

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

**** AGENDA **
February 10, 2022, 8:00 A.M.**

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

PRESENTER

- | | | |
|-----|----------------------------|---------------|
| 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 | 2021-2022 SBCSS – County Operated Special Education Fee-For-Service – 2 nd Interim Update | Jennifer Alvarado |
| 4.2 | 2021-2022 2 nd Interim EV SELPA Budgets | Andrea Tennyson |
| 4.3 | 2021-2022 2nd Quarter NPS Reimbursement Transfer | Andrea Tennyson |
| 4.4 | 2021-2022 P-1 EV SELPA NPS ADA Reporting | Andrea Tennyson |
| 4.5 | Preparing for 2022 Maintenance of Effort (MOE) - SEMA-I | Andrea Tennyson |
| 4.6 | EV SELPA 2021-2022 Fiscal Reporting Calendar | Andrea Tennyson |

Program Items

- | | | |
|------|--|--|
| 4.7 | IEP Goal Development PD | Shannon Vogt
Courtney Beatty |
| 4.8 | Recording IEP Services <ul style="list-style-type: none">• Service Provide Feedback Session• Next Steps – Developing Systems at the District Level | Patty Metheny
Jennifer Brooksby
Lisa Horsley |
| 4.9 | CDE Compliance Monitoring 2021-2022 <ul style="list-style-type: none">• SEP Plan Implementation• Overdue Initials & Annual IEPs• Annual Determination Letters – March 2022• SPPI Professional Learning for SpEd Administrators – April 21 | Jennifer Brooksby |
| 4.10 | CALPADS Data Fall 1 2020 & 2021 Comparison | Lisa Horsley |

- | | | |
|------|---|------------------------------------|
| 4.11 | Supporting Inclusive Practices | Patty Metheny
Jennifer Brooksby |
| | <ul style="list-style-type: none">• April 25, 2022 – Katie Novak & Shelley Moore• Grant Information | |
| 4.12 | EV SELPA Due Process 2021-2022 To-Date | Rick Homutoff |
| 4.13 | ADR & Learning Recovery Plans Implementation | Patty Metheny
Jennifer Brooksby |
| | <ul style="list-style-type: none">• State SELPA & Strauss Institute Collaboration• EV SELPA Parent Liaison Training• EV SELPA Distributive Bargaining for Special Education Administrators• EV SELPA ADR Virtual Conference• CDE Feedback on Learning Recovery Plans• Quarterly Reporting Update | |
| 4.14 | EV SELPA Community Advisory Committee (CAC) | Patty Metheny |
| | <ul style="list-style-type: none">• District Representation• February 28, 2022 | |
| 4.15 | SBCSS East Valley Operations | Scott Wyatt |
| 4.16 | Hot Topics | Committee |

5.0 OTHER

- | | |
|-----|---|
| 5.1 | 2021-2022 EV SELPA Steering Committee Meetings |
| 5.2 | 2021-2022 EV SELPA Board of Directors Meetings |
| 5.3 | 2021-2022 EV SELPA CAC Meetings |
| 5.4 | EV SELPA Professional Development – February & March 2022 |
| 5.5 | EV SELPA Meeting Dates 2022-2023 |
| 5.6 | Next Meeting – March 10, 2022, 8:00 AM |

East Valley SELPA
STEEERING COMMITTEE MEETING MINUTES
December 9, 2021

MEMBERS PRESENT:

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

OTHERS PRESENT:

Rick Homutoff, Ed.D.	East Valley SELPA
Lisa Horsley	East Valley SELPA
Rosalva Contreras	East Valley SELPA
Susanne Ferguson	East Valley SELPA
Jessica Lascano	EV Ops, San Bernardino County Schools

1.0 CALL TO ORDER: SELPA Administrator Dr. Patty Metheny called the meeting to order at 8:00 a.m. at the Dorothy Inghram Learning Center located at 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 10, 2021 meeting were reviewed. Motion to approve the minutes was made by Scott Wyatt and seconded by Derek Swem. The minutes were approved by consensus of the members present.

4.0 DISCUSSION/PRESENTATION

Program Items

4.1 An Introduction to Neurodiversity Among Our Students: Reframing Equity and Inclusion for Students with Disabilities

Program Specialist Susanne Ferguson and School Psychologist Jessica Lascano presented on Neurodiversity. Ms. Ferguson explained statistically 1 in 54 (1.98%) of 8-year-old children are diagnosed as autistic. Given this prevalence, the Neurodiversity model seeks to shift the paradigm of autism in society to a notion that brain differences are normal and

can have benefits for the individuals who have them and for society at large. Ms. Ferguson and Ms. Lascano emphasized how previous conceptions of autism can be detrimental for students and autistic individuals in general. They shared strategies to shift the mindset. In particular, the Five Ps: Practice perspective taking, Practice not judging, Practice being yourself, Practice courage, and Practice compassion. Ms. Ferguson and Ms. Lascano have developed a training series regarding this topic. Directors were encouraged to submit a request for training on this topic.

4.2 ADR & LR Plans Accountability Reporting

The final Alternative Dispute Resolution and Learning Recover Plans Accountability Reports were reviewed. Districts are expected to use these forms for reporting activities and fund expenditures in alignment with their plans on a quarterly basis. The first ones are due by December 31, 2021.

4.3 Recording IEP Services

To comply with the upcoming CDE requirement to record IEP services the East Valley SELPA explored several options which included:

Athlos – at this point, due to its high cost, this option is cost prohibitive for the SELPA

Practi-Cal – it requires full access to WebIEP and recording of SAI services has not been determined at this point. At the moment, Practi-Cal only records related services providers minutes.

Faucette Micro Systems – Faucette Micro Systems is the current vendor for the SELPA's WebIEP. They can cost effectively develop a module within WebIEP for this purpose. It will allow users familiarity and ease of use. Consequently, the EV SELPA decided to work with Faucette Micro Systems to develop this tool pulling student data directly from WebDA. Faucette expects to have a Beta model to test by January 2022. For this, Dr. Metheny has planned a feedback meeting and requested district teachers and related service providers attend to provide feedback on the module while it is in the development stage. A flyer with meeting information was provided. After a brief discussion, the meeting was changed to a virtual format and the time changed to 3:30 pm. An overview presentation of this interface is expected for the February Steering Committee.

4.4 Special Education Indicator Targets

Dr. Metheny presented a rubric with the new Indicator Targets through 2026. These new targets have been approved by the State Board of Education after a committee worked on them for several months. Dr. Metheny remarked for some indicators there are significant increases. Districts were encouraged to review their past Annual Performance Plans (APR), Special Education Plans (SEP) and district practices to prepared. Dr. Metheny also shared future Steering Committee meetings and additional training sessions will be offered to support an understanding of the Indicators.

4.5 CDE Compliance Monitoring 2021-2022

The Annual Determination letter based on Indicator results and other metrics is expected to be sent by CDE at the end of February 2022. Districts identified as Disproportionate will be required to develop a new SEP plan. The expectation is that districts continue to implement their current SEP plans. The new SEP plan is expected to be closely aligned with the new target indicators.

Overdue annuals and initials will continue to be identified by CDE with the expectation districts demonstrate improvement with compliance in this area. Jennifer Brooksby presented the October 8th data during last month's Steering and Finance Committee Meeting along with the November 7th data for comparison purposes. EV SELPA districts did not consistently demonstrate improvement. Committee members discussed strategies they are using to address this. Member Buchmiller shared how she reviewed all IEPs that were not filed to history in the WebIEP and consequently appeared overdue when in fact the IEP meeting had been held. Dr. Metheny shared that reviewing CALPADS Reports 16.7 and 16.8 on a regular basis is recommended to address this. Directors shared that obtaining parental signatures continue to be a struggle and shared about the various uses of electronic signatures.

4.6 CALPADS & Data Certification

Lisa Horsley reported the Fall 1 data submissions is moving along nicely. Input validation, certification of errors, update of program setting, and infant certification activities are nearing completion. As a reminder, she shared that Friday, December 17 was the LEA and SELPA certification date while January 28, 2022, will be the final certification date. Ms. Horsley noted this is the third fall reporting done thru CALPADS and how smoothly things are going this third time around. CALPADS is making adjustments to the special education data recording. As a result, the API is expected to reflect these changes within the next year and a half.

DRDP Fall 20/21 submission continues. The deadline for this submission is January 4, 2022. Case carriers must enter this information in WebDA then Ms. Horsley will upload this information to DR Access ahead of the February 1, 2022, deadline. The next DA Users meeting is scheduled for January 20, 2022, in person at 2:00 pm.

4.7 EV SELPA WebIEP Forms

Dr. Metheny shared the EV-98 has been updated and reintroduced for usage. This form must be completed for each 1:1 aide for students placed in County programs. It provides the County the opportunity to bill districts for 1:1 aides and provides districts the opportunity to address the need or ongoing need for 1:1 aides. The form will be converted into a fillable PDF then Dr. Metheny and Dr. Wyatt will work together to implement its use. This form will be required annually after each IEP meeting. It will become part of the annual SBCSS fee-for-service verification process.

4.8 EV SELPA PD Catalog January – June 2022

The EV SELPA Professional Development Catalog for January – June 2022. Professional Development was presented with mostly virtual offerings.

4.9 SBCSS East Valley Operations

Dr. Wyatt reported SBCSS East Valley Operations continues to the recruiting process to hire a deaf, hard of hearing teacher. He also shared that the EV Ops staff is currently training on SANDI (Student Annual Needs Determination Inventory) that has been updated by the Riverside County Office of Education in partnership with Lakeshore. Finally, Dr. Wyatt shared that he will be meeting with Jennifer Alvarado from San Bernardino County Superintendent of Schools Fiscal Services next week to address the significant drop in enrollment. Although Dr. Wyatt stated he believes the increase in base funding will offset some of the decline it is unclear how this will affect the East Valley SELPA districts.

4.10 Hot Topics

Dr. Metheny provided an update about the alternative dispute resolution (ADR) poster contest in districts. At the moment, Colton JUSD is in the lead and Redlands USD is in second place. The directors requested the contest to be amended to include Twitter and Facebook. For some districts, Instagram is not allowed. The Committee agreed the contest rules will be amended to include Twitter and Facebook and the deadline will be extended to January 31, 2022. Student worker Chloe Pearson will revise documents to reflect these changes and resend to directors.

Rob Pearson inquired about the need to revise assessment procedures to include occupational therapy (OT) and augmentative and alternative communication (AAC) assessment during initial assessment for students with autism. He expressed his concern about this due to recent filings. Dr. Metheny offered to look at our data and statistics to assess the need of procedural changes.

A discussion regarding Covid-19 vaccination requirements for special education students was held. It was determined that special education students could not be forced to produce a vaccination proof since federal law, the IDEA trumps any state vaccination law. Directors were encouraged to work collaboratively with parents and staff on this topic to ensure student safety.

5.0 OTHER

5.1 2021-2022 EV SELPA Steering Committee Meeting

5.2 2021-2022 EV SELPA Board of Directors Meetings

5.3 2021-2022 EV SELPA CAC Meetings

5.4 EV SELPA Professional Development December 2021 – January & February 2022

6.0 ADJOURNMENT: Meeting adjourned at 11:31 a.m. Next meeting will be held on February 10, 2022.

FINANCE ITEMS

4.1 2021-2022 SBCSS- County Operated Special Education Fee-For-Service – 2nd Interim Update

FEE-FOR-SERVICE BUDGET to 2nd INTERIM COMPARISON - 2021-22

SELPA	East Valley			Budget	2nd Interim	+Increase/- Decrease
A. REVENUES						
	RS	OB	GL	April 2021	as of 1/31/22	
1. AB602 Special Ed Funding	6500	8311	5001	\$ 9,770,760	\$ 9,266,351	\$ (504,409)
2. Property Tax Transfer	6500	8097	5001			
3. Property Tax Transfer Adjustment between 2021-22 P-2 and Annual (Payable)						
4. Net State Aid (A1-A2-A3)	6500	8311	5001			
5. LCFF ADA Revenue Transfer	6500	8710	5001			\$ -
6. Prior Year Revenue Limit Fall Out	6500	8019	5001			\$ -
7. Federal IDEA (Local Assistance Entitlement)	3310	8181	5001	\$ 494,725	\$ 408,291	\$ (86,434)
8. Federal Preschool	3315	8182	5730	\$ 24,648	\$ 5,137	\$ (19,511)
9. Preschool Local Entitlement	3310	8182	5730			\$ -
10. Preschool Staff Development	3345	8182	5730	\$ 209	\$ 209	\$ -
11. Infant Part C	3385	8182	5710	\$ 57,745	\$ 57,745	\$ -
12. Infant State Apportionment	6510	8311	5710	\$ 1,600,242	\$ 1,600,242	\$ -
13. Other State	6500	8590	5001			\$ -
14. Infant Discretionary	6515	8590	5710	\$ -	\$ 23,013	\$ 23,013
15. Parent Infant Program (Local Contract)	9285	8677	5710	\$ 5,793	\$ 5,793	\$ -
16. Local Revenue (Contracts with Districts) Early Start	9385	8285	5710	\$ 119,885	\$ 119,885	\$ -
17. Local Revenue (Contracts with Districts)	6500	8677	5770			\$ -
18. Contrib. frm Unrestricted - Tier III flex programs	6500	8981	5001			\$ -
19. Contrib. to Juvenile Hall (ADA Transfer)	6500	8311	5770			\$ -
TOTAL REVENUE (excludes A2, A3, A4)				\$ 12,074,007	\$ 11,486,666	\$ (587,341)
B. EXPENDITURES						
1. SAI Self-Contained (SDC)				\$ 7,525,847	\$ 6,866,502	\$ (659,345)
2. Low Incidence Itinerant DHH,VI,OM (Itinerant)				\$ 2,111,568	\$ 2,192,666	\$ 81,098
3. 1:1 Aide Services (1:1) Aides				\$ 652,927	\$ 620,820	\$ (32,107)
4. Early Start (NO FFS - State/Grant Funded)				\$ 1,723,705	\$ 1,619,492	\$ (104,213)
TOTAL EXPENDITURES				\$ 12,014,047	\$ 11,299,480	\$ (714,567)
C. PRIOR YEAR ADJUSTMENTS						
1. Prior Year AB602 Revenue Funding Adjustment	6500	8319	5001	\$ -		\$ -
2. 2021-22 Beginning Balance (Early Start)				\$ 1,034,150	\$ 897,896	\$ (136,254)
TOTAL PRIOR YEAR REVENUE ADJUSTMENTS				\$ 1,034,150	\$ 897,896	\$ (136,254)
D. 2021-22 Projected Ending Balance						
1. Total Revenues (Section A)				\$ 12,074,007	\$ 11,486,666	\$ (587,341)
2. Total Prior Year Revenue Adjustments (Section C)				\$ 1,034,150	\$ 897,896	\$ (136,254)
3. Total Expenditures (Section B)				\$ 12,014,047	\$ 11,299,480	\$ (714,567)
4. 2021-22 Projected Ending Balance				\$ 1,094,110	\$ 1,085,082	\$ (9,028)
5. Less Early Start Ending Balance				\$ (1,094,110)	\$ (1,085,082)	\$ 9,028
6. 2021-22 Net Projected FFS Ending Balance				\$ -	\$ -	\$ -

Number of Services	SDC	Low Incidence	1:1 Aide
Budget	156	208	12
2nd Interim - P-1 count	140	200	12
Difference	-16	-8	0

San Bernardino County Superintendent of Schools
EAST VALLEY COUNTY OPERATED SPECIAL EDUCATION PROGRAM
2021-22 Projected Fee For Service Budget
as of 2nd Interim - March 2022

		1	2	3	4	5	
		SAI SELF-CONTAINED	LOW INCIDENCE ITINERANT DHH, VI, OM	1:1 AIDE SERVICES	EARLY START	TOTAL	
		SDC	ITINERANT	1:1 AIDES	No FFS - State /Grant Funded		
1	OBJECT	EXPENSE					
2	1000-1999	Certificated Salaries	2,414,823	840,805	-	856,375	4,112,003
3	2000-2999	Classified Salaries	948,884	248,145	316,345	52,119	1,565,493
4	3000-3999	Employee Benefits	1,611,267	507,658	258,128	331,621	2,708,674
5	4000-4999	Books & Supplies	16,891	7,758	-	4,746	29,395
6	5000-5999	Services & Other Operating Expenditures	124,930	29,570	1,160	15,669	171,329
7	6000-6999	Capital Outlay	-	-	-	0	0
8							
9		Sub total	\$ 5,116,795	\$ 1,633,936	\$ 575,633	1,260,530	8,586,894
0		% of Total	0.75796	0.24204		n/a	1.0000000
1							
2		Allocated Cost (FN 3120, 2100, 2700, 8100)	1,249,920	399,134	-	241,085	1,890,139
3		Sub total 1000-5000 costs	\$ 6,366,714.64	\$ 2,033,070.36	\$ 575,633.00	\$ 1,501,615	\$ 10,477,033
4							
5	7300-7380	Indirect Cost @ 7.85%	499,787	159,596	45,187	117,877	822,447
6							
7		TOTAL EXPENSE	\$ 6,866,502	\$ 2,192,666	\$ 620,820	\$ 1,619,492	\$ 11,299,480

Obj	RS	Revenue:	SAI SELF-CONTAINED	LOW INCIDENCE ITINERANT DHH, VI, OM	1:1 AIDE SERVICES	EARLY START	TOTAL
			SDC	ITINERANT	1:1AIDES	No FFS - State /Grant Funded	
18	8097	6500	Property Tax Revenue				0
19	8181	3310	Federal Local Assistance	309,469	98,822		408,291
20	8311/8319	6500	AB602 FFS Revenue (including Base for ADA)				0
21			Total FFS Revenue	309,469	98,822	0	408,291
22							
23			Other Revenue Sources				
24	86XX	8710	Local Control Funding Formula				0
25	8182	3315	Federal Preschool - RS 3315	5,137			5,137
26	8182	3310	Federal Local Assistance Applied to the First Class Program				0
27	8182	3345	Preschool Staff Development	209			209
28	8182	3385	Infant Part C			57,745	57,745
29	8311	6510	Infant State Apportionment			1,600,242	1,600,242
30	8590	6515	Infant Discretionary			23,013	23,013
31	8677	9285	Parent Infant Program			5,793	5,793
32	8285	9385	Other Local Revenue (contracts with districts)			119,885	119,885
33	8600/8799	6500	Other Local Revenue (contracts with districts)				0
34			2021-22 Beginning Balance			897,896	897,896
35			TOTAL REVENUE:	314,815	98,822	0	2,704,574
36							3,118,211

Excess Cost (expense minus revenue) \$ (6,551,687) \$ (2,093,844) \$ (620,820) \$ 1,085,082 \$ (8,181,269)

Number of Estimated Services in 2021-22 - as of Nov. 1 Count	140	200	12	N/A
2021-22 Proposed Rates	\$46,798	\$10,469	\$51,735	-
2021-22 FFS Rates	\$45,607	\$9,631	\$54,411	N/A

	Estimated 2021-22 Revenue	\$	12,082,323
Using established rates - Line 41	Estimated 2021-22 Expense	\$	11,299,480
	Subtotal	\$	782,843
	Less Early Start Ending Balance	\$	(1,085,082)
	Net Estimated Fee-For-Service Balance	\$	(302,239)
	Estimated 2021-22 Revenue	\$	12,384,562
Using proposed revised rates - line 42	Estimated 2021-22 Expense	\$	11,299,480
	Subtotal	\$	1,085,082
	Less Early Start Ending Balance	\$	(1,085,082)
	Net Estimated Fee-For-Service Balance	\$	\$0

4.2 2021-2022 2nd Interim EV SELPA Budgets



EAST VALLEY SELPA
FY 2021-22
Second Interim Budget

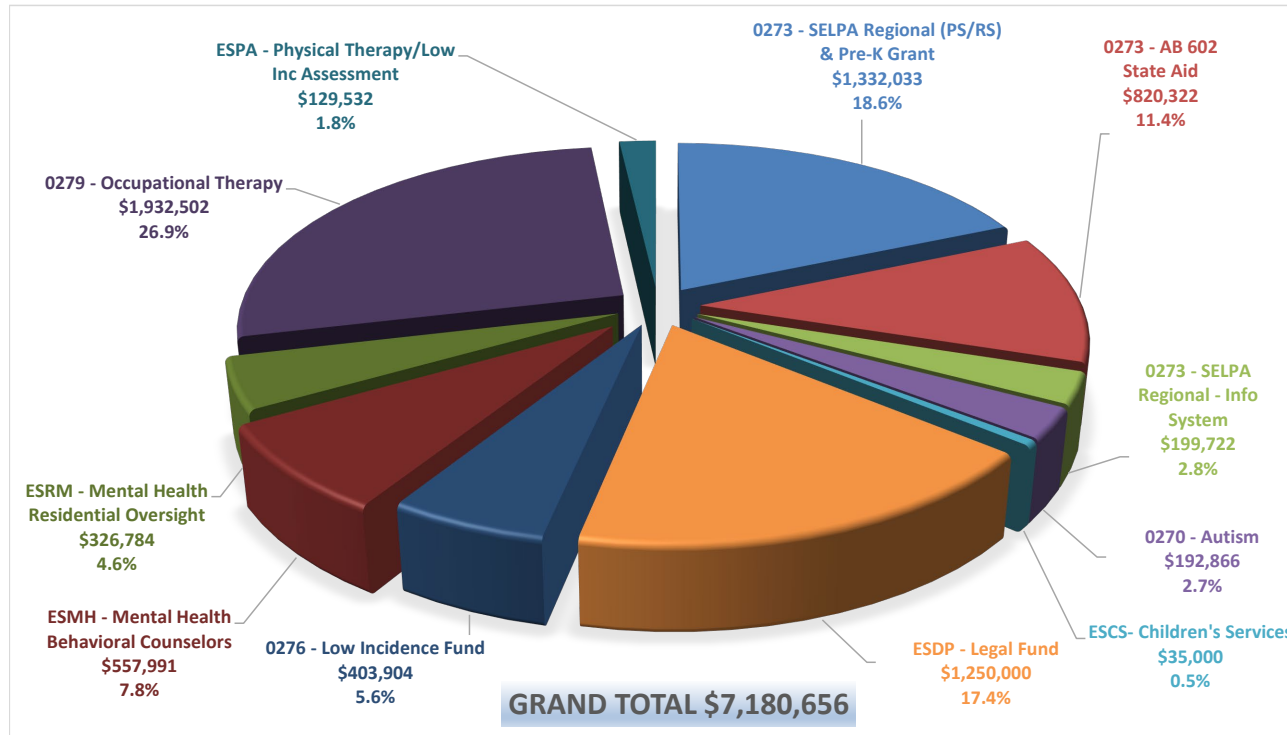
February 10, 2022

Patty Metheny, EdD., Chief Administrative Officer, East Valley SELPA

Andrea Tennyson, Fiscal Consultant

EAST VALLEY SELPA

FY 2021/22 SECOND INTERIM OPERATIONS BUDGET



Program Description	Second Interim Budget	Percentage of Total
0273 - SELPA Regional (PS/RS) & Pre-K Grant	\$1,332,033	18.6%
0273 - AB 602 State Aid	\$820,322	11.4%
0273 - SELPA Regional - Info System	\$199,722	2.8%
0270 - Autism	\$192,866	2.7%
ESCS- Children's Services	\$35,000	0.5%
ESDP - Legal Fund	\$1,250,000	17.4%
0276 - Low Incidence Fund	\$403,904	5.6%
ESMH - Mental Health Behavioral Counselors	\$557,991	7.8%
ESRM - Mental Health Residential Oversight	\$326,784	4.6%
0279 - Occupational Therapy	\$1,932,502	26.9%
ESPA - Physical Therapy/Low Inc Assessment	\$129,532	1.8%
Grand Total	\$7,180,656	100.0%

