulties including Dyslexia & Considerations for Future Implementation and Intervention

featuring our special guests

Jonathan Mooney
Author of The Short Bus and Normal Sucks

California Dyslexia Initiative
Sacramento County Office of Education

Capistrano Unified School District

Dr. James Bylund
The Bylund Clinic

San Bernardino City School District

Burlingame Elementary School District

Adopted in July, Senate Bill 114 requires that by June 30, 2025, LEAs serving K-2 students must adopt one or more screening instruments from a state-approved list, and that by the 2025-26 school year and annually thereafter, LEAs must assess all K-2 students for risk of reading difficulties, and, if a student is identified as being at risk of having reading difficulties, LEAs must provide the student with supports and services. This professional learning experience, designed for both general education and special education professionals, brings together a variety of experts in dyslexia and reading difficulties, with the purpose to inspire, engage, and best prepare attendees for the important work ahead.

April 15, 2024
8:30 a.m. to 2:45 p.m.
Please see reverse for full schedule and details

Cost: $99.00
NASP and CAMFT CE Credit Hours available for additional $15.00, plus 2.25% service fee on total

Course Description

This training will provide the context, rationale and the pedagogy related to universal screening for reading difficulties including dyslexia. Presenters will bring to life research and best practices in the science of reading, assessment, and interventions. Attendees will get valuable insights from three district teams who will share their journeys and learnings implementing universal screenings district-wide.

Educational Goals & Learning Objectives

1. Participants will be able to explain the research-based framework for universal screening and benefits to students, families, and educators.
2. Participants will identify strategies for assessment, various tools currently or soon to be available, and resources for decision-making.
3. Participants will be able to connect universal screenings to appropriate interventions based on the science of reading and learn how districts have used screening results to improve instructional practices.

Schedule for the Day

8:30 to 8:40	Opening/ Welcome SELPA Administrators of California
8:40 to 9:20	Keynote by Jonathan Mooney, author of *Learning Between the Lines, The Short Bus,* and *Normal Sucks*
9:25 to 10:15	California Dyslexia Initiative @ SCOE by Tami Wilson
10:15 to 10:30	Break (not counted toward CE time)
10:30 to 11:20	The Capistrano Unified School District Model for Universal Screenings and Interventions
11:25 to 12:15	Dr. James Bylund on Assessment and Interventions for Reading Difficulties Including Dyslexia
12:15 to 1:00	Lunch (not counted toward CE time)
1:00 to 1:50	The San Bernardino City School District Model for Universal Screenings and Interventions
1:55 to 2:45	The Burlingame Elementary School District Model for Universal Screenings and Interventions
2:45	Conclusions, Final Instructions & Gratitude

Workshop Pre-Registration Fee is $99.00. Continuing education units are available for an additional $15.00. FEES ARE NON-REFUNDABLE except as indicated below. Payment is only accepted within OMS registration by credit card. Sorry, no purchase orders. Note that a 2.25% service fee is applied to total charges.

You may only register online through the OMS system starting on December 18, 2023, at the URL link below:
TO REGISTER, CLICK HERE: https://stateselpa.k12oms.org/2722-244143
You MUST use this Password in order to register: **04152024**

This course is designed for general and special educators, including school psychologists, and it meets the qualifications for **5 hours** of continuing education credit for PPS School Psychologists from the National Association of School Psycholoists, and for LEPs and as required by the California Board of Behavioral Sciences. SELPA Administrators of California (Provider #1032771) is approved both by NASP and by the California Association of Marriage and Family Therapists to sponsor continuing education for School Psychologists, LMFTs, LCSWs, LPCCs and LEPs. SELPA Administrators of California (Provider #1032771) maintains responsibility for the program and all its content.

Course completion certificates will be awarded at the end of the course in exchange for a completed evaluation form. Details at: https://tinyurl.com/CEPAandNASPinfo The course evaluation for this course must be completed within 7 days of the event, by April 22, 2024.