EAST VALLEY SELPA
FY 2021/22 BUDGET INFORMATION
TABLE OF CONTENTS

REGIONALIZED SERVICES/PROGRAM SPECIALISTS (PS/RS)

Budget/Management 0273, 0474,

REGIONAL STUDENT INFORMATION SYSTEM

Budget/Management 0273 Res 9273

REGIONAL PROGRAM/AUTISM PROGRAM SPECIALIST

Budget/Management 0270 Res 6500

CALIFORNIA CHILDRENS' SERVICES (CCS)

Budget/Management ESCS

DUE PROCESS/LEGAL

Budget/Management ESDP

LOW INCIDENCE

Budget/Management 0276

REGIONAL PROGRAM/MENTAL HEALTH BEHAVIORAL COUNSELORS

Budget/Management ESMH

REGIONAL PROGRAM/MENTAL HEALTH RESIDENTIAL OVERSIGHT

Budget/Management ESRM

REGIONAL PROGRAM/OCCUPATIONAL THERAPY (OT)

Budget/Management 0279

REGIONAL PROGRAM/PHYSICAL THERAPY & LOW INCIDENCE ASSESSMENT

Budget/Management ESPA

EAST VALLEY SELPA
FY 2021/22 BUDGET INFORMATION
REGIONALIZED SERVICES/PROGRAM SPECIALISTS (RS/PS) BUDGET

The East Valley SELPA Program Specialist/Regionalized Services (PS/RS) budget is the operations budget for the SELPA administration.

Revenue Sources:

Funding is provided through AB 602 from two sources, the PS/RS funds and 1.50% of total AB 602 SELPA revenue. Revenue COLA increased from 1.50% to 4.05% and applied to RS/PS amount. AB602 per pupil base amount increased to \$715. The SELPA Board has authorized this distribution as "off the top" (Resource 6500).

~ Resource 3315 Preschool Local Entitlement estimated at \$19,394 (5% of total grant)

Budget Developed:

~ No ADA growth is projected for FY 21/22. Funding is projected on 20/21 P-2 ADA of 76,486.91.

~ 2.50% potential salary increase is estimated. Actual salary increase will be based on the average of 12 benchmark districts in the county who settle CTA salary schedule negotiations plus .25%. Step and column fully funded.

~ Health & Welfare Rates developed with a 5% inflationary increase for Medical, Dental, Vision, & Life.

~ Employer paid statutory rates are as follows: (from budget assumptions to current)

>STRS from 15.92% to 16.92% >PERS from 23.00% to 22.91%

>Medicare 1.45% (no change) >UI from .05% to .50% >W/C from 3.06% to 2.92%

~ Information Technology user fee at \$2,428 per FTE, an increase of \$221 per FTE from prior year's rate of \$2,207.

~The 21/22 approved Indirect Cost Rate for County Schools is 7.85% a .15% decrease from prior year's rate of 8.00%.

East Valley SELPA

SELPA Regionalized Services/Program Specialists/Federal Grants

FY 2021/22 BUDGET INFORMATION

			Proposed	1st Interim	2nd Interim	Increase/Decrease
REVENUE						
AB 602 State Aid (CY) and PS/RS			\$2,159,002	\$2,132,961	\$2,132,961	\$0
Grant/Preschool Regional Svc. (0474)			\$19,394	\$19,394	\$19,394	\$0
Grant/Alternate Dispute Resolution*			\$14,601	\$0	\$0	\$0
Grant/ADR COVID-19*			\$85,816	\$0	\$0	\$0
Grant/Supporting Inclusive Practices*			\$18,000	\$0	\$0	\$0
TOTAL REVENUE			\$2,296,813	\$2,152,355	\$2,152,355	\$0
EXPENDITURES						
Certificated Salaries			\$875,562	\$885,152	\$875,295	(\$9,857)
Classified Salaries & Hourly			\$479,069	\$447,847	\$447,847	\$0
Benefits			\$489,441	\$491,442	\$491,686	\$244
		Sub-Total	\$1,844,072	\$1,824,441	\$1,814,828	(\$9,613)
Materials & Supplies			\$22,916	\$17,700	\$19,200	\$1,500
Operations			\$233,980	\$118,059	\$120,317	\$2,258
		Sub-Total	\$256,896	\$135,759	\$139,517	\$3,758
		Total	\$2,100,968	\$1,960,200	\$1,954,345	(\$5,855)
Indirect			\$164,925	\$153,876	\$153,416	(\$461)
		<i>Indirect Rate</i>	<i>7.85%</i>	<i>7.85%</i>	<i>7.85%</i>	
TOTAL EXPENDITURES			\$2,265,894	\$2,114,076	\$2,107,761	(\$6,315)
ENDING BALANCE			\$30,919	\$38,279	\$44,594	\$6,315
STAFFING:			1.0 Administrator 1.0 Prog Manager 1.0 Fiscal Consultant 4.0 Program Specialists 1.0 Admin. Assistant 1.0 SELPA Svc Specialist 1.0 Program Tech (MIS) .50 Accounting Tech 1.225 Hourly Student Worker Consultants	1.0 Chief Administrative Officer .90 Prog Manager (5 mos) .90 Prog Manager (8 mos) .95 Fiscal Consultant 4.0 Program Specialists 1.0 Admin. Assistant 1.0 SELPA Svc Specialist 1.0 Program Tech (MIS) .65 Accounting Tech	1.0 Chief Administrative Officer .90 Prog Manager (5 mos thru 12/2/21) .90 Prog Manager (8 mos from 11/1/21) .95 Fiscal Consultant 4.0 Program Specialists 1.0 Admin. Assistant 1.0 SELPA Svc Specialist 1.0 Program Tech (MIS) .65 Accounting Tech	
Total FTEs			11.725 FTE	11.40 FTE	11.40 FTE	0.000
Districts' Contribution from AB 602 State Aid based on Initial State Budget Version			Proposed	1st Interim	2nd Interim	Deviation + or (-) from 1st to 2nd Interim
Colton	26.68%	20,403.68	\$575,936	\$568,990	\$568,990	\$0
Redlands	26.21%	20,048.01	\$565,897	\$559,071	\$559,071	\$0
Rialto	31.54%	24,126.10	\$681,009	\$672,795	\$672,795	\$0
Rim	3.81%	2,917.43	\$82,351	\$81,357	\$81,357	\$0
Yucaipa	10.96%	8,384.33	\$236,665	\$233,811	\$233,811	\$0
SBCSS, EV Ops	0.79%	607.36	\$17,144	\$16,937	\$16,937	\$0
	100.00%	76,486.91	\$2,159,002	\$2,132,961	\$2,132,961	\$0

EAST VALLEY SELPA

FY 2021/22 BUDGET INFORMATION

EV SELPA REGIONAL PROGRAM STUDENT INFORMATION DATABASE SYSTEM

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

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

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

East Valley SELPA

Regional Program Student Information Database System

FY 2021/22 BUDGET INFORMATION

	Proposed	1st Interim	2nd Interim (No Change)	Increase/ (Decrease)
REVENUE				
Beginning Balance	\$67,651	\$67,651	\$67,651	(\$0)
Colton	\$50,354	\$50,354	\$49,486	\$0
Redlands	\$53,936	\$53,936	\$56,762	\$0
Rialto	\$55,014	\$55,014	\$54,825	\$0
Rim	\$7,818	\$7,818	\$8,019	\$0
Yucaipa	\$25,861	\$25,861	\$25,271	\$0
*CSSF/EV Ops *	\$6,740	\$6,740	\$5,359	\$0
Districts' Share Total	\$199,722	\$199,722	\$199,722	\$0
TOTAL REVENUE	\$267,373	\$267,373	\$267,373	(\$0)
EXPENDITURES				
Materials & Supplies	\$0	\$0	\$0	\$0
Operations	\$185,185	\$185,185	\$185,185	\$0
Total	\$185,185	\$185,185	\$185,185	\$0
Indirect	\$14,537	\$14,537	\$14,537	\$0
Indirect Rate	7.85%	7.85%	7.85%	0.00%
TOTAL EXPENDITURES	\$199,722	\$199,722	\$199,722	\$0
ENDING BALANCE	\$67,651	\$67,651	\$67,651	(\$0)

EAST VALLEY SELPA
FY 2021/22 BUDGET INFORMATION
EVSELPA REGIONAL PROGRAM/AUTISM PROGRAM SPECIALIST

As authorized by the SELPA Board of Directors, the East Valley SELPA operates a Regional Program for district autism support and is funded Off-the-top AB 602.

The budget has 1 FTE for a Program Specialist.

Refer to the SELPA RS/PS Narrative for FY 21/22 Health and Mandatory Benefits rates, and Indirect Cost rate.

East Valley SELPA

SELPA Regional Autism Program Specialists

FY 2021/22 BUDGET INFORMATION

	Proposed	1st Interim	2nd Interim (No Change)	Increase/(Decrease)
REVENUE				
Beginning Balance	\$0	\$0	\$0	\$0
Off-the-Top	\$191,535	\$192,866	\$192,866	\$0
Other Apportionment from Prior Year	\$0	\$0	\$0	\$0
Contribution from Unrestricted Revenue	\$0	\$0	\$0	\$0
TOTAL REVENUE	\$191,535	\$192,866	\$192,866	\$0
EXPENDITURES				
Certificated Salaries	\$123,372	\$126,456	\$126,456	\$0
Benefits	\$42,626	\$45,003	\$45,003	\$0
Sub-Total	\$165,998	\$171,459	\$171,459	\$0
Materials & Supplies	\$1,000	\$1,000	\$1,000	\$0
Operations	\$10,596	\$6,369	\$6,369	\$0
Sub-Total	\$11,596	\$7,369	\$7,369	\$0
Total	\$177,594	\$178,828	\$178,828	\$0
Indirect	\$13,941	\$14,038	\$14,038	\$0
Indirect Rate	7.85%	7.85%	7.85%	0.00%
TOTAL EXPENDITURES	\$191,535	\$192,866	\$192,866	\$0
ENDING BALANCE	\$0	\$0	\$0	(\$0)
STAFFING:	1.0 Prog Specialists	1.0 Prog Specialist	1.0 Prog Specialist	
Total FTEs	1.0 FTEs	1.0 FTE	1.0 FTE	\$0.00

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

EAST VALLEY SELPA
FY 2021/22 BUDGET INFORMATION
CALIFORNIA CHILDRENS' SERVICES (CCS)

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

FY 21/22 expenditures include office supplies, facilities related maintenance costs, including janitorial, and utilities

East Valley SELPA

California Children's Services (CCS)

FY 2021/22 BUDGET INFORMATION

		Proposed	1st Interim	2nd Interim (No Change)	Increase/ (Decrease)
Beginning Balance		\$1,800	\$1,800	\$1,800	\$0
CCS District Support	Colton	\$9,131	\$9,265	\$9,265	\$0
	Redlands	\$9,784	\$9,924	\$9,924	\$0
	Rialto	\$9,977	\$9,615	\$9,615	\$0
	Rim	\$1,418	\$1,438	\$1,438	\$0
	Yucaipa	\$4,690	\$4,758	\$4,758	\$0
	CCS Districts' Share Total	\$35,000	\$35,000	\$35,000	\$0
TOTAL REVENUE		\$36,800	\$36,800	\$36,800	\$0
EXPENDITURES					
Materials & Supplies		\$2,600	\$2,600	\$2,600	\$0
Operations		\$32,400	\$32,400	\$32,400	\$0
	<i>Sub-Total</i>	\$35,000	\$35,000	\$35,000	\$0
	<i>Total</i>	\$35,000	\$35,000	\$35,000	\$0
TOTAL EXPENDITURES		\$35,000	\$35,000	\$35,000	\$0
ENDING BALANCE *		\$1,800	\$1,800	\$1,800	\$0

Note: Funded per Ed Code

EAST VALLEY SELPA
FY 2021/22 BUDGET INFORMATION
LEGAL/DUE PROCESS

The Legal fund was developed to track due process related costs as detailed in the Board approved "Funded by EV SELPA Legal X-Pot/Funded by District". Final district contribution for legal support is calculated based on CY October pupil count.

FY 21/22 budget was developed using FY 20/21 2nd interim projection. 1.75 FTEs are paid out of this program, which include: 1 Program Manager and .75 SELPA Services Specialist.

East Valley SELPA

Legal/Due Process

FY 2021/22 BUDGET INFORMATION

		Proposed	1st Interim	2nd Interim	Increase/(Decrease)
REVENUE					
Beginning Balance		\$59,503	\$68,808	\$68,808	\$0
District Contribution	Colton	\$260,900	\$260,926	\$318,255	\$57,329
	Redlands	\$279,557	\$279,485	\$365,050	\$85,565
	Rialto	\$285,044	\$285,073	\$352,596	\$67,523
	Rim	\$40,507	\$40,511	\$51,575	\$11,064
	Yucaipa	\$133,992	\$134,005	\$162,524	\$28,519
	Revenue	\$1,000,000	\$1,000,000	\$1,250,000	\$250,000
	<i>Total Pupil Count --></i>	<i>10,372</i>	<i>10,372</i>	<i>10,211</i>	
	<i>Less EV OPS --></i>	<i>(350)</i>	<i>(350)</i>	<i>(274)</i>	
	<i>Adjusted Pupil Count --></i>	<i>10,022</i>	<i>10,022</i>	<i>9,937</i>	
	Per Pupil -->	\$99.78	\$99.78	\$125.79	
TOTAL REVENUE		\$1,059,503	\$1,068,808	\$1,318,808	\$250,000
EXPENDITURES					
Certificated Salaries		\$165,953	\$170,102	\$170,102	\$0
Classified Salaries		\$71,160	\$55,036	\$55,036	\$0
Benefits		\$91,157	\$73,874	\$73,874	\$0
	Sub-Total	\$328,270	\$299,012	\$299,012	\$0
Materials & Supplies		\$1,014	\$1,014	\$1,014	\$0
Operations		\$670,716	\$699,974	\$949,974	\$250,000
	Sub-Total	\$671,730	\$700,988	\$950,988	\$250,000
	Total	\$1,000,000	\$1,000,000	\$1,250,000	\$250,000
TOTAL EXPENDITURES		\$1,000,000	\$1,000,000	\$1,250,000	\$250,000
ENDING BALANCE		\$59,503	\$68,808	\$68,808	\$0
STAFFING:		1.0 Program Manager, DP 1.0 SELPA Services Specialist	1.0 Program Manager, DP .75 SELPA Services Specialist	1.0 Program Manager, DP .75 SELPA Services Specialist	
Total FTEs		2.0 FTEs	1.75 FTEs	1.75 FTEs	\$0.00

Note: Funded on a per Current Year Pupil Count Basis

EAST VALLEY SELPA

FY 2021/22 BUDGET INFORMATION

LOW INCIDENCE MATERIALS, EQUIPMENT & SERVICES

Funding is provided through the AB 602 based on the prior year October Pupil count of Low Incidence students (primary and secondary disability). COLA 4.05% was applied.

FY 2021/22 rate is estimated to be \$3,050.43 per pupil for Materials, Equipment, and Services. Effective FY 20/21, EV SELPA retains 15% of Total SELPA LI Apportionment. The remainder is provided proportionately to districts based on October pupil count of students with low incidence disabilities.

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

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

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

EV SELPA Low Incidence Committee reviews current guidelines and procedures.

East Valley SELPA

Low Incidence Materials & Equipment

FY 2021/22 BUDGET INFORMATION

	Proposed	1st Interim	2nd Interim	Increase/(Decrease)
REVENUE				
Beginning Balance	\$372,989	\$552,679	\$552,679	\$0
AB 602 State Aid	\$276,369	\$276,369	\$276,369	\$0
TOTAL REVENUE	\$649,358	\$829,048	\$829,048	\$0
EXPENDITURES				
Materials & Supplies	\$107,000	\$142,000	\$148,000	\$6,000
Operations & Contracts	\$130,700	\$174,800	\$161,600	(\$13,200)
<i>Sub-Total</i>	\$237,700	\$316,800	\$309,600	(\$7,200)
Equipment	\$20,339	\$30,000	\$70,000	\$40,000
Indirect	\$18,330	\$24,869	\$24,304	\$6,539
<i>Indirect Rate</i>	7.85%	7.85%	7.85%	7.85%
TOTAL EXPENDITURES	\$276,369	\$371,669	\$403,904	\$32,235
ENDING BALANCE	\$372,989	\$457,379	\$425,144	(\$32,235)

Note: Funded per Ed Code based on Qualifying Primary and Secondary Disability of Prior Year October Pupil Count times an estimated \$3,050.43

DISTRICT	Primary Disability	Secondary Disability	Total LI Pupil Count	% of Funding based on Pupil Count	Proportionate Share
COLTON	95	68	163	0.266	\$ 416,432.16
REDLANDS	85	103	188	0.307	\$ 480,302.12
RIALTO	100	68	168	0.274	\$ 429,206.15
RIM	9	7	16	0.026	\$ 40,876.78
YUCAIPA	48	30	78	0.127	\$ 199,274.28
			613	1.000	
SELPA	*Last FY Apportionment				\$ 276,369.09
	TOTAL 2021-22 PROJECTED APPORTIONMENT			1.000	\$1,842,460.58

EAST VALLEY SELPA
FY 2021/22 BUDGET INFORMATION
EVSELPA REGIONAL PROGRAM/BEHAVIOR HEALTH COUNSELORS

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

Staff includes .25 of Program Manager responsible for staff oversight, 2.40 Behavioral Health counselors, and .30 of SELPA Services Specialist.

Refer to the SELPA RS/PS Narrative for FY 21/22 Health and Mandatory Benefits rates, and Indirect Cost rate.

East Valley SELPA

SELPA Regional Behavioral Health Counselors

FY 2021/22 BUDGET INFORMATION

		Proposed	1st Interim	2nd Interim (No Change)	Increase/(Decrease)
REVENUE					
Beginning Balance		\$0	\$0	\$0	\$0
DISTRIBUTION OF COST BASED ON PROPORTIONATE SHARE OF STUDENT COUNT	Colton	\$320,179	\$239,139	\$239,139	\$0
	Redlands	\$101,875	\$68,325	\$68,325	\$0
	Rialto	\$0	\$0	\$0	\$0
	Rim	\$116,429	\$239,139	\$239,139	\$0
	Yucaipa	\$43,661	\$11,388	\$11,388	\$0
	Total	\$582,144	\$557,991	\$557,991	\$0
TOTAL REVENUE		\$582,144	\$557,991	\$557,991	\$0
EXPENDITURES					
Classified Salaries Benefits		\$368,479	\$362,605	\$362,605	(\$0)
		\$153,416	\$141,444	\$141,444	\$0
	Sub-Total	\$521,895	\$504,049	\$504,049	(\$0)
Materials & Supplies Operations		\$1,000	\$500	\$500	\$0
		\$16,877	\$12,828	\$12,828	\$0
	Sub-Total	\$17,877	\$13,328	\$13,328	\$0
	Total	\$539,772	\$517,377	\$517,377	(\$0)
Indirect		\$42,372	\$40,614	\$40,614	(\$0)
	Indirect Rate	7.85%	7.85%	7.85%	0.00%
TOTAL EXPENDITURES		\$582,144	\$557,991	\$557,991	(\$0)
ENDING BALANCE		\$0	\$0	\$0	\$0
STAFFING:					
	.25 Program Manager, BHC	.25 Program Manager, BHC	.25 Program Manager, BHC	.25 Program Manager, BHC	
	2.40 Behavior Health Counselors II	2.40 Behavior Health Counselors II	2.40 Behavior Health Counselors II	2.40 Behavior Health Counselors II	
	.33 SELPA Services Specialist	.30 SELPA Services Specialist	.30 SELPA Services Specialist	.30 SELPA Services Specialist	
Total FTEs		2.98 FTEs	2.95 FTE	2.95 FTE	0.00

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

EAST VALLEY SELPA

FY 2021/22 BUDGET INFORMATION

EVSELPA REGIONAL PROGRAM/OVERSIGHT OF RESIDENTIAL MENTAL HEALTH

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

Staff includes .75 of Program Manager and .60 from two Behavioral Health Counselors responsible for oversight and residential placements, .20 of Accounting Technician to process NPS Mental Health/Residential invoices and parent reimbursements.

Refer to the SELPA RS/PS Narrative for FY 21/22 Health and Mandatory Benefits rates, and Indirect Cost rates.

East Valley SELPA

SELPA Regional Residential Mental Health

FY 2021/22 BUDGET INFORMATION

	Proposed	1st Interim	2nd Interim (No Change)	Increase/(Decrease)
REVENUE				
Beginning Balance	\$158,760	\$90,103	\$90,103	\$0
Off-the-top	\$360,897	\$326,784	\$326,784	\$0
TOTAL REVENUE	\$519,657	\$416,887	\$416,887	\$0
EXPENDITURES				
Classified Salaries	\$220,451	\$207,182	\$207,182	\$0
Benefits	\$90,330	\$84,324	\$84,324	\$0
Sub-Total	\$310,781	\$291,506	\$291,506	(\$19,275)
Materials & Supplies	\$0	\$695	\$695	\$0
Operations	\$23,848	\$10,797	\$10,797	\$0
Sub-Total	\$23,848	\$11,491	\$11,492	\$1
Total	\$334,629	\$302,997	\$302,998	(\$19,274)
Indirect	\$26,268	\$23,785	\$23,785	\$0
Indirect Rate	7.85%	7.85%	7.85%	0.00%
TOTAL EXPENDITURES	\$360,897	\$326,784	\$326,784	\$0
ENDING BALANCE	\$158,760	\$ 90,103	\$ 90,103	\$ (0)
STAFFING:	.75 Program Manager, BHC .60 Behavioral health counselors .20 Accounting Technician	.75 Program Manager, BHC .60 Behavioral health counselor .20 Accounting Technician	.75 Program Manager, BHC .60 Behavioral health counselor .20 Accounting Technician	
Total FTEs	1.55 FTE	1.55 FTEs	1.55 FTEs	0.00

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

EAST VALLEY SELPA

FY 2021/22 BUDGET INFORMATION

EVSELPA REGIONAL PROGRAM/OCCUPATIONAL THERAPY (OT)

As authorized by the SELPA Board of Directors, the East Valley SELPA operates a Regional Program funded Off-the-top to provide occupational therapy services and final cost is proportionately shared based on student serviced counts.

FY 2021/22 Second Interim budget was revised. After months of searching to replace 2 contract Occupational Therapists and hire one additional Occupational Therapist none were found. This revised budget includes the addition of 3 SBCSS Occupational Therapists for a total of 7.92 SBCSS Occupational Therapists. The budget also includes 2 contract Occupational Therapists and 2 contract Certified Occupational Therapy Assistants plus .60 SELPA Services Specialist.

Refer to the SELPA RS/PS Narrative for FY 21/22 Health and Mandatory Benefits rates, and Indirect Cost rate.

East Valley SELPA

SELPA Regional Occupational Therapy (OT)

FY 2021/22 BUDGET INFORMATION

		Proposed	1st Interim	2nd Interim	Increase/(Decrease)
REVENUE					
Beginning Balance		\$0	\$0	\$0	\$0
AB 602 "Off the Top" Funding	Colton	\$558,074	\$534,237	\$548,413	\$14,176
	Redlands	\$803,082	\$928,555	\$953,194	\$24,639
	Rim	\$108,893	\$101,760	\$104,460	\$2,700
	Yucaipa	\$333,483	\$317,998	\$326,436	\$8,438
	CSSF/EV Ops	\$0	\$0	\$0	\$0
	Total	\$1,803,532	\$1,882,550	\$1,932,502	\$49,952
TOTAL REVENUE		\$1,803,532	\$1,882,550	\$1,932,502	\$49,952
EXPENDITURES					
Classified Salaries		\$651,474	\$731,914	\$809,506	\$77,592
Benefits		\$270,892	\$293,839	\$335,982	\$42,142
	Sub-Total	\$922,366	\$1,025,753	\$1,145,488	\$119,734
Materials & Supplies		\$6,600	\$800	\$500	(\$300)
Operations		\$196,237	\$209,006	\$211,006	\$2,000
5110 Sub-agreements for Services		\$590,000	\$550,000	\$468,982	(\$81,018)
	Sub-Total	\$792,837	\$759,806	\$680,488	(\$79,318)
	Total	\$1,715,203	\$1,785,559	\$1,825,976	\$40,417
Indirect		\$88,329	\$96,991	\$106,526	\$9,535
	<i>Indirect Rate</i>	<i>7.85%</i>	<i>7.85%</i>	<i>7.85%</i>	<i>0.00%</i>
TOTAL EXPENDITURES		\$1,803,532	\$1,882,550	\$1,932,502	\$49,952
ENDING BALANCE		\$0	\$0	\$0	(\$0)
STAFFING:					
	4.92 Occupational Therapist II	5.92 Occupational Therapist II	7.92 Occupational Therapist II		
	4.0 Contract OT (hourly)	4.0 Contract OT (hourly)	2.0 Contract OT (hourly)		
	2.0 Certified OT Asst.(COTA)	2.0 Certified OT Asst.(COTA)	2.0 Certified OT Asst.(COTA)		
	.34 SELPA Services Specialist	.60 SELPA Services Specialist	.60 SELPA Services Specialist		
Total FTEs	5.26 FTEs (6.00 Contracts)	6.52 FTEs (6.00 Contracts)	8.52 FTEs (4.00 Contracts)	2.00 FTE (-2.00 Contracts)	

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

EAST VALLEY SELPA

FY 2021/22 BUDGET INFORMATION

PHYSICAL THERAPY SERVICES & LOW INCIDENCE ASSESSMENT

District costs shown in this budget for FY 21/22 are: .667 FTE for a School Physical Therapist II and .08 of Occupational Therapist for low incidence assessments conducted by EV SELPA.

The budget is based on the 20/21 projected operating costs. Costs are charged to district of residence proportionately based on service count via cash transfer.

Refer to the SELPA RS/PS Narrative for FY 21/22 Health and Mandatory Benefits rates, and Indirect Cost rate.

East Valley SELPA

PHYSICAL THERAPY SERVICES & LOW INCIDENCE ASSESSMENT

FY 2021/22 BUDGET INFORMATION

	Proposed	1st Interim	2nd Interim (No Change)	Increase/ (Decrease)
REVENUE	PT/LOW INC	PT/LOW INC	PT/LOW INC	
Beginning Balance	\$0	\$0	\$0	\$0
Districts proportionate share cost based on student counts	Colton	\$50,791	\$45,336	\$45,336
	Redlands	\$72,558	\$64,766	\$64,766
	Rim	\$21,767	\$19,430	\$19,430
	Yucaipa	\$0	\$-	\$-
	Co. Schools	\$0	\$0	\$0
	TOTAL	\$145,116	\$129,532	\$129,532
TOTAL REVENUE	\$145,116	\$129,532	\$129,532	\$0
EXPENDITURES				
Classified Salaries	\$86,965	\$85,963	\$85,963	\$0
Benefits	\$41,384	\$29,025	\$29,025	\$0
Sub-Total	\$128,349	\$114,988	\$114,988	\$0
Materials & Supplies	\$1,200	\$0	\$0	\$0
Operations	\$5,005	\$5,116	\$5,116	\$0
Sub-Total	\$6,205	\$5,116	\$5,116	\$0
TOTAL	\$134,554	\$120,104	\$120,104	\$0
Indirect Cost	\$10,562	\$9,428	\$9,428	\$0
<i>Indirect Rate</i>	7.85%	7.85%	7.85%	0.00%
TOTAL EXPENDITURES	\$145,116	\$129,532	\$129,532	\$0
ENDING BALANCE	\$0	\$0	\$0	\$0
STAFFING:	.667 Physical Therapist .08 Occupational Therapist	.667 Physical Therapist .08 Occupational Therapist	.667 Physical Therapist .08 Occupational Therapist	
Total FTEs	.747 FTE	.747 FTE	.747 FTE	0.00

4.3 2021-2022 2nd Quarter NPS Reimbursement Transfer



East Valley SELPA
21-22 2nd Quarter NPS Cost Totals

Colton	2020-2021	2021-2022				
NPS (Students reside w/parents)	20	21				
NPS (Students in residential setting)	2	1				
	Prior Yr Q2 Total***	Q1 Not Previously Billed	Oct	Nov	Dec	Q2 Total
NPS Education*	\$ 252,010.49	\$ -	\$ 120,444.75	\$ 96,560.00	\$ 76,223.20	\$ 293,227.95
NPS Mental Health**	\$ 65,691.32	\$ -	\$ 16,252.33	\$ 16,344.94	\$ 15,217.26	\$ 47,814.53
District Total	\$ 317,701.81	\$ -	\$ 136,697.08	\$ 112,904.94	\$ 91,440.46	\$ 341,042.48
Redlands	2020-2021	2021-2022				
NPS (Students reside w/parents)	16	16				
NPS (Students in residential setting)	5	1				
	Prior Yr Q2 Total***	Q1 Not Previously Billed	Oct	Nov	Dec	Q2 Total
NPS Education*	\$ 207,885.99	\$ -	\$ 84,901.07	\$ 67,402.43	\$ 53,549.90	\$ 205,853.40
NPS Mental Health**	\$ 165,574.51	\$ -	\$ 19,388.16	\$ 17,630.38	\$ 20,027.37	\$ 57,045.91
District Total	\$ 373,460.50	\$ -	\$ 104,289.23	\$ 85,032.81	\$ 73,577.27	\$ 262,899.31
Rialto	2020-2021	2021-2022				
NPS (Students reside w/parents)	14	15				
NPS (Students in residential setting)	5	3				
	Prior Yr Q2 Total***	Q1 Not Previously Billed	Oct	Nov	Dec	Q2 Total
NPS Education*	\$ 189,307.80	\$ 3,924.28	\$ 96,287.97	\$ 66,722.34	\$ 57,626.89	\$ 224,561.48
NPS Mental Health**	\$ 147,632.75	\$ 212.70	\$ 40,620.88	\$ 41,860.31	\$ 24,756.45	\$ 107,450.34
District Total	\$ 336,940.55	\$ 4,136.98	\$ 136,908.85	\$ 108,582.65	\$ 82,383.34	\$ 332,011.82
Rim	2020-2021	2021-2022				
NPS (Students reside w/parents)	3	3				
NPS (Students in residential setting)	1	2				
	Prior Yr Q2 Total***	Q1 Not Previously Billed	Oct	Nov	Dec	Q2 Total
NPS Education*	\$ 53,801.00	\$ -	\$ 19,825.82	\$ 15,188.35	\$ 11,113.20	\$ 46,127.37
NPS Mental Health**	\$ 27,659.55	\$ -	\$ 1,233.60	\$ 22,021.75	\$ 25,005.14	\$ 48,260.49
District Total	\$ 81,460.55	\$ -	\$ 21,059.42	\$ 37,210.10	\$ 36,118.34	\$ 94,387.86
Yucaipa-Calimesa	2020-2021	2021-2022				
NPS (Students reside w/parents)	11	15				
NPS (Students in residential setting)	3	4				
	Prior Yr Q2 Total***	Q1 Not Previously Billed	Oct	Nov	Dec	Q2 Total
NPS Education*	\$ 130,480.62	\$ -	\$ 72,559.97	\$ 63,492.38	\$ 47,662.61	\$ 183,714.96
NPS Mental Health**	\$ 81,868.31	\$ -	\$ 48,248.36	\$ 47,143.20	\$ 45,387.23	\$ 140,778.79
District Total	\$ 212,348.93	\$ -	\$ 120,808.33	\$ 110,635.58	\$ 93,049.84	\$ 324,493.75
SELPA Wide Tuition Total	\$ 833,485.90	\$ 3,924.28	\$ 394,019.58	\$ 309,365.50	\$ 246,175.80	\$ 953,485.16
SELPA Wide Mental Health Total	\$ 488,426.44	\$ 212.70	\$ 125,743.33	\$ 145,000.58	\$ 130,393.45	\$ 401,350.06
SELPA Wide Grand Total	\$ 1,321,912.34	\$ 4,136.98	\$ 519,762.91	\$ 454,366.08	\$ 376,569.25	\$ 1,354,835.22

*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 reimbursement

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

4.4 2021-2022 P-1 EV SELPA NPS ADA Reporting

EAST VALLEY SELPA
P-1 NPS ADA AS OF DECEMBER 20, 2021

District of Residence	LCFF Grade	Extended Yr ADA	P-1 ADA	Totals
COLTON	K-3			
	4-6	1.00	2.51	3.51
	7-8	1.00	2.84	3.84
	9-12	11.99	12.08	24.07
Colton JUSD Totals		13.99	17.43	31.42
REDLANDS	K-3			
	4-6	2.21	4.55	6.76
	7-8		0.95	0.95
	9-12	6.34	11.40	17.74
Redlands USD Totals		8.55	16.90	25.45
RIALTO	K-3			
	4-6	0.73	3.40	4.13
	7-8	1.91	0.77	2.68
	9-12	6.20	12.81	19.01
Rialto USD Totals		8.84	16.98	25.82
RIM	K-3			
	4-6		0.88	0.88
	7-8	0.80	0.64	1.44
	9-12	1.00	1.56	2.56
Rim of the World USD Totals		1.80	3.08	4.88
YUCAIPA-CALIMESA	K-3			
	4-6	1.73	3.77	5.50
	7-8	3.82	4.00	7.82
	9-12	8.42	10.20	18.62
Yucaipa-Calimesa JUSD Totals		13.97	17.97	31.94

ALL DISTRICTS				
K-3	-	-	-	
4-6	5.67	15.11	20.78	
7-8	7.53	9.20	16.73	
9-12	33.95	48.05	82.00	
Grand Total	47.15	72.36	119.51	

NPS Average Daily Attendance (ADA) Reporting

- EV SELPA records and tracks all NPS student attendance data for our member districts based on attendance logs submitted by the NPS on a monthly basis.
- NPS ADA are reported for 3 periods:
 - **P-1** certified by February 20, is based on the first period data that LEAs report to the California Department of Education (CDE) through December
 - **P-2** certified by June 25, is based on the second period data that LEAs report to CDE in through March
 - **Annual** certified by February 20 in the following year, is based on annual data that LEAs report to CDE. Annual is re-certified three times, Annual R1, R2, and R3 with LEAs reporting corrected data at specific times.
- EV SELPA provides NPS ADA by grade level's Extended School Year (ESY) and Regular School Year (RSY) and totals for the reporting period to districts' fiscal staff and/or attendance clerks

- Extended School Year (ESY) is considered an extension of the current school year. Period between the end of the regular academic year and the beginning of the following academic year
 - ✓ ADA is calculated by taking the number of days of pupil attendance divided by the (fixed divisor) 175.
 - RSY is the number of days attended by the student divided by the days of instruction.
- EV SELPA provides the same data to Business Advisory Services (BAS).
- BAS will verify the numbers the districts entered on PADC agree with what we provided to them.

EC Section 41601: *The governing board of each school district shall report to the Superintendent of Public Instruction during each fiscal year the average daily attendance of the district for all full school months during the 3 reporting periods.*

- NPS ADA is reported by the districts using the new Principal Apportionment Data Collection (PADC) web application. Access is given to districts for data entry, validation, and electronic data certification.

Where to Find the New Application

- PADC Web Page: <https://www.cde.ca.gov/fg/sf/pa/>
- CDE Home Page: search for PADC
- Web Page resources:
 - Centralized Authentication System (CAS)
 - User Manual
 - YouTube videos
 - Calendar of Due Dates
 - PASE Listserv

Principal Apportionment Data Collection (PADC)



Logon

Please enter your CAS Username and Password

Username

Password

System maintenance is performed every Tuesday between 7:00 - 10:00 AM PST. The system may be unavailable during this time period.

NOTICE: By clicking Logon, you are about to access the Principal Apportionment Data Collection (PADC) of the State of California Department of Education ("the Department"). This system is intended for authorized users only. Unauthorized access to or use of this system, or any information therein, is strictly prohibited by Department policy. By using this system, you are acknowledging and agreeing that all information concerning your access to this system, including but not limited to any information entered, stored or retrieved by you, may be monitored, retrieved, and/or disclosed by authorized personnel, including authorized network administrators and CDE personnel. For the complete Department policy, refer to our [Web Policy](#).

Centralized Authentication System (CAS) User Links

[Update Password](#) | [Register](#) | [Forgot Password](#)

Common acronyms:

ADA: Average Daily Attendance, E.C.: Education Code

Home - Principal Apportionment Data Collection (PADC)

Post Attendee - Zoom

passtaging.cde.ca.gov/Home

Principal Apportionment Data Collection (PADC)

Fresno 2021-22 P-1

PADCdemoCS, Administrator Logoff

Home Data Entry Help

Status

Assign Users

Acronyms

Calendar of Key Deadlines

Home

User Management

View Details

Records Pending Validation

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Data Certification

View Details

Principal Apportionment News

No current news.

More News

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1430 N Street

Sacramento, CA 95814

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A-3	Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Children's Institutions	Report ADA for special education Nonpublic, Nonsectarian Schools - Licensed Children's Institutions (NPS/LCI) students, who are residentially placed in an agency other than the LEA, in the appropriate grade span column. ADA is determined by dividing the total days of attendance by the days taught.
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A-4	<u>Extended Year Special Education</u> - Special Education [EC 56345(b)(3)], Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Children's Institutions (Divisor 175)	Report ADA for special education, extended year classes, special education Nonpublic, Nonsectarian Schools extended year classes, and special education NPS/LCI extended year classes, in the appropriate grade span column. ADA is determined by dividing the total days of attendance by 175.
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4.5 Preparing for 2022 Maintenance of Effort (MOE) – SEMA-I

Monitoring MOE
throughout the
Fiscal Year



EAST VALLEY
SELPA
Educating Together

Background – Calculating Maintenance of Effort (MOE)

- Federal law imposes a maintenance of effort (MOE) requirement on state and local spending, mandating that both states and local education agencies (LEAs) spend at least as much on special education each year as they did in the preceding year in order to receive federal special education funding.
- LEAs must use one of the following 4 methods to measure current year spending annually against that of the prior year to demonstrate MOE compliance based on total or per-pupil special education spending:
 1. Combined state and local expenditures
 2. Combined state and local expenditures per capita
 3. Local expenditures only
 4. Local expenditures only on a per capita basis

What can LEAs do with the atypical revenue and expenditure patterns produced by the response to the COVID-19 pandemic:



- Increase planning and regular monitoring of MOE and factors that affect it
 - Is your LEA meeting the special education MOE requirement?
- Analyze special education expenditures since the onset of the COVID-19 pandemic to determine areas of cost savings versus increased expenditures
- Review prior year subsequent year tracking (SYT) worksheet to ensure use of the correct MOE comparison year.
- Calculate MOE regularly to get a preliminary idea of whether they are meeting their MOE requirement.
- If an LEA does not meet the MOE requirement, review and determine if it has an allowable exemptions and/or move allowable expenditures into special education to attempt to meet MOE.

What Exemptions from the
MOE are available?
(34 CFR 300.204)

LEAs may claim exemption(s) from MOE if any of the following occur:

- (a) The voluntary departure, by retirement or otherwise, or departure for just cause, of special education or related services personnel.
- (b) A decrease in the enrollment of children with disabilities.
- (c) The termination of the obligation of the agency, consistent with this part, to provide a program of special education to a particular child with a disability that is an exceptionally costly program, as determined by the SEA [special education agency], because the child
 - (1) Has left the jurisdiction of the agency;
 - (2) Has reached the age at which the obligation of the agency to provide FAPE [free appropriate public education] to the child has terminated; or
 - (3) No longer needs the program of special education.
- (d) The termination of costly expenditures for long-term purchases, such as the acquisition of equipment or the construction of school facilities.
- (e) The assumption of cost by the high-cost fund under 34 CFR 300.704(c).

- Keep track of possible exemptions quarterly: (make copy of [Exemptions form](#) and keep in a folder to update throughout the year)

IMPORTANT: SPED DIRECTOR and FISCAL DIRECTOR need to communicate on this information throughout the year

- If an LEA determines that its expenditures were reduced because one or more of the events occurred that qualify it for an exemption from meeting MOE, the LEA may calculate a reduction to the required MOE standard using the exempt reductions to MOE worksheet.


What is PCRA?

-Program Cost Report Allocation

PCRA is the Support and Central Administration Costs that can be allocated across multiple programs. A portion may be allocated to special education.

- Instructional Costs - “Directly related to the program” - Teachers, Aides, Textbooks, etc.
- Support Costs - “On the periphery of the program” - Plant M&O, Library, Pupil Support Services, Transportation, etc.
- Central Administration Costs - “Farthest removed from the program” - Accounting, Personnel, Budgeting, School Board, Supt, etc.

IMPORTANT: Confirm that the Program Cost Report in SACS (UA) has been opened, completed, and saved prior to opening your LEA's MOE for the correct amounts to display on the MOE form or the expenditures will be understated.