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Zoom registration link/instructions will be provided to all registered participants a few days before conference via email provided at time of registration. Please check your JUNK or SPAM folders for OMS Notifications emails. To request accommodations for special needs, please email the Program Administrator at register@selpa.info

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Special Education Local Plan Area

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EAST VALLEY SELPA
Educating Together

Special Education Leadership Development Series

Presented by:

Jennifer Brooksby
EV SELPA Compliance Program Manager

&

Rick Homutoff, Ed.D.
EV SELPA Due Process Program Manager

Special Education staff will develop practical leadership skills to support their district needs.
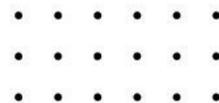
Join us on the following Monday's:

- September 25, 2023   8:00 am - 10:00 am
- November 27, 2023   2:00 pm - 4:00 pm
- February 26, 2024   8:00 am - 10:00 am
- May 20, 2024   2:00 pm - 4:00 pm

Online! REGISTRATION

https://sbcss.k12oms.org/46-237443

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

Team Up for COMPREHENSIVE ASSESSMENT

Team of Presenters:

Jessica Lascano, M.A., LEP #3613, APCC #8762, NCSP, BCBA

Tracy Schroeder, LCSW, EV SELPA Behavioral Health Program Manager

Jo-Ann Vargas, M.A., OTR/L, EV SELPA Lead Occupational Therapist

A collaborative approach is one of the best ways to ensure comprehensive assessment. All assessors should understand one another's roles and responsibilities in the assessment process. Moreover, it is vital to collaborate and share information throughout assessment as this ensures that all stakeholders contribute to meaningful analysis and interpretation of data. A team of assessors from various fields will come together in this training to help you to learn about different assessment domains unique to each assessor's scope of practice. Additionally, this training will focus on eligibility criteria in special education, the importance of collaboration for prime assessment outcomes, and common misconceptions regarding the assessment process. Please join us if you are an assessor, service provider, or IEP team member who wants to learn more about how to team up to ensure comprehensive assessments.

Wednesday, December 6, 2023		Wednesday, February 21, 2024
8:30 am - 12:30 pm	REGISTER ONLINE	8:30 am - 12:30 pm
https://sbcss.k12oms.org/46-232641		https://sbcss.k12oms.org/46-232642

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

18

UNDERSTANDING Autism

With the increasing prevalence of Autism in school age children it is critical to properly assess and provide evidence-based interventions to support this at-risk population. This training will help participants navigate the process for comprehensive Autism assessments considering gender differences and mental health comorbidities. We will review evidence-based practices to support autistic students who demonstrate mental health and behavioral needs. You will learn how to use a variety of cognitive behavioral strategies and visual supports to support student's emotional wellbeing and mental health.

Presented by:
Jessica M. Lascano, MA, LEP #3613, APCC #8762, NCSP, BCBA
Tracy Schroeder, LCSW, EV SELPA Behavioral Health Program Manager
Jo-Ann Vargas, MA, OTR/L, EV SELPA Lead Occupational Therapist

Wednesday	Wednesday
SEPTEMBER 13, 2023	FEBRUARY 28, 2024
8:30 am - 3:30 pm	8:30 am - 3:30 pm
Register Online:	Register Online:
https://sbcss.k12oms.org/46-232643	https://sbcss.k12oms.org/46-232645

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

Manifestation Determination Training

Presented by:
Jessica M. Lascano
MA, LEP #3613, APCC #8762, NCSP, BCBA

This training will help school psychologists, and administrators learn about the Manifestation Determination process, including how to conduct a manifestation determination, information to consider when conducting a manifestation determination, and how to make defendable decisions.

Participants will:
- Be exposed to real life examples of manifestation determination cases
- Have the opportunity to practice via case studies
- Learn about the relationship between behavioral supports, including functional behavioral analysis, and manifestation determinations
- Leave the training with several tools, and resources to help conduct thorough manifestation determinations.