Let's look at a district's
SEMA-I from
SACS2021ALL 

First Interim
Special Education Maintenance of Effort
2021-22 Projected Expenditures vs. Actual Comparison Year
2021-22 Projected Expenditures by LEA (LP-I)

Object Code	Description	Special Education, Unspecified (Goal 5001)	Regionalized Services (Goal 5050)	Regionalized Program Specialist (Goal 5060)	Special Education, Infants (Goal 5710)	Special Education, Preschool Students (Goal 5730)	Spec. Education, Ages 5-22 (Goal 5760)	Adjustments*	Total
	UNDUPLICATED PUPIL COUNT								2,615
TOTAL PROJECTED EXPENDITURES (Funds 01, 09, & 62; resources 0000-9999)									
1000-1999	Certificated Salaries	5,622,716.00	0.00	0.00	0.00	454,742.00	10,074,587.00		16,152,045.00
2000-2999	Classified Salaries	1,712,728.00	0.00	0.00	0.00	125,607.00	5,390,954.00		7,229,289.00
3000-3999	Employee Benefits	2,839,556.00	0.00	0.00	0.00	253,039.00	7,210,736.00		10,303,331.00
4000-4999	Books and Supplies	1,710,610.00	0.00	0.00	0.00	0.00	222,942.00		1,933,552.00
5000-5999	Services and Other Operating Expenditures	4,883,188.00	0.00	0.00	0.00	7,569.00	959,523.00		5,850,280.00
6000-6999	Capital Outlay (except Object 6600 & Object 6910)	118,501.00	0.00	0.00	0.00	0.00	0.00		118,501.00
7130	State Special Schools	15,000.00	0.00	0.00	0.00	0.00	0.00		15,000.00
7430-7439	Debt Service	0.00	0.00	0.00	0.00	0.00	0.00		0.00
	Total Direct Costs	16,902,299.00	0.00	0.00	0.00	840,957.00	23,858,742.00	0.00	41,601,998.00
7310	Transfers of Indirect Costs	439,095.00	0.00	0.00	0.00	7,484.00	0.00		446,579.00
7350	Transfers of Indirect Costs - Interfund	0.00	0.00	0.00	0.00	0.00	0.00		0.00
	Total Indirect Costs	439,095.00	0.00	0.00	0.00	7,484.00	0.00	0.00	446,579.00
	TOTAL COSTS	17,341,394.00	0.00	0.00	0.00	848,441.00	23,858,742.00	0.00	42,048,577.00
STATE AND LOCAL PROJECTED EXPENDITURES (Funds 01, 09, & 62; resources 0000-2999, 3385, & 6000-9999)									
1000-1999	Certificated Salaries	5,581,809.00	0.00	0.00	0.00	298,943.00	10,074,137.00		15,954,889.00
2000-2999	Classified Salaries	1,712,728.00	0.00	0.00	0.00	0.00	1,650,683.00		3,363,411.00
3000-3999	Employee Benefits	2,829,678.00	0.00	0.00	0.00	142,535.00	4,796,020.00		7,768,233.00
4000-4999	Books and Supplies	1,710,610.00	0.00	0.00	0.00	0.00	222,942.00		1,933,552.00
5000-5999	Services and Other Operating Expenditures	4,637,483.00	0.00	0.00	0.00	0.00	959,523.00		5,597,006.00
6000-6999	Capital Outlay (except Object 6600 & Object 6910)	118,501.00	0.00	0.00	0.00	0.00	0.00		118,501.00
7130	State Special Schools	15,000.00	0.00	0.00	0.00	0.00	0.00		15,000.00
7430-7439	Debt Service	0.00	0.00	0.00	0.00	0.00	0.00		0.00
	Total Direct Costs	16,605,809.00	0.00	0.00	0.00	441,478.00	17,703,305.00	0.00	34,750,592.00
7310	Transfers of Indirect Costs	202,622.00	0.00	0.00	0.00	0.00	0.00		202,622.00
7350	Transfers of Indirect Costs - Interfund	0.00	0.00	0.00	0.00	0.00	0.00		0.00
	Total Indirect Costs	202,622.00	0.00	0.00	0.00	0.00	0.00	0.00	202,622.00
	TOTAL BEFORE OBJECT 8980	16,808,431.00	0.00	0.00	0.00	441,478.00	17,703,305.00	0.00	34,953,214.00
8980	Contributions from Unrestricted Revenues to Federal Resources (Resources 3310-3400, except 3385, all goals; resources 3000-3178 & 3410-5810, goals 5000-5999)								2,738,112.00
	TOTAL COSTS								37,691,326.00

First Interim
Special Education Maintenance of Effort
2021-22 Projected Expenditures vs. Actual Comparison Year
2021-22 Projected Expenditures by LEA (LP-I)

Object Code	Description	Special Education, Unspecified (Goal 5001)	Regionalized Services (Goal 5050)	Regionalized Program Specialist (Goal 5060)	Special Education, Infants (Goal 5710)	Special Education, Preschool Students (Goal 5730)	Spec. Education, Ages 5-22 (Goal 5760)	Adjustments*	Total
LOCAL PROJECTED EXPENDITURES (Funds 01, 09, & 62; resources 0000-1999 & 8000-9999)									
1000-1999	Certificated Salaries	669,409.00	0.00	0.00	0.00	4,772.00	103,626.00		777,807.00
2000-2999	Classified Salaries	743,414.00	0.00	0.00	0.00	0.00	230,774.00		974,188.00
3000-3999	Employee Benefits	618,573.00	0.00	0.00	0.00	1,840.00	166,843.00		787,256.00
4000-4999	Books and Supplies	273,000.00	0.00	0.00	0.00	0.00	180,004.00		453,004.00
5000-5999	Services and Other Operating Expenditures	213,000.00	0.00	0.00	0.00	0.00	0.00		213,000.00
6000-6999	Capital Outlay (except Object 6600 & Object 6910)	101,001.00	0.00	0.00	0.00	0.00	0.00		101,001.00
7130	State Special Schools	15,000.00	0.00	0.00	0.00	0.00	0.00		15,000.00
7430-7439	Debt Service	0.00	0.00	0.00	0.00	0.00	0.00		0.00
	Total Direct Costs	2,633,397.00	0.00	0.00	0.00	6,612.00	681,247.00	0.00	3,321,256.00
7310	Transfers of Indirect Costs	0.00	0.00	0.00	0.00	0.00	0.00		0.00
7350	Transfers of Indirect Costs - Interfund	0.00	0.00	0.00	0.00	0.00	0.00		0.00
	Total Indirect Costs	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	TOTAL BEFORE OBJECT 8980	2,633,397.00	0.00	0.00	0.00	6,612.00	681,247.00	0.00	3,321,256.00
8980	Contributions from Unrestricted Revenues to Federal Resources (From State and Local Projected Expenditures section)								2,738,112.00
8980	Contributions from Unrestricted Revenues to State Resources (Resources 3385, 6500-6540, & 7240, all goals; resources 2000-2999 & 6010-7810, except 6500-6540, & 7240, goals 5000-5999)								19,409,526.00
	TOTAL COSTS								25,468,894.00

* Attach an additional sheet with explanations of any amounts in the Adjustments column.

Object Code	Description	Special Education, Unspecified (Goal 5001)	Regionalized Services (Goal 5050)	Regionalized Program Specialist (Goal 5060)	Special Education, Infants (Goal 5710)	Special Education, Preschool Students (Goal 5730)	Spec. Education, Ages 5-22 (Goal 5760)	Adjustments*	Total
	UNDUPLICATED PUPIL COUNT								2,615
TOTAL ACTUAL EXPENDITURES (Funds 01, 09, & 62; resources 0000-9999)									
1000-1999	Certificated Salaries	4,757,638.60	0.00	0.00	0.00	441,993.17	10,373,233.68		15,572,865.45
2000-2999	Classified Salaries	2,150,904.85	0.00	0.00	0.00	113,587.97	5,021,070.03		7,285,562.85
3000-3999	Employee Benefits	3,180,104.55	0.00	0.00	0.00	232,462.06	7,080,526.98		10,493,093.59
4000-4999	Books and Supplies	175,044.83	0.00	0.00	0.00	0.00	14,662.13		189,706.96
5000-5999	Services and Other Operating Expenditures	2,607,882.42	0.00	0.00	0.00	4,876.24	960,378.70		3,573,137.36
6000-6999	Capital Outlay	12,500.00	0.00	0.00	0.00	0.00	0.00		12,500.00
7130	State Special Schools	0.00	0.00	0.00	0.00	0.00	0.00		0.00
7430-7439	Debt Service	0.00	0.00	0.00	0.00	0.00	0.00		0.00
	Total Direct Costs	12,884,075.25	0.00	0.00	0.00	792,919.44	23,449,871.52	0.00	37,126,866.21
7310	Transfers of Indirect Costs	349,659.00	0.00	0.00	0.00	6,015.00	0.00		355,674.00
7350	Transfers of Indirect Costs - Interfund	0.00	0.00	0.00	0.00	0.00	0.00		0.00
PCRA	Program Cost Report Allocations (non-add)	2,562,262.09							2,562,262.09
	Total Indirect Costs	349,659.00	0.00	0.00	0.00	6,015.00	0.00	0.00	355,674.00
	TOTAL COSTS	13,233,734.25	0.00	0.00	0.00	798,934.44	23,449,871.52	0.00	37,482,540.21
FEDERAL ACTUAL EXPENDITURES (Funds 01, 09, and 62; resources 3000-5999, except 3385)									
1000-1999	Certificated Salaries	38,267.96	0.00	0.00	0.00	146,263.32	83,721.60		268,252.88
2000-2999	Classified Salaries	0.00	0.00	0.00	0.00	113,587.97	3,572,117.52		3,685,705.49
3000-3999	Employee Benefits	10,633.43	0.00	0.00	0.00	81,622.63	1,856,570.31		1,948,826.37
4000-4999	Books and Supplies	43,626.28	0.00	0.00	0.00	0.00	0.00		43,626.28
5000-5999	Services and Other Operating Expenditures	294,317.00	0.00	0.00	0.00	4,876.24	0.00		299,193.24
6000-6999	Capital Outlay	0.00	0.00	0.00	0.00	0.00	0.00		0.00
7130	State Special Schools	0.00	0.00	0.00	0.00	0.00	0.00		0.00
7430-7439	Debt Service	0.00	0.00	0.00	0.00	0.00	0.00		0.00
	Total Direct Costs	386,844.67	0.00	0.00	0.00	346,350.16	5,512,409.43	0.00	6,245,604.26
7310	Transfers of Indirect Costs	240,920.00	0.00	0.00	0.00	6,015.00	0.00		246,935.00
7350	Transfers of Indirect Costs - Interfund	0.00	0.00	0.00	0.00	0.00	0.00		0.00
	Total Indirect Costs	240,920.00	0.00	0.00	0.00	6,015.00	0.00	0.00	246,935.00
	TOTAL BEFORE OBJECT 8980	627,764.67	0.00	0.00	0.00	352,365.16	5,512,409.43	0.00	6,492,539.26
8980	Less: Contributions from Unrestricted Revenues to Federal Resources (Resources 3310-3400, except 3385, all goals; resources 3000-3178 & 3410-5810, goals 5000-5999)								1,848,307.86
	TOTAL COSTS								4,644,231.40

Object Code	Description	Special Education, Unspecified (Goal 5001)	Regionalized Services (Goal 5050)	Regionalized Program Specialist (Goal 5060)	Special Education, Infants (Goal 5710)	Special Education, Preschool Students (Goal 5730)	Spec. Education, Ages 5-22 (Goal 5760)	Adjustments*	Total
STATE AND LOCAL ACTUAL EXPENDITURES (Funds 01, 09, & 62; resources 0000-2999, 3385, & 6000-9999)									
1000-1999	Certificated Salaries	4,719,370.64	0.00	0.00	0.00	295,729.85	10,289,512.08		15,304,612.57
2000-2999	Classified Salaries	2,150,904.85	0.00	0.00	0.00	0.00	1,448,952.51		3,599,857.36
3000-3999	Employee Benefits	3,169,471.12	0.00	0.00	0.00	150,839.43	5,223,956.67		8,544,267.22
4000-4999	Books and Supplies	131,418.55	0.00	0.00	0.00	0.00	14,662.13		146,080.68
5000-5999	Services and Other Operating Expenditures	2,313,565.42	0.00	0.00	0.00	0.00	960,378.70		3,273,944.12
6000-6999	Capital Outlay	12,500.00	0.00	0.00	0.00	0.00	0.00		12,500.00
7130	State Special Schools	0.00	0.00	0.00	0.00	0.00	0.00		0.00
7430-7439	Debt Service	0.00	0.00	0.00	0.00	0.00	0.00		0.00
	Total Direct Costs	12,497,230.58	0.00	0.00	0.00	446,569.28	17,937,462.09	0.00	30,881,261.95
7310	Transfers of Indirect Costs	108,739.00	0.00	0.00	0.00	0.00	0.00		108,739.00
7350	Transfers of Indirect Costs - Interfund	0.00	0.00	0.00	0.00	0.00	0.00		0.00
PCRA	Program Cost Report Allocations (non-add)	2,562,262.09							2,562,262.09
	Total Indirect Costs	108,739.00	0.00	0.00	0.00	0.00	0.00	0.00	108,739.00
	TOTAL BEFORE OBJECT 8980	12,605,969.58	0.00	0.00	0.00	446,569.28	17,937,462.09	0.00	30,990,000.95
8980	Contributions from Unrestricted Revenues to Federal Resources (From Federal Actual Expenditures section)								1,848,307.86
	TOTAL COSTS								32,838,308.81
LOCAL ACTUAL EXPENDITURES (Funds 01, 09, & 62; resources 0000-1999 & 8000-9999)									
1000-1999	Certificated Salaries	506,911.48	0.00	0.00	0.00	4,675.44	108,865.18		620,452.10
2000-2999	Classified Salaries	1,158,113.90	0.00	0.00	0.00	0.00	228,043.96		1,386,157.86
3000-3999	Employee Benefits	771,168.59	0.00	0.00	0.00	1,717.76	130,568.26		903,454.61
4000-4999	Books and Supplies	37,840.25	0.00	0.00	0.00	0.00	0.00		37,840.25
5000-5999	Services and Other Operating Expenditures	101,848.87	0.00	0.00	0.00	0.00	0.00		101,848.87
6000-6999	Capital Outlay	0.00	0.00	0.00	0.00	0.00	0.00		0.00
7130	State Special Schools	0.00	0.00	0.00	0.00	0.00	0.00		0.00
7430-7439	Debt Service	0.00	0.00	0.00	0.00	0.00	0.00		0.00
	Total Direct Costs	2,575,883.09	0.00	0.00	0.00	6,393.20	467,477.40	0.00	3,049,753.69
7310	Transfers of Indirect Costs	0.00	0.00	0.00	0.00	0.00	0.00		0.00
7350	Transfers of Indirect Costs - Interfund	0.00	0.00	0.00	0.00	0.00	0.00		0.00
	Total Indirect Costs	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	TOTAL BEFORE OBJECT 8980	2,575,883.09	0.00	0.00	0.00	6,393.20	467,477.40	0.00	3,049,753.69
8980	Contributions from Unrestricted Revenues to Federal Resources (From Federal Actual Expenditures section)								1,848,307.86
8980	Contributions from Unrestricted Revenues to State Resources (Resources 3385, 6500, 6510, & 7240, all goals; resources 2000-2999 & 6010-7810, except 6500, 6510, & 7240, goals 5000-5999)								15,179,348.80
	TOTAL COSTS								20,077,410.35

* Attach an additional sheet with explanations of any amounts in the Adjustments column.

SELPA: East Valley Consortium (TT)

This form is used to check maintenance of effort (MOE) for an LEA, whether the LEA is a member of a SELPA or is a single-LEA SELPA.

Per the federal Subsequent Years Rule, in order to determine the required level of effort, the LEA must look back to the last fiscal year in which the LEA maintained effort using the same method by which it is currently establishing the compliance standard. To meet the requirement of the Subsequent Years Rule, the LMC-I worksheet has been revised to make changes to sections 3.A.1, 3.A.2, 3.B.1, and 3.B.2. The revised sections allow the LEA to compare the 2021-22 projected expenditures to the most recent fiscal year the LEA met MOE using that method, which is the comparison year.

There are four methods that the LEA can use to demonstrate the compliance standard. They are (1) combined state and local expenditures; (2) combined state and local expenditures on a per capita basis; (3) local expenditures only; and (4) local expenditures only on a per capita basis.

The LEA is only required to pass one of the tests to meet the MOE requirement. However, the LEA is required to show results for all four methods.

SECTION 1 Exempt Reduction Under 34 CFR Section 300.204

If your LEA determines that a reduction in expenditures occurred as a result of one or more of the following conditions, you may calculate a reduction to the required MOE standard. Reductions may apply to combined state and local MOE standard, local only MOE standard, or both.

1. Voluntary departure, by retirement or otherwise, or departure for just cause, of special education or related services personnel.
2. A decrease in the enrollment of children with disabilities.
3. The termination of the obligation of the agency to provide a program of special education to a particular child with a disability that is an exceptionally costly program, as determined by the SEA, because the child:
 - a. Has left the jurisdiction of the agency;
 - b. Has reached the age at which the obligation of the agency to provide free appropriate public education (FAPE) to the child has terminated; or
 - c. No longer needs the program of special education.
4. The termination of costly expenditures for long-term purchases, such as the acquisition of equipment or the construction of school facilities.
5. The assumption of cost by the high cost fund operated by the SEA under 34 CFR Sec. 300.704(c).

Provide the condition number, if any, to be used in the calculation below:	State and Local	Local Only
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
Total exempt reductions	0.00	0.00

SELPA: East Valley Consortium (TT)

SECTION 2

Reduction to MOE Requirement Under IDEA, Section 613 (a)(2)(C) (34 CFR Sec. 300.205)

IMPORTANT NOTE: Only LEAs that have a "meets requirement" compliance determination and that are not found significantly disproportionate for the current year are eligible to use this option to reduce their MOE requirement.

Up to 50% of the increase in IDEA Part B Section 611 funding in current year compared with prior year may be used to reduce the required level of state and local expenditures. This option is available only if the LEA used or will use the freed up funds for activities authorized under the Elementary and Secondary Education Act (ESEA) of 1965. Also, the amount of Part B funds used for early intervening services (34 CFR 300.226(a)) will count toward the maximum amount by which the LEA may reduce its MOE requirement under this exception [P.L. 108-446].

	State and Local	Local Only
Current year funding (IDEA Section 611 Local Assistance Grant Award - Resource 3310)		
Less: Prior year's funding (IDEA Section 611 Local Assistance Grant Award - Resource 3310)		
Increase in funding (if difference is positive)	0.00	
Maximum available for MOE reduction (50% of increase in funding)	0.00 (a)	
Current year funding (IDEA Section 619 - Resource 3315)		
Maximum available for early intervening services (EIS) (15% of current year funding - Resources 3310 and 3315)	0.00 (b)	

If (b) is greater than (a).

Enter portion to set aside for EIS (cannot exceed line (b), Maximum available for EIS)

Available for MOE reduction.
(line (a) minus line (c), zero if negative)

Enter portion used to reduce MOE requirement
(cannot exceed line (d), Available for MOE reduction).

If (b) is less than (a).

Enter portion used to reduce MOE requirement
(first column cannot exceed line (a), Maximum available for MOE reduction, second and third columns cannot exceed (e), Portion used to reduce MOE requirement).

Available to set aside for EIS
(line (b) minus line (e), zero if negative)

Note: If your LEA exercises the authority under 34 CFR 300.205(a) to reduce the MOE requirement, the LEA must list the activities (which are authorized under the ESEA) paid with the freed up funds:

SELPA: East Valley Consortium (TT)

SECTION 3

	Column A	Column B	Column C
	Projected Exps. (LP-I Worksheet) FY 2021-22	Actual Expenditures Comparison Year 2020-21	Difference (A - B)
A. COMBINED STATE AND LOCAL EXPENDITURES METHOD			
1. Under "Comparison Year," enter the most recent year in which MOE compliance was met using the actual vs. actual method based on state and local expenditures.			
a. Total special education expenditures	42,048,577.00		
b. Less: Expenditures paid from federal sources	4,357,251.00		
c. Expenditures paid from state and local sources	37,691,326.00	35,400,570.90	
Add/Less: Adjustments and/or PCRA required for MOE calculation		(2,562,859.13)	
Comparison year's expenditures, adjusted for MOE calculation		32,837,711.77	
Less: Exempt reduction(s) from SECTION 1		0.00	
Less: 50% reduction from SECTION 2		0.00	
Net expenditures paid from state and local sources	37,691,326.00	32,837,711.77	4,853,614.23

If the difference in Column C for the Section 3.A.1 is positive or zero, the MOE eligibility requirement is met based on the combination of state and local expenditures.

	Projected Exps. FY 2021-22	Comparison Year 2020-21	Difference
2. Under "Comparison Year," enter the most recent year in which MOE compliance was met using the actual vs. actual method based on the per capita local expenditures.			
a. Total special education expenditures	42,048,577.00		
b. Less: Expenditures paid from federal sources	4,357,251.00		
c. Expenditures paid from state and local sources	37,691,326.00	35,400,570.90	
Add/Less: Adjustments and/or PCRA required for MOE calculation		(2,562,859.13)	
Comparison year's expenditures, adjusted for MOE calculation		32,837,711.77	
Less: Exempt reduction(s) from SECTION 1		0.00	
Less: 50% reduction from SECTION 2		0.00	
Net expenditures paid from state and local sources	37,691,326.00	32,837,711.77	
d. Special education unduplicated pupil count	2,615.00	2,615.00	
e. Per capita state and local expenditures (A2c/A2d)	14,413.51	12,557.44	1,856.07

If the difference in Column C for the Section 3.A.2 is positive or zero, the MOE eligibility requirement is met based on the per capita state and local expenditures.

SELPA: East Valley Consortium (TT)

B. LOCAL EXPENDITURES ONLY METHOD

	Projected Exps. FY 2021-22	Comparison Year 2019-20	Difference
1. Under "Comparison Year," enter the most recent year in which MOE compliance was met using the actual vs. actual method based on local expenditures only.			
a. Expenditures paid from local sources	25,468,894.00	21,062,348.95	
Add/Less: Adjustments required for MOE calculation			
Comparison year's expenditures, adjusted for MOE calculation		21,062,348.95	
Less: Exempt reduction(s) from SECTION 1		0.00	
Less: 50% reduction from SECTION 2		0.00	
Net expenditures paid from local sources	25,468,894.00	21,062,348.95	4,406,545.05

If the difference in Column C for the Section 3.B.1 is positive or zero, the MOE eligibility requirement is met based on the local expenditures.

	Projected Exps. FY 2021-22	Comparison Year 2019-20	Difference
2. Under "Comparison Year," enter the most recent year in which MOE compliance was met using the actual vs. actual method based on the per capita local expenditures only.			
a. Expenditures paid from local sources	25,468,894.00	21,062,348.95	
Add/Less: Adjustments required for MOE calculation			
Comparison year's expenditures, adjusted for MOE calculation		21,062,348.95	
Less: Exempt reduction(s) from SECTION 1		0.00	
Less: 50% reduction from SECTION 2		0.00	
Net expenditures paid from local sources	25,468,894.00	21,062,348.95	
b. Special education unduplicated pupil count	2,615	2,667	
c. Per capita local expenditures (B2a/B2b)	9,739.54	7,897.39	1,842.15

If the difference in Column C for the Section 3.B.2 is positive or zero, the MOE eligibility requirement is met based on the per capita local expenditures only.

Amounts must be entered in Column B for both sections 3.A and 3.B; if no costs, enter 0.

Contact Name

Telephone Number

Title

Email Address

How can the Subsequent Year Tracking (SYT) sheet help with monitoring?

- SYT was designed as a tracking mechanism to ensure LEAs are meeting the requirement.
- The SYT worksheet tracks the “rolling aggregate” data collection, which means LEAs will add to the data as each year comes to a close. If an LEA met the LEA MOE compliance standard by one of the four methods for any year after 2011–12, that becomes the baseline year for that method.

Subsequent Year Tracking Worksheet

LOCAL EDUCATIONAL AGENCY (LEA):

SELPA Code and SELPA Name:

XXX JUSD

TT 3602 East Valley Consortium

Fiscal Year

2020-2021

School Year	A	B	C	D	E	F	G	H	I	J
	State and Local Total Amount	State and Local Total MOE Result	State and Local Per Capita Amount	State and Local Per Capita MOE Result	Local Only Total Amount	Local Only Total MOE Result	Local Only Per Capita Amount	Local Only Per Capita MOE Result	Enrollment	Result for Fiscal Year
2011-2012 Expenditures (Compliance) SEMA - SACS2012ALL	\$ 17,307,865.17	Pass \$ -	\$ 7,538.27	Pass \$ -	\$ 6,801,678.93	Pass \$ -	\$ 2,962.40	Pass \$ -	2296	Pass
2012-2013 Expenditures (Compliance) SEMA - SACS2013ALL	\$ 17,737,963.96	Pass \$ -	\$ 7,434.18	Fail \$ -	\$ 6,578,767.29	Fail \$ -	\$ 2,757.24	Fail \$ -	2386	Pass
2013-2014 Expenditures (Compliance) SEMA - SACS2014ALL	\$ 19,129,872.49	Pass \$ -	\$ 7,754.31	Pass \$ -	\$ 7,253,933.40	Pass \$ -	\$ 2,940.39	Fail \$ -	2467	Pass
2014-2015 Expenditures (Compliance) SEMA - SACS2015ALL	\$ 22,638,795.20	Pass \$ -	\$ 8,983.65	Pass \$ -	\$ 9,412,801.67	Pass \$ -	\$ 3,735.24	Pass \$ -	2520	Pass
2015-2016 Expenditures (Compliance) SEMA - SACS2016ALL	\$ 25,142,024.09	Pass \$ -	\$ 9,647.75	Pass \$ -	\$ 12,306,282.82	Pass \$ -	\$ 4,722.29	Pass \$ -	2606	Pass
2016-2017 Expenditures (Compliance) SEMA - SACS2017ALL	\$ 25,822,274.53	Pass \$ -	\$ 9,674.89	Pass \$ -	\$ 14,800,198.50	Pass \$ -	\$ 5,545.22	Pass \$ -	2669	Pass
2017-2018 Expenditures (Compliance) SEMA - SACS2018ALL	\$ 29,136,871.72	Pass \$ -	\$ 10,522.52	Pass \$ -	\$ 16,310,569.97	Pass \$ -	\$ 5,890.42	Pass \$ -	2769	Pass
2018-2019 Expenditures (Compliance) SEMA - SACS2019ALL	\$ 31,467,165.56	Pass \$ -	\$ 11,459.27	Pass \$ -	\$ 19,174,560.12	Pass \$ -	\$ 6,982.72	Pass \$ -	2746	Pass
2019-2020 Expenditures (Compliance) SEMA - SACS2020ALL	\$ 34,109,576.73	Pass \$ -	\$ 12,789.49	Pass \$ -	\$ 21,062,348.95	Pass \$ -	\$ 7,897.39	Pass \$ -	2667	Pass
2020-2021 Expenditures (Compliance) SEMA - SACS2021ALL	\$ 35,400,570.90	Pass \$ -	\$ 13,537.50	Pass \$ -	\$ 20,077,410.35	Fail \$ -	\$ 7,677.79	Fail \$ -	2615	Pass
Expenditures (Eligibility No PCRA) SEMB - SACS2021ALL (Expenditures less PCRA for Comparison Year)	\$ 35,400,570.90 \$ (2,562,859.13)	Comparison Year	\$ 13,537.50 \$ (980.06)	Comparison Year	\$ 21,062,348.95	Comparison Year	\$ 7,897.39	Comparison Year		
	\$ 32,837,711.77	2020-2021	\$ 12,557.44	2020-2021	\$ 21,062,348.95	2019-2020	\$ 7,897.39	2019-2020		
2021-2022 Budget (Eligibility) SEMB - SACS2021ALL	\$ 34,728,144.00	Pass	\$ 13,280.36	Pass \$ -	\$ 25,377,754.00	Pass	\$ 9,704.69	Pass \$ -	2615	Pass

The signature of authorized agent conveys agreement with and accuracy of the information provided.

Signature of Authorized Agent

Date Signed

Printed Name and Title of Authorized Agent

Contact Person's Name, E-Mail, and Telephone Number

What Are the Consequences for Failure to Meet LEA MOE Compliance Standard, SEMA?

Failure to meet the MOE compliance test (actual vs. actual test [LMC-A]) will result in the CDE billing the SELPA for the amount that the LEA failed to spend from local, or state and local, funds to maintain its level of effort. The amount must be paid to the CDE by the LEA from its state and/or local funding in the budget year.

What Are the Consequences for Failure to Meet the LEA MOE Eligibility Standard, SEMB?

Failure to meet the MOE eligibility test (budget vs. prior-year actual expenditures [LMC-B]) will result in the CDE withholding the SELPA's IDEA funds.

RESOURCES



ARTICLES

- [SSC Fiscal Report - 2021-22 First Interim Report Considerations](#)
- [Why LEAs Need to Monitor the Maintenance of Effort for Special Education](#)
- [Ask SSC...Special Education MOE and One-Time Money](#)
- [Ask SSC...Are there forms to help Monitor the Special Education MOE](#)
- [How the Subsequent Year Tracking Sheet Can Help](#)

FORMS

- [LEA Exemption Worksheet](#)
- [SACS Software](#)



Any Questions???

2021-22 EAST VALLEY SELPA
SPECIAL EDUCATION MAINTENANCE OF EFFORT (MOE)

SUMMARY REPORT- SEMAI (1st Interim)

	A	B	C	D	E	F	G	H	I	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	(Note: State & Local Expense INCLUDES PCRA for SEMAI comparison)	FY 21/22	COMPARISON	COMP. YEAR			FY 21/22	COMPARISON	COMPARISON	COMP. YEAR			CY Projected	COMP. YEAR	
3		Projected	YEAR	ACTUAL			Projected	YEAR	ACTUAL	ACTUAL			Oct-20		
4	COLTON	37,691,326.00	2020-21	32,837,711.77	4,853,614.23	PASS	14,413.51	2020-21	32,837,711.77	12,557.44	1,856.07	PASS	2,615	2,615	0
5	REDLANDS	32,100,789.98	2020-21	30,493,572.66	1,607,217.32	PASS	10,929.79	2018-19	30,493,572.66	10,886.67	43.12	PASS	2,937	2,801	136
6	RIALTO	60,222,040.98	2018-19	44,986,036.89	15,236,004.09	PASS	21,469.53	2020-21	44,987,628.41	15,746.46	5,723.08	PASS	2,805	2,857	(52)
7	RIM	6,348,538.25	2020-21	6,184,203.38	164,334.87	PASS	15,484.24	2018-19	6,095,983.27	15,278.15	206.09	PASS	410	399	11
8	YUCAIPA	18,500,234.84	2020-21	15,137,471.85	3,362,762.99	PASS	14,590.09	2019-20	19,018,521.78	14,893.13	(303.04)	(FAIL)	1,268	1,277	(9)
9	SBCSS (EV Ops & SELPA)				0.00	FALSE			-	#DIV/0!	#DIV/0!	#DIV/0!			0
10	CONSORTIUM TOTAL	154,862,930.05		129,638,996.55	25,223,933.50	PASS	15,432.28		133,433,417.89	13,411.74	2,020.54	PASS	10,035	9,949	86

	P	Q	R	S	T	U	V	W	X	Y	Z	AA	BB	CC	DD
11	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)
12	(Note: State & Local Expense INCLUDES PCRA for SEMAI comparison)	FY 21/22	COMPARISON	COMP. YEAR			FY 21/22	COMPARISON	COMPARISON	COMP. YEAR			CY Projected	COMP. YEAR	
13		Projected	YEAR	ACTUAL			Projected	YEAR	ACTUAL	ACTUAL			Oct-20		
15	COLTON	25,468,894.00	2019-20	21,062,348.95	4,406,545.05	PASS	9,739.54	2019-20	21,062,348.95	7,897.39	1,842.15	PASS	2,615	2,667	(52)
16	REDLANDS	16,348,114.98	2019-20	17,584,629.24	(1,236,514.26)	(FAIL)	5,566.26	2019-20	17,584,629.24	6,460.19	(893.92)	(FAIL)	2,937	2,722	215
17	RIALTO	39,085,987.14	2019-20	32,268,533.24	6,817,453.90	PASS	13,934.40	2019-20	32,268,533.24	11,414.41	2,519.99	PASS	2,805	2,827	(22)
18	RIM	3,675,165.00	2020-21	2,939,895.16	735,269.84	PASS	8,963.82	2019-20	3,174,544.38	8,036.82	927.00	PASS	410	395	15
19	YUCAIPA	11,138,081.70	2019-20	9,951,216.67	1,186,865.03	PASS	8,783.98	2019-20	9,951,216.67	7,792.65	991.32	PASS	1,268	1,277	(9)
20	SBCSS (EV Ops & SELPA)				0.00	FALSE	#DIV/0!			#DIV/0!	#DIV/0!	#DIV/0!			0
21	CONSORTIUM TOTAL	95,716,242.82		83,806,623.26	11,909,619.56	PASS	9,538.24		84,041,272.48	8,499.32	1,038.92	PASS	10,035	9,888	147

4.6 EV SELPA 2021-2022 Fiscal Reporting Calendar



2021-22 FISCAL REPORTING CALENDAR

JULY 2021

- 7/06/21** SELPA to turn in Personnel Data Report to CDE for SELPA Consortium – DONE
- 7/09/21** Districts to provide SELPA June PARs and PYR for TPP - DONE
- 7/15/21** SELPA to provide Q4 (20/21) NPS Reimbursement Transfer for invoices received-to-date to districts at Steering/Finance meeting
- 7/15/21** SELPA to present AB 602 June 2021 CDE Certification and updated REX
- 7/16/21** Districts to provide signed Grant Expenditure Report #3 (Apr 1 – Jun 30 PY) expenditure reports to SELPA if Final hasn't been submitted.
- 7/16/21** SELPA to receive entire application packet for 21/22 Spec Ed ADR grant to be submitted before Aug 9
- 7/30/21** Districts to provide PDF copy of completed and submitted Personnel Data Report to SELPA - DONE
- 7/30/21** SELPA finalize closing of FY 20/21
- 7/30/21** SELPA to submit May and June 2021 TPP Service and Certified Invoices to DOR

AUGUST 2021

- 8/16/21** Districts to provide SELPA August PARs and PYR for TPP
- 8/16/21** Districts to provide UA DAT file to SELPA for MOE tests
- 8/20/21** Districts to provide SELPA July PARs and PYR for TPP
- 8/31/21** SELPA to send preliminary MOE to district's fiscal staff via e-mail
- 8/31/21** Learning Recovery and Alternate Dispute Resolution (ADR) COVID Funds Allocations – General Fund (GF)

SEPTEMBER 2021

- 9/16/21** SELPA to present preliminary SEMA and SEMB MOE results, SYT, and Excess Cost Calculation worksheets at Steering/Finance meeting
- 9/16/21** SBCSS to present PY (20/21) fee-for-service Budget to Actuals, Year-end actuals and return of funds at Steering/Finance.
EV SELPA to present PY (20/21) Occupational Therapy Regional/ Proportionate Share Program return of funds at Steering/Finance
- 9/16/21** SELPA to present PY (20/21) adjusted 4th Quarter NPS reimbursement transfers and Fiscal Year total costs at Steering/Finance
- 9/17/21** Districts to provide SELPA August PARs and PYR for TPP
- 9/30/21** SELPA to submit July TPP Service and Certified Invoices to DOR
- 9/30/21** Learning Recovery and Alternate Dispute Resolution (ADR) COVID Funds Allocations to Districts

OCTOBER 2021

- 10/01/21** SELPA to begin working on 1st Interim budget revisions. Districts provide SELPA with CY (21/22) P-1 ADA estimates & changes to PY ADA (if any) by Oct 15 for First Interim reporting and Projections
- 10/01/21** Alternate Dispute Resolution and Learning Recovery Funds Plans due to CDE – Submitted
- 10/07/21** SELPA to present Final SEMA, SEMB, SYT, Excess Cost Reports at Steering/Finance due to CDE 11/15/21
- 10/07/21** SELPA to submit PY (20/21) Annual Infant Funding Report to SBCSS – Done
- 10/15/21** Districts to provide Grant Exp Report 4 or Final (July 1 – September 30 CY) to SELPA if applicable
- 10/18/21** SELPA to submit Extraordinary Cost Pool (ECP) program claim to SBCSS for CDE submission - Done
- 10/18/21** Districts to provide SELPA September PARs and PYR for TPP
- 10/29/21** Deadline for SELPA/SBCSS to submit CY (21/22) Part C Early Start Application to CDE
- 10/29/21** Deadline for SELPA/SBCSS to submit PY (20/21) Extraordinary Cost Pool claim to CDE – funded at Annual - Done
- 10/29/21** SELPA to submit Aug. TPP Service and Certified Invoices to DOR

Subject to change, updated as needed.

Updated 2/7/22



2021-22 FISCAL REPORTING CALENDAR

NOVEMBER 2021

- 11/02/21** SELPA to submit Infant Waiver Request to CDE if applicable
- 11/10/21** SELPA to present CY (21/22) 1st Interim EV SELPA Budgets at Steering/Finance
- 11/10/21** SELPA to present CY (21/22) 1st Quarter NPS reimbursement transfer for invoices at Steering/Finance
- 11/10/21** SELPA to present Schedule REX (21/22 projections) at Steering/Finance
- 11/12/21** Districts to verify Fall 1 count for SBCSS Fee-for-Service
- 11/15/21** SELPA to submit Maintenance of Effort SEMA 20/21 Unaudited Actuals vs. 19/20 Actuals to CDE
- 11/15/21** SELPA to submit Maintenance of Effort SEMB 20/21 Unaudited Actuals vs. 21/22 Budget to CDE
- 11/15/21** SELPA to submit Excess Cost Calculation(s) to CDE
- 11/15/21** SELPA to submit Maintenance of Effort Subsequent Year Tracking Worksheets to CDE
- 11/15/21** SELPA to submit Table 8 due to CDE
- 11/19/21** SBCSS FFS Fall count verification due to SELPA from District Spec Ed Directors
- 11/22/21** Districts to provide Oct PARs and PYR for TPP to SELPA
- 11/30/21** SELPA/IBS to submit Part C Grant Application Package to CDE
- 11/30/21** SELPA to submit Medi-Cal Program 2021-22 LEA BOP Annual report to DHCS
- 11/30/21** SELPA to submit Tri-party DUA to DHCS
- 11/30/21** SELPA to submit September TPP Service and Certified Invoices to DOR

DECEMBER 2021

- 12/10/21** Districts to provide November PARs and PYR for TPP to SELPA
- 12/10/21** ***Districts to provide SELPA DAT file for SEMAI (1st Interim) for MOE monitoring due to BAS 12/15/21***
- 12/20/21** SELPA to provide CY (21/22) Fall Count for SBCSS Fee-for-service Students to SBCSS
- 12/31/21** SELPA to submit October TPP Service and Certified Invoices to DOR

JANUARY 2022

- 1/05/22** **SELPA to provide NPS P-1 ADA to Districts ***District deadline to BAS TBD**
- 1/14/22** SELPA to submit to SBCSS Infant Funding Report for P-1, to CDE January 31
- 1/14/22** Districts to provide Grant Expenditure Report # 1 (Jul 1 – Dec 31) to SELPA for CY (21/22)
- 1/28/22** SELPA to submit November TPP Service and Certified Invoices to DOR
- 1/31/22** Districts to provide December PARs and PYR for TPP to SELPA

FEBRUARY 2022

- 2/10/22** SBCSS to present EV Ops FFS Budget - 2nd Interim update
- 2/10/22** SELPA to present 21-22 2nd Interim EV SELPA Budgets
- 2/10/22** ***SELPA to present SEMAI 1st Interim MOE summary report/MOE monitoring and preparation***
- 2/10/22** SELPA to present CY (21/22) 2nd Quarter NPS reimbursement transfer for invoices paid thru Dec 2021 at Steering/Finance
- 2/11/22** Districts to provide January PARs and PYR for TPP to SELPA
- 2/11/22** Districts to provide SELPA with CY 21/22 P-2 estimates
- 2/25/22** SELPA to provide Budget Development documents for FY 22/23 to AU, SBCSS-Internal Business Services
- 2/28/22** SELPA to submit December TPP Service and Certified Invoices to DOR
- TBD** SELPA to prepare February certifications for CY (21/22) and PY (20/21, 19/20) AB602 Funding Allocation

MARCH 2022

- 3/10/22** SELPA to present CY (21/22) Fall Regional services Proportionate Share Costs as of 2nd Interim related to OT, MH & PT at Steering/Finance
- 3/11/22** ***Districts to provide SELPA DAT file for SEMAI (2nd Interim) for MOE monitoring due to BAS 3/17/22***

Subject to change, updated as needed.

Updated 2/7/22



2021-22 FISCAL REPORTING CALENDAR

- 3/18/22** Districts to provide February PARs and PYR for TPP to SELPA
3/25/22 SELPA to send PY (20/21 Annual, 19/20 Annual 2) AB602 allocations based on February Certifications to districts by e-mail
3/25/22 SELPA to send the CY (21/22) AB602 Certifications based on P-1 State Funding Exhibit to districts by e-mail
3/31/22 SELPA to submit January TPP Service and Certified Invoices to DOR

APRIL 2022

- TBD** SELPA to present 22/23 Operating Budget to Board Budget Ad Hoc
4/07/22 SBCSS to present EV County Operated Spec Education FFS budget and Proposed rates for FY 22/23 at Steering/Finance
4/07/22 SBCSS to present Student Services Counseling Center – Intensive Therapeutic Services rate for FY 22/23
4/07/22 ***SELPA to present SEMAI 2nd Interim MOE summary report***
4/08/22 Districts to confirm county-served students Spring count for FFS
4/15/22 Districts to provide March PARs and PYR for TPP to SELPA
TBD SELPA to send districts Low Incidence Inventory Report for review
4/15/22 SELPA to submit 2019-20 CRCS to DHCS for Medi-CAL (due date changed from November 2021)
4/18/22 SELPA to provide P-2 NPS ADA to districts *District deadline to BAS April 22nd
4/18/22 CDE Personnel Data Report communication expected for access and completion
4/19/22 SELPA to submit P-2 Infant Funding Report to SBCSS, due to CDE May 1
4/21/22 Districts to provide Grant Expenditure Report #2 (Jan 1 – Mar 31) or Final to SELPA for CY (21/22)
4/22/22 Districts to complete final requests for Low Incidence materials and equipment purchases for FY 21/22
4/29/22 SELPA to submit February TPP Service and Certified Invoices to DOR

MAY 2022

- TBD** Districts to return Low Incidence Inventory verification report to SELPA (Elizabeth Coronel)
5/12/22 SELPA to present 3rd Quarter NPS reimbursement transfer for invoices paid at Steering/Finance
5/12/22 SELPA to present FY 22/23 Proposed EV SELPA Operating Budgets at Steering/Finance
5/12/22 SELPA to present 22/23 Annual Budget and Service Plans at Steering/Finance
5/12/22 SELPA to present final FY 21/22 EV County Operated Spec Education FFS average count/fees and Regional services (MH, OT & PT) student count and proportionate shared costs
5/13/22 Districts to provide April PARs and PYR for TPP to SELPA
5/25/22 SELPA to present to Board of Directors EV SELPA FY 22/23 Operating Budgets and SBCSS EV County Operated Spec Education FFS FY 22/23 rates
5/31/22 SELPA to submit March TPP Service and Certified Invoices to DOR

JUNE 2022

- 6/03/22** - Districts to send SELPA pdf copy of Personnel Data Report submitted to CDE
6/09/22 SELPA to present FY 22/23 Schedule REX based on Governor's May Revise
6/10/22 - Districts to provide May PARs and PYR for TPP to SELPA
6/30/22 - SELPA to submit April TPP Service and Certified Invoices to DOR
TBD - SELPA to finalize AB602 CDE Certifications for CY (21/22) and PY (20/21, 19/20)