Tuesday
October 17, 2023
8:30 am - 3:30 pm
https://sbcss.k12oms.org/46-235968

REGISTER ONLINE

Monday
February 26, 2024
8:30 am - 3:30 pm
https://sbcss.k12oms.org/46-235969

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

Development, Routines, and Themes: The
Blueprint for Effective Special Education Classrooms
Sponsored by
Regional Coordinating Council 10 and the East Valley SELPA

Presenters: Allease Glamore, M.S., School Psychologist and
Heather DeFelice, M.S., CCC-SLP, Speech-Language Pathologist
Diagnostic Center South, California Department of Education

Date: Tuesday, March 5, 2024

Time: 8:00 am - 8:30 am — Sign-in and coffee
8:30 am - 2:30 pm — Workshop (5 hours) On your own for lunch

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

Cost: No charge

Content: Oftentimes we find ourselves reflecting on how to structure our learning environments in a more meaningful and cohesive way. How can we stop putting out fires and start igniting active engagement and meaningful participation? This can only be done when educators understand development, effectively use routines, and build background knowledge and novelty through themes. This training will provide a blueprint fr establishing effective classroom programs by facilitating a deeper understanding of development so educators can ensure activities are well-matched to the level of the child, designing purposeful routines, and using themes to provide a rich context for learning.

Intended Audience: Special education teachers, school psychologists, speech-Language Pathologists, occupational therapists, instructional assistants, and program specialists. It is recommended to attend with your cross-disciplinary team.

Outcomes: Participates will:
1. Learn about developmental milestones, key skills that represent stages of development, and the implications for learning.
2. Understand the purpose of routines and how to establish effective class schedules and expectations for participation within activities
3. Learn the importance of themes and be able to create theme-based activities across domains and developmental levels

Register Online: https://sbcss.k12oms.org/46-238741
Registration Deadline: 2/25/24

Professional Crisis Management (PCM)

EV SELPA OFFERS THE FOLLOWING LEVELS IN PCM TRAINING:

Practitioner Level Use all PCM non-physical procedures plus personal safety and transportation (escorts)

Practitioner 1 Level Use all PCM non-physical procedures, personal safety and transportation (escorts), plus vertical immobilizations

Practitioner 2P Level Use all PCM non-physical procedures, personal safety and transportation (escorts), vertical immobilizations plus downward facing horizontal immobilizations

PCM TRAININGS @ DOROTHY INGHRAM LEARNING CENTER/EV SELPA

LEVEL	DATES	TIMES	REGISTER ONLINE
Practitioner	August 29 - 30, 2023	8:30 am - 4:00 pm	https://sbcss.k12oms.org/46-232692
Practitioner	October 31 & November 1, 2023	8:30 am - 4:00 pm	https://sbcss.k12oms.org/46-232693
Practitioner	January 30 - 31, 2024	8:30 am - 4:00 pm	https://sbcss.k12oms.org/46-232694
Practitioner	April 30 & May 1, 2024	8:30 am - 4:00 pm	https://sbcss.k12oms.org/46-232695
Practitioner 1	September 5 - 7, 2023	8:30 am - 3:30 pm	https://sbcss.k12oms.org/46-232697
Practitioner 1	November 28 - 30, 2023	8:30 am - 3:30 pm	https://sbcss.k12oms.org/46-232699
Practitioner 1	April 2 - 4, 2024	8:30 am - 3:30 pm	https://sbcss.k12oms.org/46-232702
Practitioner 2P	August 22 - 24, 2023	8:30 am - 4:00 pm	https://sbcss.k12oms.org/46-232669
Practitioner 2P	October 23 - 25, 2023	8:30 am - 4:00 pm	https://sbcss.k12oms.org/46-232675
Practitioner 2P	January 22 - 24, 2024	8:30 am - 4:00 pm	https://sbcss.k12oms.org/46-232682
Practitioner 2P	April 22 - 24, 2024	8:30 am - 4:00 pm	https://sbcss.k12oms.org/46-232685

Initial & Recertification Trainings $40.00 registration fee per participant
Re-Training Sessions $25.00 registration fee per participant