PROGRAM ITEMS

4.7 IEP Goal Development PD

EV SELPA IEP GOAL DEVELOPMENT AND IMPLEMENTATION SYSTEM

Presented by: Courtney Beatty & Shannon Vogt



IEP GOAL TEMPLATE	
<u>Baseline</u> <ul style="list-style-type: none"> • Measurement (numeric) • Reference Point • Starting Point 	
<u>Conditions of Intervention</u> <ul style="list-style-type: none"> • # of Items • Instructions • Materials • Settings • Assistance • # of Opportunities* <p>*Must be 1 of the "givens" if opportunity goal</p>	When given.... 1) 2) 3)
<u>Learner</u> Student's Name	1)
<u>Area of Need</u> <ul style="list-style-type: none"> • "Big Picture" • Taken directly from Present Levels of Performance 	1) Improve _____ (area of need)
<u>Target Skill</u> <ul style="list-style-type: none"> • Observable Skill • Measurable Skill 	2) By _____ (target skill)

PART 1: IEP GOAL TEMPLATE - BACK

Criteria for Performance <ul style="list-style-type: none"> • 1 Discrete Item • 1 Assignment • 1 Assessment • Opportunities within a session 	1) with 100% accuracy (in _____ trials) OR (and _____ % mastery) <i>(mastery)</i> 2) (_____) <i>(description of an accurate trial/accurate opportunity)</i>
Data Collection Procedure <ul style="list-style-type: none"> • Frequency (A 1-5) • Duration (B) • Latency (C) • Task Analysis (D) • Rubric (E) Time Periods <ul style="list-style-type: none"> • Indicate the number of weeks DATA will be collected • Cross reference reporting periods 	1) as measured by _____ <i>(data collection)</i> 2) to be collected within _____ week time periods
Objectives A & B Changing <ul style="list-style-type: none"> • # of items listed • Level of Assistance • Level of Mastery 	1) _____ <i>(Objective A)</i> 2) _____ <i>(Objective B)</i>
<u>1 PINK, 3 ORANGE, 1 RED, 2 BLUE, 2 GREEN, 2 PURPLE & 2 BLACK (13)</u> <u>IS RECOMMENDED FOR LEGALLY COMPLIANT IEP GOAL DEVELOPMENT</u>	

PART 2: IEP TEMPLATE RUBRIC - FRONT

IEP Goal Template Rubric

BASELINE	PART 1
Is the Baseline skill the same as the goal skill?	Y/N 1 point
Is there a numeric measurement in the baseline?	Y/N 1 point
	___/2

CONDITIONS OF INTERVENTION	PARTS 2-4
Is there a minimum of 3 complete given statements?	Y/N 1 point per "given" statement
Reminders for complete statements:	
A number must be included in 1 of "given" statements if the goal is an Opportunities Goal	
If Assistance, must have # and Type of assistance	
If Setting, must be specific	
If Materials, must be uploaded	
Number of items, if applicable	
	___/3

LEARNER	PART 5
Is the correct student name written in the goal?	Y/N 1 point
Is the student's name spelled correctly?	Y/N 1 point
	___/2

AREA OF NEED & TARGET SKILL	PARTS 6 & 7
Is there a selected "Big picture" category to improve on?	Y/N 1 point
Was the area of need taken from PLOP?	Y/N 1 point
Is the target skill clearly defined? (clear beginning and end)	Y/N 1 point
Is the target skill observable and measurable?	Y/N 1 point
	___/4

PART 2: IEP TEMPLATE RUBRIC - BACK

CRITERIA FOR PERFORMANCE	PARTS 8 & 9
Is there a <u>number</u> for trials OR a <u>percentage</u> of mastery for opportunities?	Y/N 1 point
Is there a description of an accurate trial OR an accurate opportunity (the student's correct response)?	Y/N 1 point
	____/2

DATA COLLECTION PROCEDURE & TIME PERIOD	PARTS 10 & 11
Is the correct data collection procedure chosen based on the target skill?	Y/N 1 point
Is there a time period chosen which aligns with the school's reporting period?	Y/N 1 point
	____/2

OBJECTIVES A & B	PARTS 12 & 13
Did Objective A change by # of items OR level of assistance OR level of mastery?	Y/N 1 point
Did Objective B change by # of items OR level of assistance OR level of mastery?	Y/N 1 point
	____/2

Total Template Score:

____/17

PART 3: DATA COLLECTION PACKET

Frequency: A1, A2, A3, A4, A5

Baseline Frequency: A1, A2, A3, A4, A5

Duration: B

Baseline Duration: B

Latency: C

Baseline Latency: C

Task Analysis: D

Baseline Task Analysis: D

Rubric: E

Baseline Rubric: E



A-1 FREQUENCY

PROGRESS MONITORING FORM (A-1) FREQUENCY

STUDENT NAME: _____	GOAL # _____
BASELINE: _____	AREA OF NEED: _____ TARGET SKILL: _____
CONDITIONS OF INTERVENTION: 1. _____ 2. _____ 3. _____	CRITERIA OF PERFORMANCE: 100% ACCURACY (IN _____ TRIALS) OR 100% ACCURACY (AND _____% MASTERY) DEFINITION OF _____: _____ _____ _____ = 1 ACCURATE TRIAL/1 ACCURATE OPPORTUNITY
OBJECTIVE A: _____ DATE ____/____/____	OBJECTIVE B: _____ DATE ____/____/____
DATA COLLECTION: FREQUENCY _____ WEEK TIME PERIODS	

DATE ____/____/____						MASTERY ____/____
OBJECTIVE: A B	1	2	3	4	5	
1.						/
2.						/
3.						/
4.						/
5.						/
6.						/
7.						/
8.						/
9.						/
10.						/
CRITERIA: _____						TOTAL: _____
						MET NOT MET

DATE ____/____/____						MASTERY ____/____
OBJECTIVE: A B	1	2	3	4	5	
1.						/
2.						/
3.						/
4.						/
5.						/
6.						/
7.						/
8.						/
9.						/
10.						/
CRITERIA: _____						TOTAL: _____
						MET NOT MET

BASELINE A-1 FREQUENCY

BASELINE DATA FORM (A-1) FREQUENCY

STUDENT NAME:	DATE(S):
SETTING:	TARGET SKILL:
ANECDOTAL NOTES:	

DATE:						MASTERY ____/____
	1	2	3	4	5	
1.						/
2.						/
3.						/
4.						/
5.						/
6.						/
7.						/
8.						/
9.						/
10.						/
CRITERIA: _____						TOTAL: _____
						MET NOT MET

DATE:						MASTERY ____/____
	1	2	3	4	5	
1.						/
2.						/
3.						/
4.						/
5.						/
6.						/
7.						/
8.						/
9.						/
10.						/
CRITERIA: _____						TOTAL: _____
						MET NOT MET

A-2 FREQUENCY

PROGRESS MONITORING FORM (A-2) FREQUENCY

STUDENT NAME:	GOAL #
BASELINE:	AREA OF NEED: TARGET SKILL:
CONDITIONS OF INTERVENTION:	CRITERIA OF PERFORMANCE:
1. _____	100% ACCURACY (IN _____ TRIALS) OR
2. _____	100% ACCURACY (AND _____% MASTERY)
3. _____	DEFINITION OF _____;

	= 1 ACCURATE TRIAL / 1 ACCURATE OPPORTUNITY
OBJECTIVE A: _____	OBJECTIVE B: _____
DATE: ____/____/____	DATE: ____/____/____
DATA COLLECTION: FREQUENCY _____ WEEK TIME PERIODS	

DATE: ____/____/____											MASTERY: ____/____
OBJECTIVE: A B	1	2	3	4	5	6	7	8	9	10	
1.											/
2.											/
3.											/
4.											/
5.											/
6.											/
7.											/
8.											/
9.											/
10.											/
CRITERIA: _____											TOTAL: _____
											MET NOT MET

BASELINE A-2 FREQUENCY

BASELINE DATA FORM (A-2) FREQUENCY

STUDENT NAME: DATE(S):

SETTING: TARGET SKILL:

ANECDOTAL NOTES:

DATE:												MASTERY:
	1	2	3	4	5	6	7	8	9	10		/
1.												/
2.												/
3.												/
4.												/
5.												/
6.												/
7.												/
8.												/
9.												/
10.												/

CRITERIA: TOTAL: _____
MET NOT MET

A-3 FREQUENCY

PROGRESS MONITORING FORM (A-3) FREQUENCY

STUDENT NAME:		GOAL #	
BASELINE:		AREA OF NEED:	TARGET SKILL:
<u>CONDITIONS OF INTERVENTION:</u> 1. _____ 2. _____ 3. _____		<u>CRITERIA OF PERFORMANCE:</u> 100% ACCURACY (IN _____ TRIALS) OR 100% ACCURACY (AND _____ % MASTERY) DEFINITION OF _____: _____ _____ _____ = 1 ACCURATE TRIAL/1 ACCURATE OPPORTUNITY	
OBJECTIVE A: _____ DATE ____/____/____		OBJECTIVE B: _____ DATE ____/____/____	
DATA COLLECTION: FREQUENCY _____ WEEK TIME PERIODS			

ASSIGNMENT: #1			
DATE:	____	/	____
OBJECTIVE:	A	B	GOAL
ASSIGNMENT SCORE:			
CRITERIA: ____/____	MET	NOT MET	

ASSIGNMENT: #4			
DATE:	____	/	____
OBJECTIVE:	A	B	GOAL
ASSIGNMENT SCORE:			
CRITERIA: ____/____	MET	NOT MET	

ASSIGNMENT: #2			
DATE:	____	/	____
OBJECTIVE:	A	B	GOAL
ASSIGNMENT SCORE:			
CRITERIA: ____/____	MET	NOT MET	

ASSIGNMENT: #5			
DATE:	____	/	____
OBJECTIVE:	A	B	GOAL
ASSIGNMENT SCORE:			
CRITERIA: ____/____	MET	NOT MET	

ASSIGNMENT: #3			
DATE:	____	/	____
OBJECTIVE:	A	B	GOAL
ASSIGNMENT SCORE:			
CRITERIA: ____/____	MET	NOT MET	

ASSIGNMENT: #6			
DATE:	____	/	____
OBJECTIVE:	A	B	GOAL
ASSIGNMENT SCORE:			
CRITERIA: ____/____	MET	NOT MET	

BASELINE A-3 FREQUENCY

BASELINE DATA FORM (A-3) FREQUENCY

STUDENT NAME:	DATE(S):
SETTING:	TARGET SKILL:
ANECDOTAL NOTES:	

ASSIGNMENT: #1	ASSIGNMENT: #2
DATE:	DATE:
ASSIGNMENT SCORE:	ASSIGNMENT SCORE:
CRITERIA:	CRITERIA:
MET NOT MET	MET NOT MET

ASSIGNMENT: #3	ASSIGNMENT: #4
DATE:	DATE:
ASSIGNMENT SCORE:	ASSIGNMENT SCORE:
CRITERIA:	CRITERIA:
MET NOT MET	MET NOT MET

ASSIGNMENT: #5	ASSIGNMENT: #6
DATE:	DATE:
ASSIGNMENT SCORE:	ASSIGNMENT SCORE:
CRITERIA:	CRITERIA:
MET NOT MET	MET NOT MET

ASSIGNMENT: #7	ASSIGNMENT: #8
DATE:	DATE:
ASSIGNMENT SCORE:	ASSIGNMENT SCORE:
CRITERIA:	CRITERIA:
MET NOT MET	MET NOT MET

A-4 FREQUENCY

PROGRESS MONITORING FORM (A-4) FREQUENCY

STUDENT NAME:	GOAL #
BASELINE:	AREA OF NEED: TARGET SKILL:
CONDITIONS OF INTERVENTION: 1. _____ 2. _____ 3. _____	CRITERIA OF PERFORMANCE: 100% ACCURACY (IN _____ TRIALS) OR 100% ACCURACY (AND _____ % MASTERY) DEFINITION OF _____; _____ _____ = 1 ACCURATE TRIAL/1 ACCURATE OPPORTUNITY
OBJECTIVE A: _____ DATE ____/____/____	OBJECTIVE B: _____ DATE ____/____/____
DATA COLLECTION: FREQUENCY _____ WEEK TIME PERIODS	

DATE: ____/____/____					
OBJECTIVE: A B	1	2	3	4	5
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
MASTERY:					
CRITERIA: _____ TOTAL: _____					
MET NOT MET					

DATE: ____/____/____					
OBJECTIVE: A B	1	2	3	4	5
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
MASTERY:					
CRITERIA: _____ TOTAL: _____					
MET NOT MET					

BASELINE A-4 FREQUENCY

BASELINE DATA FORM (A-4) FREQUENCY

STUDENT NAME:	DATE(S):
SETTING:	TARGET SKILL:
ANECDOTAL NOTES:	

DATE:					
	1	2	3	4	5
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
MASTERY:					
CRITERIA: _____ TOTAL: _____					
MET NOT MET					

DATE:					
	1	2	3	4	5
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
MASTERY:					
CRITERIA: _____ TOTAL: _____					
MET NOT MET					

PROGRESS MONITORING FORM (A-5) FREQUENCY																																																																																																																																																																						
STUDENT NAME: _____					GOAL # _____																																																																																																																																																																	
BASELINE: _____					AREA OF NEED: _____					TARGET SKILL: _____																																																																																																																																																												
<u>CONDITIONS OF INTERVENTION:</u> 1. _____ 2. _____ 3. _____					<u>CRITERIA OF PERFORMANCE:</u> 100% ACCURACY (IN _____ TRIALS) OR 100% ACCURACY (AND _____ % MASTERY) DEFINITION OF _____: _____ _____ _____ = 1 ACCURATE TRIAL/1 ACCURATE OPPORTUNITY																																																																																																																																																																	
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CRITERIA: _____ TOTAL: _____ MET _____ NOT MET _____																																																																																																																																																																						

BASELINE A-5 FREQUENCY

BASELINE DATA FORM (A-5) FREQUENCY

STUDENT NAME:	DATE(S):
SETTING:	TARGET SKILL:
ANECDOTAL NOTES:	

DATE:										
	1	2	3	4	5	6	7	8	9	10
1.										
2.										
3.										
4.										
5.										
6.										
7.										
8.										
9.										
10.										
CRITERIA: _____ TOTAL: _____ MET NOT MET										

B DURATION

PROGRESS MONITORING FORM (B) DURATION

STUDENT NAME:	GOAL #
BASELINE:	AREA OF NEED: TARGET SKILL:
CONDITIONS OF INTERVENTION:	CRITERIA OF PERFORMANCE:
1. _____	100% ACCURACY (IN _____ TRIALS) OR
2. _____	100% ACCURACY (AND _____ % MASTERY)
3. _____	DEFINITION OF _____:

	= 1 ACCURATE TRIAL/1 ACCURATE OPPORTUNITY
OBJECTIVE A: _____	OBJECTIVE B: _____
DATE ____/____/____	DATE ____/____/____
DATA COLLECTION: DURATION _____ WEEK TIME PERIODS	

EVENT: #1			
DATE:	/ /		
OBJECTIVE:	A	B	GOAL
TOTAL DURATION:			
CRITERIA: _____	MET	NOT MET	

EVENT: #4			
DATE:	/ /		
OBJECTIVE:	A	B	GOAL
TOTAL DURATION:			
CRITERIA: _____	MET	NOT MET	

EVENT: #2			
DATE:	/ /		
OBJECTIVE:	A	B	GOAL
TOTAL DURATION:			
CRITERIA: _____	MET	NOT MET	

EVENT: #5			
DATE:	/ /		
OBJECTIVE:	A	B	GOAL
TOTAL DURATION:			
CRITERIA: _____	MET	NOT MET	

EVENT: #3			
DATE:	/ /		
OBJECTIVE:	A	B	GOAL
TOTAL DURATION:			
CRITERIA: _____	MET	NOT MET	

EVENT: #6			
DATE:	/ /		
OBJECTIVE:	A	B	GOAL
TOTAL DURATION:			
CRITERIA: _____	MET	NOT MET	

BASELINE B DURATION

BASELINE DATA FORM (B) DURATION

STUDENT NAME:	DATE(S):
SETTING:	TARGET SKILL:
ANECDOTAL NOTES:	

EVENT: #1	
DATE:	/ /
TOTAL DURATION:	
CRITERIA: _____	MET NOT MET

EVENT: #2	
DATE:	/ /
TOTAL DURATION:	
CRITERIA: _____	MET NOT MET

EVENT: #3	
DATE:	/ /
TOTAL DURATION:	
CRITERIA: _____	MET NOT MET

EVENT: #4	
DATE:	/ /
TOTAL DURATION:	
CRITERIA: _____	MET NOT MET

EVENT: #5	
DATE:	/ /
TOTAL DURATION:	
CRITERIA: _____	MET NOT MET

EVENT: #6	
DATE:	/ /
TOTAL DURATION:	
CRITERIA: _____	MET NOT MET

C LATENCY

PROGRESS MONITORING FORM (C) LATENCY

STUDENT NAME:	GOAL #
BASELINE:	AREA OF NEED: TARGET SKILL:
CONDITIONS OF INTERVENTION:	CRITERIA OF PERFORMANCE:
1. _____	100% ACCURACY (IN _____ TRIALS) OR
2. _____	100% ACCURACY (AND _____ % MASTERY)
3. _____	DEFINITION OF _____

	= 1 ACCURATE TRIAL / 1 ACCURATE OPPORTUNITY
OBJECTIVE A: _____	OBJECTIVE B: _____
DATE ____/____/____	DATE ____/____/____
DATA COLLECTION: LATENCY _____ WEEK TIME PERIODS	

EVENT: #1			
TEACHER DIRECTIVE:			
DATE:			
OBJECTIVE:	A	B	GOAL
LATENCY (TIME):			
<u>CRITERIA:</u> _____	MET	NOT MET	

EVENT: #4			
TEACHER DIRECTIVE:			
DATE:			
OBJECTIVE:	A	B	GOAL
LATENCY (TIME):			
<u>CRITERIA:</u> _____	MET	NOT MET	

EVENT: #2			
TEACHER DIRECTIVE:			
DATE:			
OBJECTIVE:	A	B	GOAL
LATENCY (TIME):			
<u>CRITERIA:</u> _____	MET	NOT MET	

EVENT: #5			
TEACHER DIRECTIVE:			
DATE:			
OBJECTIVE:	A	B	GOAL
LATENCY (TIME):			
<u>CRITERIA:</u> _____	MET	NOT MET	

EVENT: #3			
TEACHER DIRECTIVE:			
DATE:			
OBJECTIVE:	A	B	GOAL
LATENCY (TIME):			
<u>CRITERIA:</u> _____	MET	NOT MET	

EVENT: #6			
TEACHER DIRECTIVE:			
DATE:			
OBJECTIVE:	A	B	GOAL
LATENCY (TIME):			
<u>CRITERIA:</u> _____	MET	NOT MET	

BASELINE C LATENCY

BASELINE DATA FORM (C) LATENCY

STUDENT NAME:	DATE(S):
SETTING:	TARGET SKILL:
ANECDOTAL NOTES:	

EVENT: #1	
TEACHER DIRECTIVE:	
DATE:	
LATENCY (TIME):	
CRITERIA: _____	MET NOT MET

EVENT: #2	
TEACHER DIRECTIVE:	
DATE:	
LATENCY (TIME):	
CRITERIA: _____	MET NOT MET

EVENT: #3	
TEACHER DIRECTIVE:	
DATE:	
LATENCY (TIME):	
CRITERIA: _____	MET NOT MET

EVENT: #4	
TEACHER DIRECTIVE:	
DATE:	
LATENCY (TIME):	
CRITERIA: _____	MET NOT MET

EVENT: #5	
TEACHER DIRECTIVE:	
DATE:	
LATENCY (TIME):	
CRITERIA: _____	MET NOT MET

EVENT: #6	
TEACHER DIRECTIVE:	
DATE:	
LATENCY (TIME):	
CRITERIA: _____	MET NOT MET

D TASK ANALYSIS

PROGRESS MONITORING FORM (D) TASK ANALYSIS

STUDENT NAME:	GOAL #
BASELINE:	AREA OF NEED: TARGET SKILL:
CONDITIONS OF INTERVENTION:	CRITERIA OF PERFORMANCE:
1. _____	100% ACCURACY (IN _____ TRIALS) OR
2. _____	100% ACCURACY (AND _____% MASTERY)
3. _____	DEFINITION OF _____:

	≡ 1 ACCURATE TRIAL / 1 ACCURATE OPPORTUNITY
OBJECTIVE A: _____	OBJECTIVE B: _____
DATE ____/____/____	DATE ____/____/____
DATA COLLECTION: TASK ANALYSIS _____ WEEK TIME PERIODS	

DATE: ____/____/____										
OBJECTIVE:										
A B GOAL										
TASK STEPS:	1	2	3	4	5	6	7	8	9	10
1.										
2.										
3.										
4.										
5.										
6.										
7.										
8.										
9.										
10.										
TRIALS ____ / ____ (MASTERY)										
CRITERIA _____										
MET / NOT MET										

BASELINE D TASK ANALYSIS

BASELINE DATA FORM (D) TASK ANALYSIS

STUDENT NAME:	DATE(S):
SETTING:	TARGET SKILL:
ANECDOTAL NOTES:	

DATE:										
TASK STEPS:	1	2	3	4	5	6	7	8	9	10
1.										
2.										
3.										
4.										
5.										
6.										
7.										
8.										
9.										
10.										
TRIALS ____ / ____ (MASTERY)										
CRITERIA _____										
MET / NOT MET										

E RUBRIC

PROGRESS MONITORING FORM (E) RUBRIC

STUDENT NAME:	GOAL #
BASELINE:	AREA OF NEED: TARGET SKILL:
CONDITIONS OF INTERVENTION:	CRITERIA OF PERFORMANCE:
1. _____	100% ACCURACY (IN _____ TRIALS) OR
2. _____	100% ACCURACY (AND _____% MASTERY)
3. _____	DEFINITION OF _____;

	= 1 ACCURATE TRIAL / 1 ACCURATE OPPORTUNITY
OBJECTIVE A: _____	OBJECTIVE B: _____
DATE ____/____/____	DATE ____/____/____
DATA COLLECTION: RUBRIC _____ WEEK TIME PERIODS	

ASSIGNMENT #1			
DATE:			
OBJECTIVE:	A	B	GOAL
RUBRIC CRITERIA			
CRITERIA 1:			
CRITERIA 2:			
CRITERIA 3:			
CRITERIA 4:			
CRITERIA SCORE:	RUBRIC SCORE:		
____/____	____/____		
MET	NOT MET		

ASSIGNMENT #3			
DATE:			
OBJECTIVE:	A	B	GOAL
RUBRIC CRITERIA			
CRITERIA 1:			
CRITERIA 2:			
CRITERIA 3:			
CRITERIA 4:			
CRITERIA SCORE:	RUBRIC SCORE:		
____/____	____/____		
MET	NOT MET		

ASSIGNMENT #2			
DATE:			
OBJECTIVE:	A	B	GOAL
RUBRIC CRITERIA			
CRITERIA 1:			
CRITERIA 2:			
CRITERIA 3:			
CRITERIA 4:			
CRITERIA SCORE:	RUBRIC SCORE:		
____/____	____/____		
MET	NOT MET		

ASSIGNMENT #4			
DATE:			
OBJECTIVE:	A	B	GOAL
RUBRIC CRITERIA			
CRITERIA 1:			
CRITERIA 2:			
CRITERIA 3:			
CRITERIA 4:			
CRITERIA SCORE:	RUBRIC SCORE:		
____/____	____/____		
MET	NOT MET		

BASELINE E RUBRIC

BASELINE DATA FORM(E) RUBRIC

STUDENT NAME:	DATE(S):
SETTING:	TARGET SKILL:
ANECDOTAL NOTES:	

ASSIGNMENT: #1	
DATE:	
RUBRIC CRITERIA	
CRITERIA 1:	
CRITERIA 2:	
CRITERIA 3:	
CRITERIA 4:	
CRITERIA SCORE: ____/____	RUBRIC SCORE: ____/____
MET	NOT MET

ASSIGNMENT: #2	
DATE:	
RUBRIC CRITERIA	
CRITERIA 1:	
CRITERIA 2:	
CRITERIA 3:	
CRITERIA 4:	
CRITERIA SCORE: ____/____	RUBRIC SCORE: ____/____
MET	NOT MET

ASSIGNMENT: #3	
DATE:	
RUBRIC CRITERIA	
CRITERIA 1:	
CRITERIA 2:	
CRITERIA 3:	
CRITERIA 4:	
CRITERIA SCORE: ____/____	RUBRIC SCORE: ____/____
MET	NOT MET

ASSIGNMENT: #4	
DATE:	
RUBRIC CRITERIA	
CRITERIA 1:	
CRITERIA 2:	
CRITERIA 3:	
CRITERIA 4:	
CRITERIA SCORE: ____/____	RUBRIC SCORE: ____/____
MET	NOT MET

[illegible]

PART 5: CONNECTING WITH GENERAL EDUCATION

GENERAL EDUCATION PRESENT LEVELS OF PERFORMANCE

STUDENT INFORMATION

STUDENT NAME: Jon Doe	GRADE LEVEL: 4
TEACHER: Ms. Potter	CASE CARRIER: Mr. Jackson

READING

Can Do Statement #1:	Jon knows long and short vowels and consonant sounds.
Can Do Statement #2:	Jon is able to compare and contrast two stories.
Can Do Statement #3:	He is able to answer comprehension questions when text is read orally.
Area of Need Statement:	Jon is working on distinguishing between long and short vowels when reading regularly spelled one syllable words.
Additional Assessment Information:	Per Renaissance Star Reading Assessment (1/21/2021), Jon's instructional reading level is 1.4, Percentile Rank=4% / GE=2.1 / SS=2310

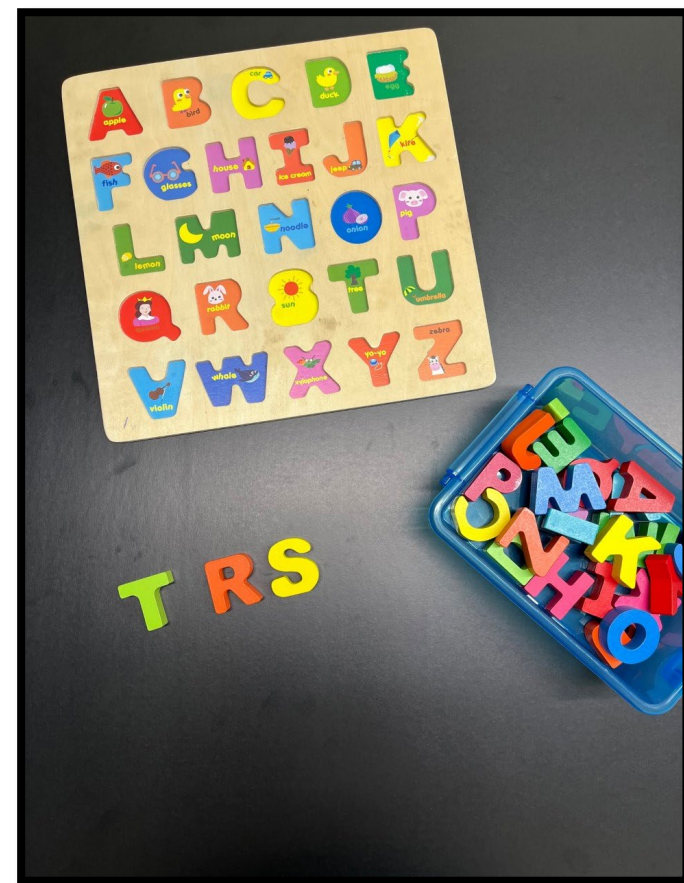
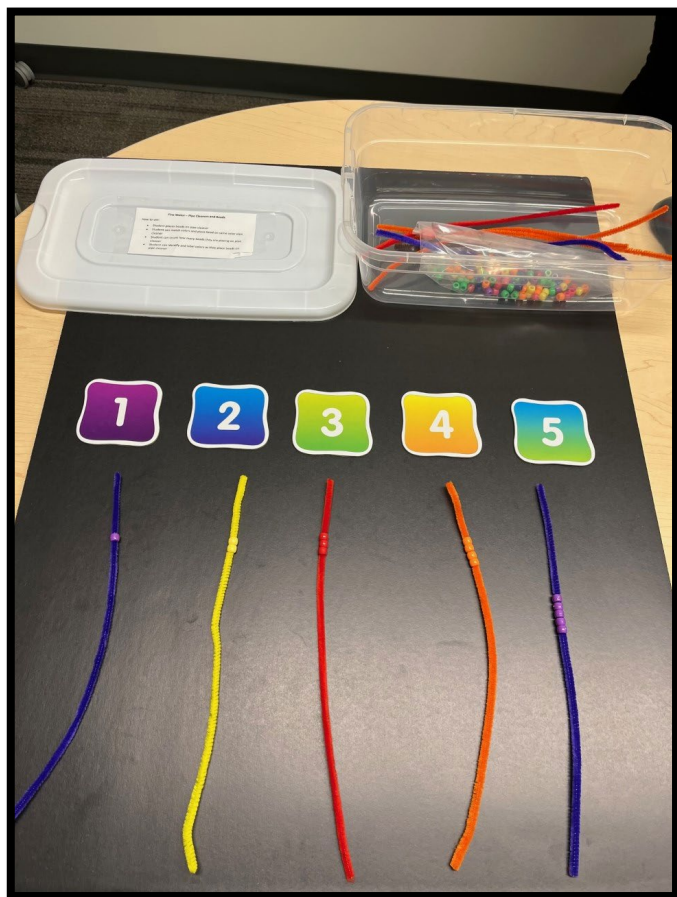
MATH

Can Do Statement #1:	Jon is able to add and subtract numbers within the 100s place value.
Can Do Statement #2:	Jon can fluently solve multiplication facts through 12.
Can Do Statement #3:	Jon is able to determine operation needed to solve single-step word problems when problems are read orally.
Area of Need Statement:	Jon needs to be able to solve 3-digit by one-digit multiplication problems without adult support.
Additional Assessment Information:	Per Renaissance Star Math Assessment (1/21/21), Jon's SS=2260, PR=1%

WRITTEN EXPRESSION

Can Do Statement #1:	Jon is able to provide ideas on a given topic and stay on topic.
Can Do Statement #2:	Jon is able to write a basic sentence with a capital at the beginning and end punctuation.
Can Do Statement #3:	When provided and taught how to use a graphic organizer, Jon is able to independently complete the graphic organizer on a given topic, in order to come up with a draft writing work sample.
Area of Need Statement:	Jon is working on editing his writing to reflect proper spelling of (regularly spelled) long and short vowel single-syllable words.
Additional Assessment Information:	*Possible work samples and writing rubrics, with scores, can be attached to this document.

PART 6: IMPLEMENTATION IN THE CLASSROOM





Train all staff on how to read each goal

Train staff on how to take data for each goal

Print/sort all IEP goals into center binders

Create a list of materials for each center

Complete a data sheet for each goal

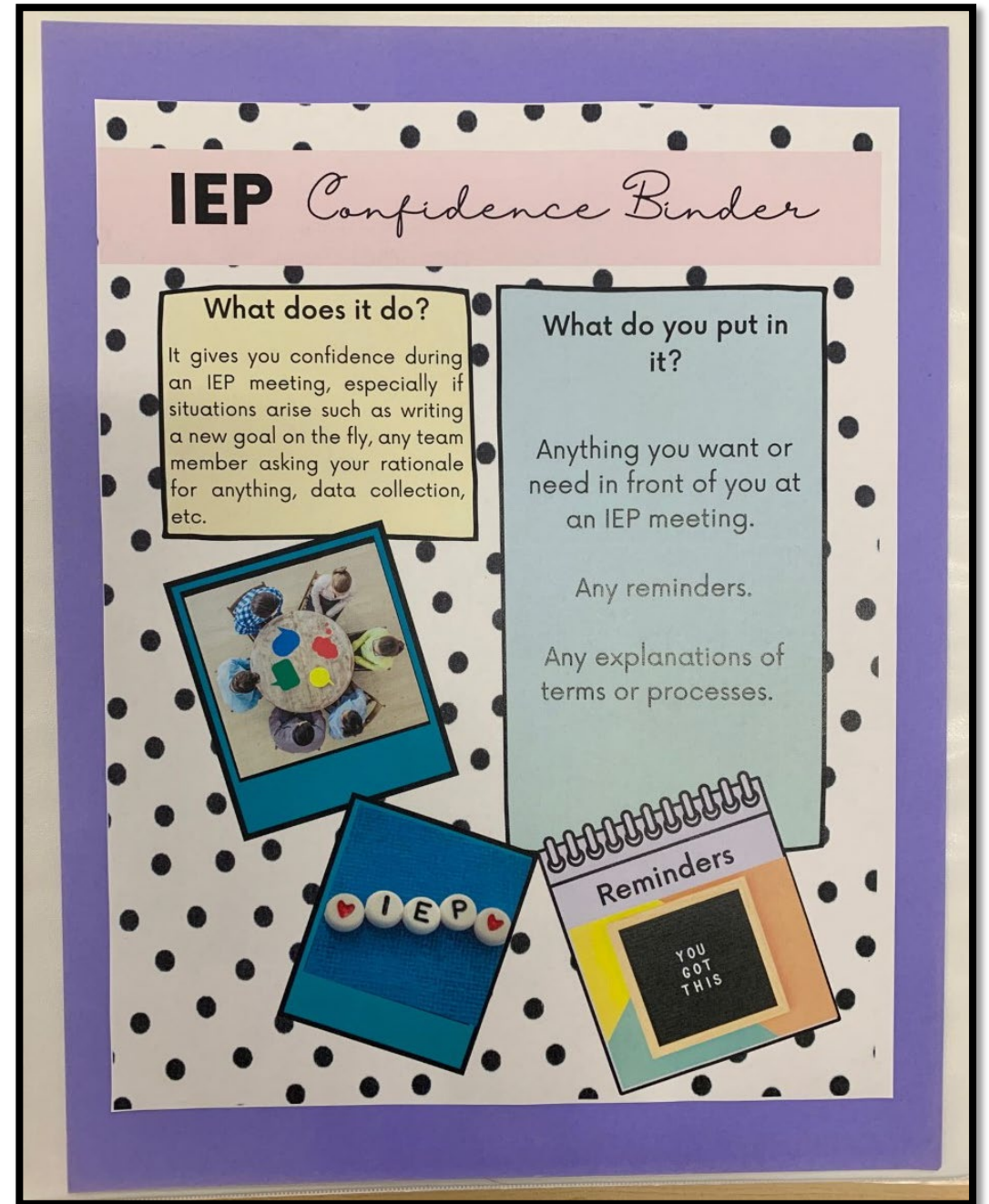
IMPLEMENTATION OF IEP GOALS

PART 7: IEP GOAL IMPLEMENTATION RUBRIC (SELF-ASSESSMENT TOOL)

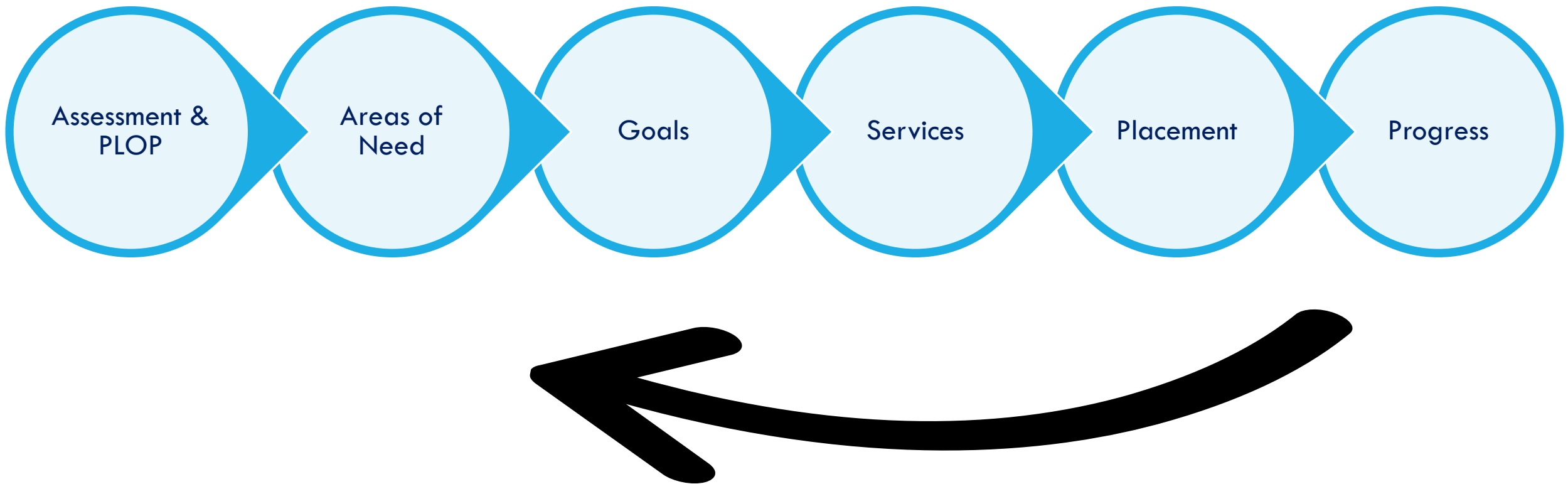
IEP GOAL IMPLEMENTATION RUBRIC		
Student: _____		
Goal #: _____		
Objective: A B Overall Goal		
Date of instruction: _____		
ITEM		
1. Did I use all 3 "Givens" correctly, as written in the IEP Goal?	___ / 1	
2. Did I teach the target skill, as written in the IEP goal?	___ / 1	
3. Did I collect data on the target skill, during instruction?	___ / 1	
4. Did I use the correct data form, as written in the IEP goal?	___ / 1	
5. Did I follow the description of a trial/opportunity, as written in the IEP goal?	___ / 1	
6. Did I follow the time periods for collecting data, as written in the IEP goal?	___ / 1	
7. Did I follow the changes in working toward objectives (A and B) OR working towards the overall IEP goal?	___ / 1	
Total		___ / 7
Student: _____		
Goal #: _____		
Objective: A B Overall Goal		
Date of instruction: _____		
ITEM		
1. Did I use all 3 "Givens" correctly, as written in the IEP Goal?	___ / 1	
2. Did I teach the target skill, as written in the IEP goal?	___ / 1	
3. Did I collect data on the target skill, during instruction?	___ / 1	
4. Did I use the correct data form, as written in the IEP goal?	___ / 1	
5. Did I follow the description of a trial/opportunity, as written in the IEP goal?	___ / 1	
6. Did I follow the time periods for collecting data, as written in the IEP goal?	___ / 1	
7. Did I follow the changes in working toward objectives (A and B) OR working towards the overall IEP goal?	___ / 1	
Total		___ / 7
IEP GOAL IMPLEMENTATION RUBRIC		
EVSE/PA/VOGT/BEATTY 2019-2020		

PART 8: SUPPLEMENTAL SUPPORTS

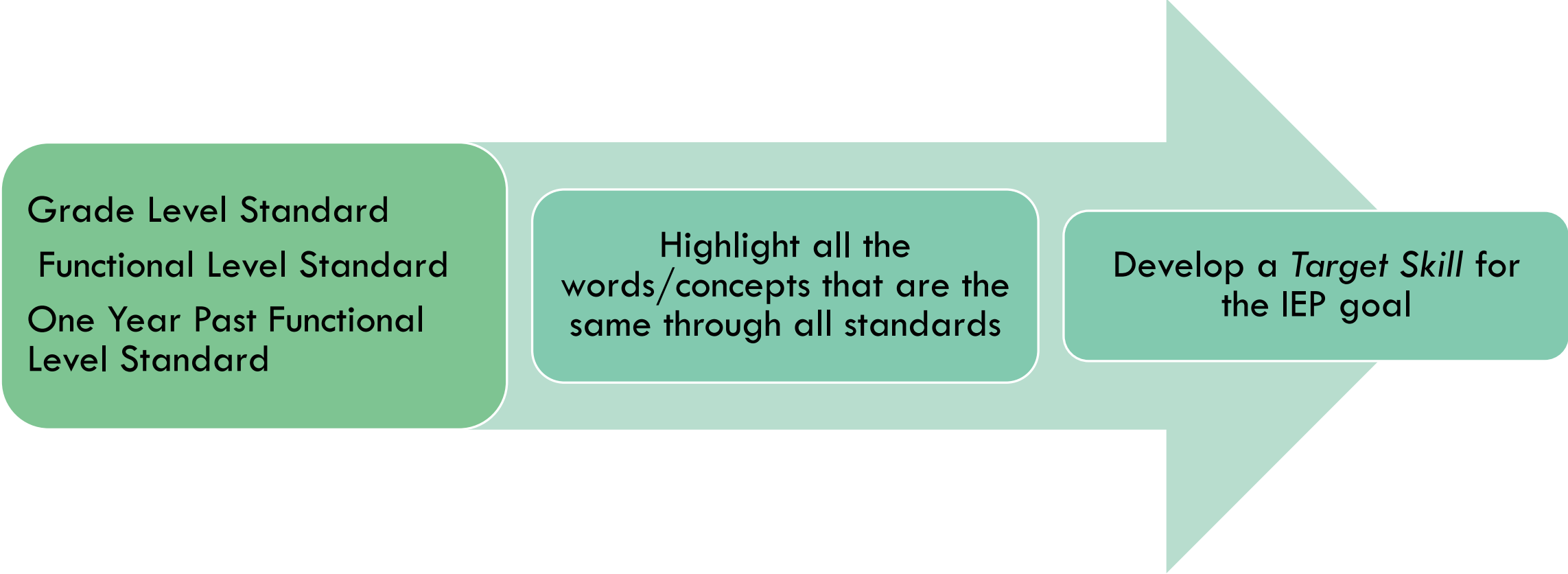
Print-outs of key
slides to bring to
an IEP meeting



ED BENEFIT BIG PICTURE



BACKWARDS MAPPING AT-A-GLANCE



Grade Level Standard
Functional Level Standard
One Year Past Functional
Level Standard

Highlight all the
words/concepts that are the
same through all standards

Develop a *Target Skill* for
the IEP goal

PRESENT LEVELS

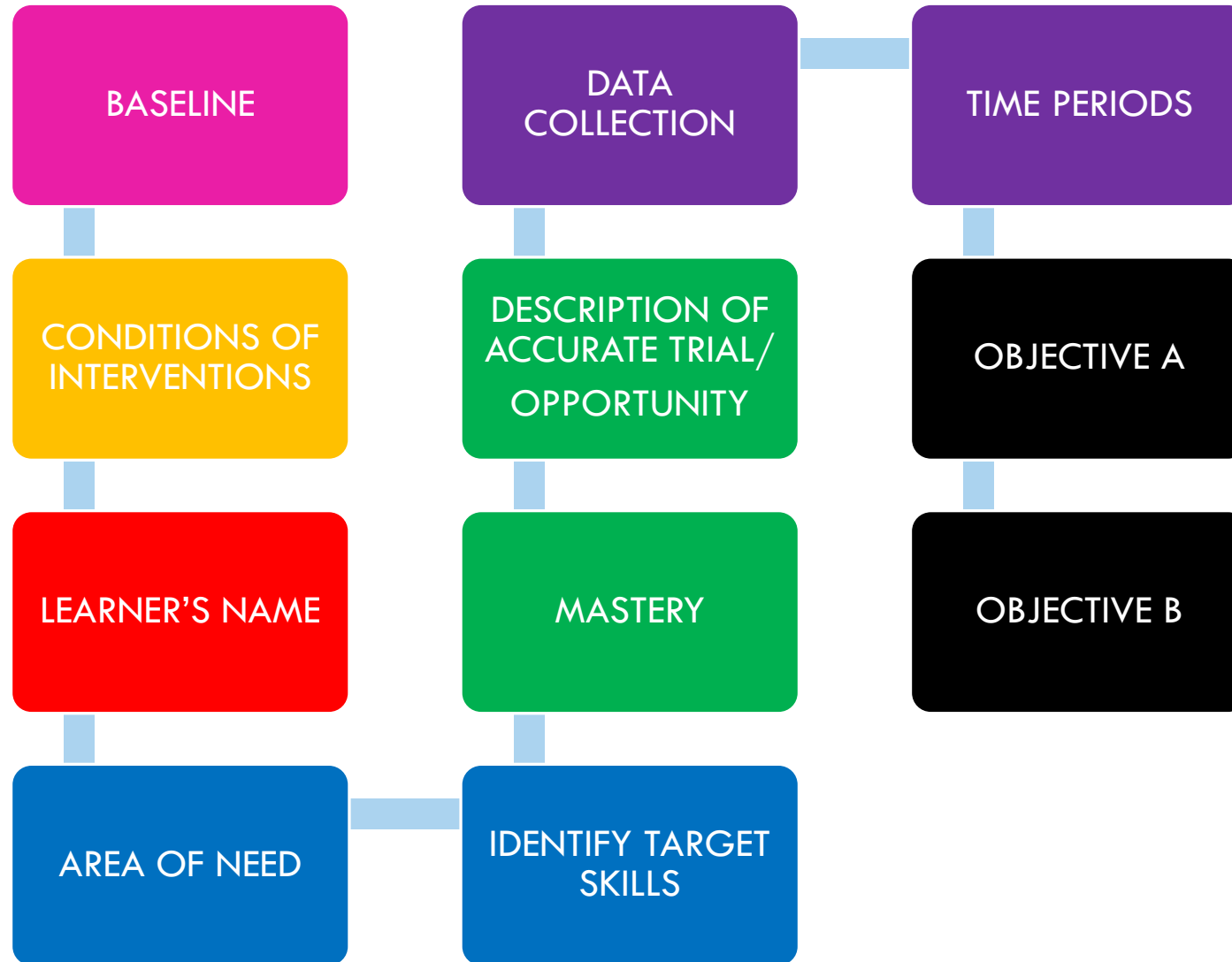
Identify what
the child can
do

- ***Can do Statement***
 - “Currently student is able to ...”

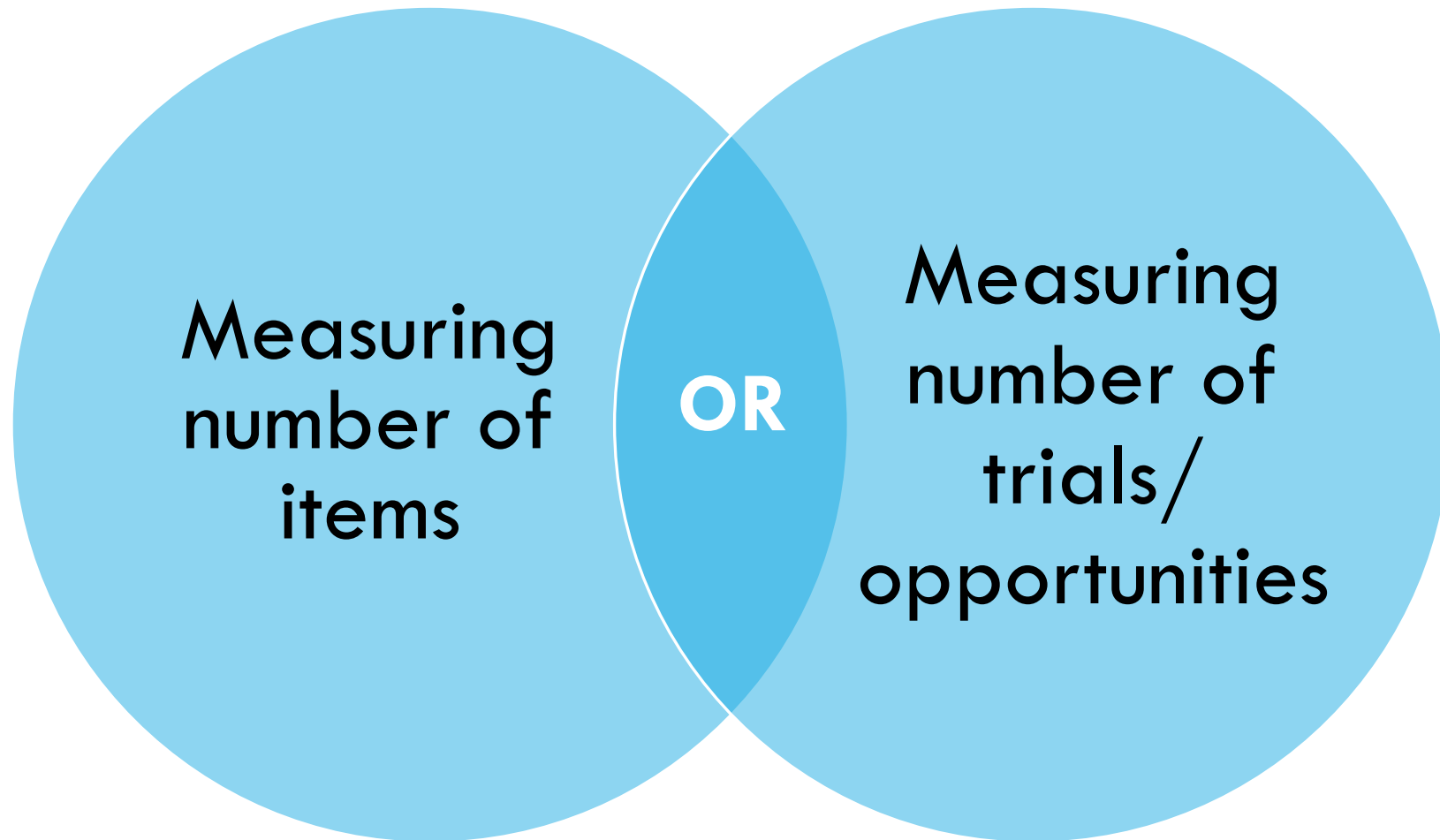
Identify what
the child
needs to
improve on

- ***Area of need Statement***
 - “Currently student is unable to ...”
 - “Student is not yet able to...”

THE PARTS TO THE IEP GOAL TEMPLATE



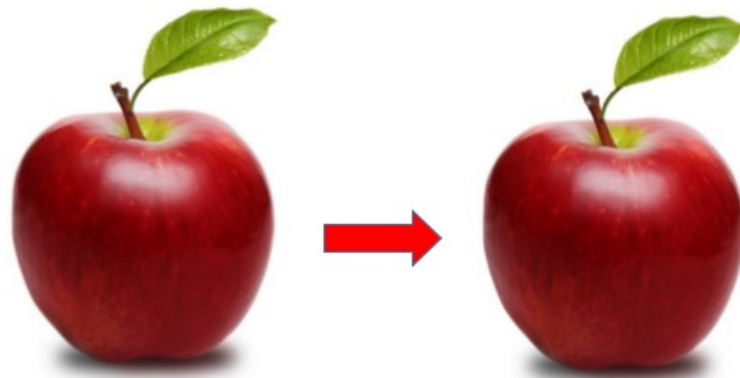
BASELINE



Baseline
Skill

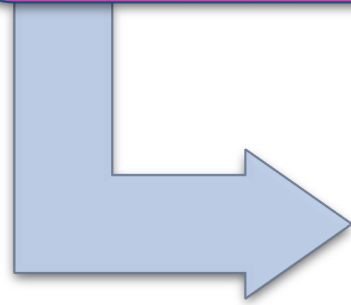
Goal Skill

We want to compare apples with apples...

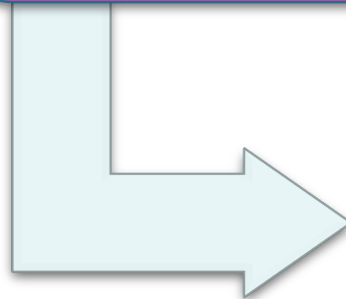


BASELINE

Measurement
(numeric)



Reference
point

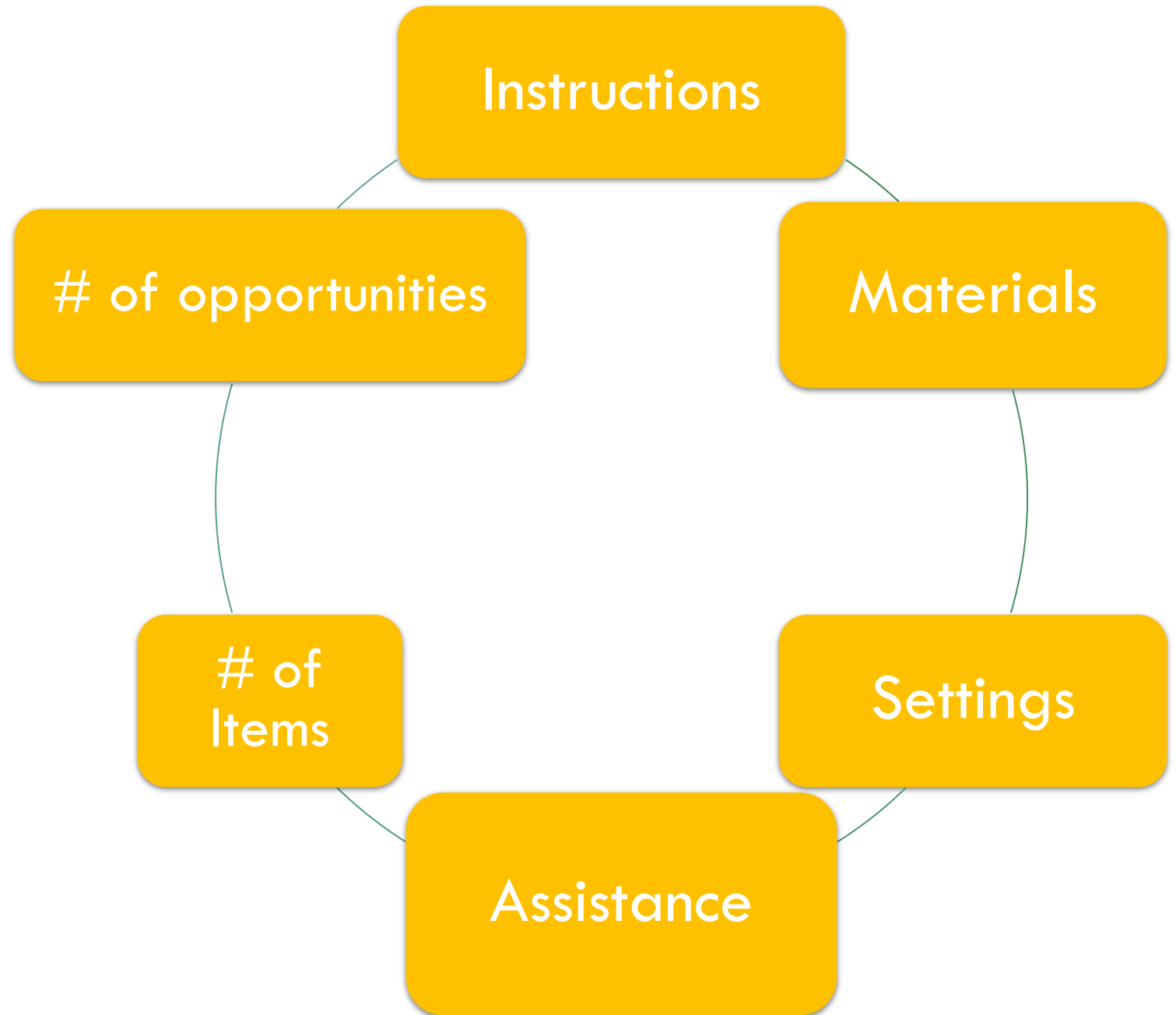


Starting
point

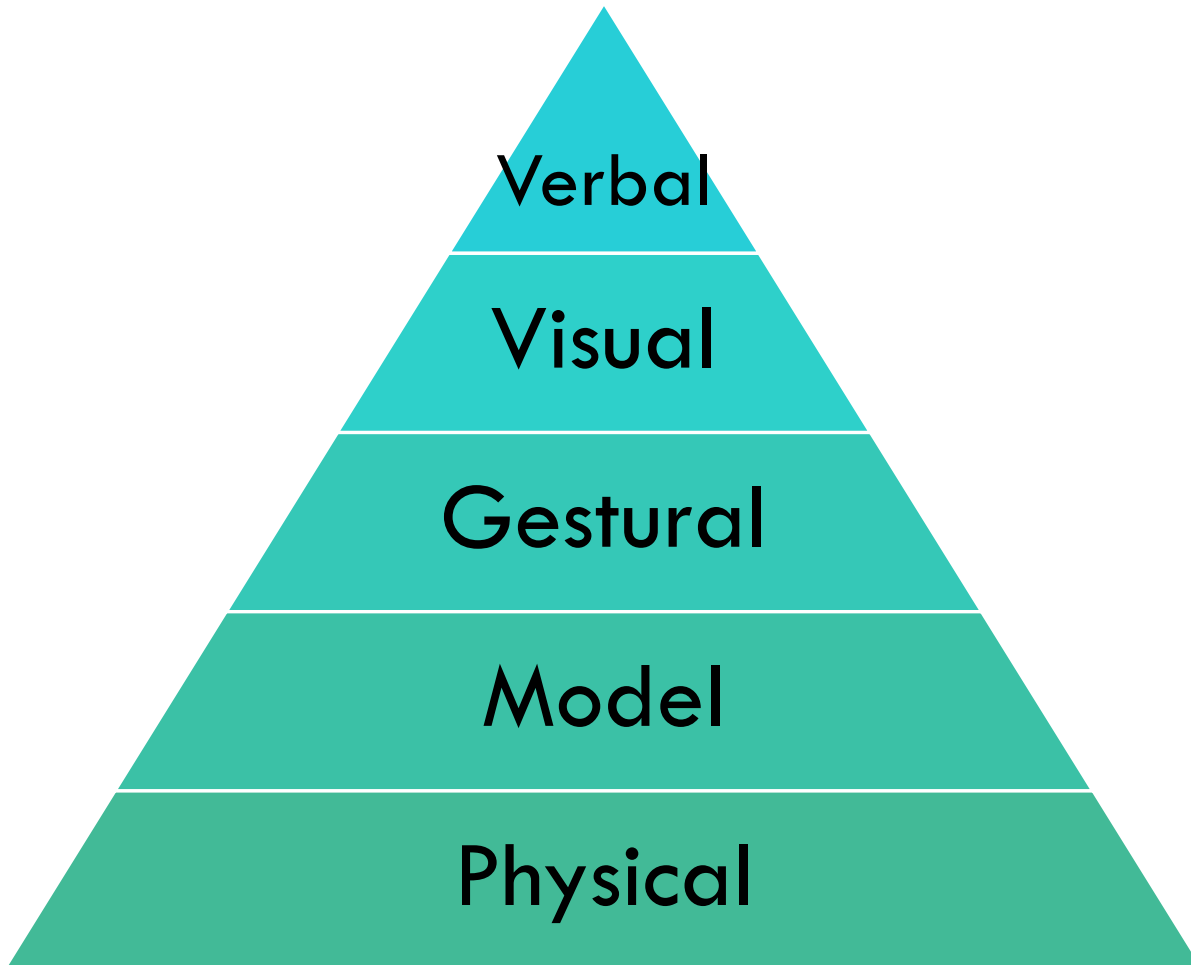


Number of
items OR
Number of
trials/
opportunities

CONDITIONS OF INTERVENTION



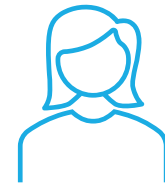
Manner of Assistance



Indicate the **Number and Type** of assistance



1 Gestural cue



2 Verbal prompts



1 Physical prompt

PROMPT EXAMPLES

Verbal

- What's next?
- Keep going
- Try again

Visual

- Multiplication chart
- Cue card
- Visual steps

Gestural

- Pointing
- Shaking head yes or no
- Looking in particular direction

Accuracy vs. Mastery



100% ACCURACY
(it is either correct
or not correct)

8/10 trials
= MASTERY

___/___ means *accurate* trials/total trials (there is room for error)

Accuracy vs. Mastery



100% ACCURACY
(it is either correct
or not correct)

80% of ____
opportunities
= MASTERY

____% accurate opportunities (there is room for error)

OBJECTIVES A AND B

These objectives are meant to be a steppingstone.

There are different approaches to developing Objectives A and B

Reflect on how you will implement and teach the goal to support your decisions in manipulating the objectives.

We recommend only changing **ONE** of the following for valid and accurate data:

Change the level
of MASTERY

Change the level
of assistance
needed

of items listed

GOAL BANKS

Every training, we develop a goal bank of the examples the attendees have developed

We are slowly building a larger scale goal bank
(Virtual Document)



4.8 Recording IEP Services

IEP Implementation SELPA Steering Meeting

February 10, 2022

Patty Metheny, Ed.D., Chief Administrative Officer
Jennifer Brooksby, Program Manager
Lisa Horsley, Program Technician



Court Requirement

California was found out of compliance with federal law because it did not adequately collect data regarding the implementation of student with disabilities (SWD) individual education programs (IEPs)

State ordered to develop an annual data collection that speaks directly to LEAs' performance in providing all services promised to SWD in their annual IEPs



Data Analysis



Track

- Annually track delivery of service minutes for each student with an IEP

Identify

- Special Education Division will identify a sample of students for the LEA to analyze

Report

- LEAs will review and report implementation information for the sample and certify that data are accurate

Monitor

- Data will be used to identify LEAs in need of monitoring and support in subsequent monitoring years

Proposed Data Targets

LEA IEP Implementation Report (mock up)

LEA 123

Percent of services provided	Count of students	Count of students in sample	Rate
100-95%	30	50	60.00%
94.9-90%	15		30.00%
Less than 90%	5		10.00%

Data will be reported in compliance ranges



How Data Will Be Collected

- Each service provider records service time in WebIEP
- IEPs must be signed, finalized, and filed to history to upload into WebDA
- Services pull from most current IEP in WebDA



Enter Time by Individual Student

Select Date

Choose the date on which you wish to enter services

WebIEP™ Service Logs

Logged in as: DOUG FAUCETTE

CALENDAR

<< Previous January 2022 Next >>

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2	3 • Enter Time	4 • Enter Time	5 • Enter Time	6 • Enter Time	7 • Enter Time	8
9	10 • Enter Time	11 • Enter Time	12 • Enter Time	13 • Enter Time	14 • Enter Time	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

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Select Class
Number

WebIEP™ Service Logs Logged in as: DOUGFAUCETTE ▼

SPECIAL EDUCATION CLASSES

Service Date: 01/10/2022

< Previous Page Total results: 6 Next Page >

Class Number	Class Type	Teacher	Teacher ID	School	Class Desc	Username
735102		GARMAN, AMBER	02724	HOFFMAN ES	APE	DOUGFAUCETTE
727104		GARMAN, AMBER	02724	LAKE ARROWHEAD ES	APE	DOUGFAUCETTE
743102		GARMAN, AMBER	02724	VOE ES	APE	DOUGFAUCETTE
H79108		GARMAN, AMBER	02724	HENCK IS	APE	DOUGFAUCETTE
265103		GARMAN, AMBER	02724	RIM HS	APE	DOUGFAUCETTE
743020		GARMAN, AMBER	02724	VOE ES	APE	DOUGFAUCETTE

A list of all the classes you teach are listed

Some service providers have multiple classes at different school sites

Calendar

My Classes

Class Students

Reports

Help

WebIEP™ Service Logs

Logged in as: DOUG FAUCETTE

CLASS STUDENTS

School: RIM HS

Last Name:

Class Number: 265103

First Name:

Service Date: 2022-01-10

System ID:

Find Student

Clear

Enter by Class

Previous Page

Total results: 11

Next Page

System ID	Last Name	First Name	Birthdate	Service	Sched Mins	Frequency	Location	Delivery Model	Begin Date
BARLE614A	CHAVEZ	LEONARDO	06/14/2005	APE	225	WEEKLY	SEPARATE CLASS	GROUP	09/13/2021
ESTER219A	ESTRADA	ERIK	12/19/2006	APE	200	WEEKLY	SEPARATE CLASS	GROUP	07/01/2021
GUTGR104A	GUTIERREZ	GREGORY	01/04/2004	APE	225	WEEKLY	SEPARATE CLASS	GROUP	11/13/2019
MARAN418B	MARTINEZ	ANTONIO	04/18/2004	APE	45	DAILY	SEPARATE CLASS	GROUP	12/09/2021
RASKA811A	RASDALL	KAYLA	08/11/2003	APE	225	WEEKLY	REG CLASS	GROUP	03/04/2021
ROJBR625A	ROJAS LOERA	BRYAN	06/25/2002	APE	225	WEEKLY	SEPARATE CLASS	GROUP	05/24/2021
SHAJQ217A	SHANNON	JOSEPH	02/17/2006	APE	225	WEEKLY	SEPARATE CLASS	GROUP	10/29/2021
SODHO104A	SODERHOLM	HOLLAND	12/04/2005	APE	225	WEEKLY	SEPARATE CLASS	GROUP	11/16/2021
TAYRY715A	TAYLOR	RYAN	07/15/2004	APE	225	WEEKLY	SEPARATE CLASS	GROUP	02/05/2021
WEBJO122A	WEBSTER	JOSHUA	11/22/2004	APE	45	DAILY	SEPARATE CLASS	GROUP	03/23/2021
WILSI420A	WILSON	SIERRA	04/20/2007	APE	45	WEEKLY	SEPARATE CLASS	GROUP	05/26/2021

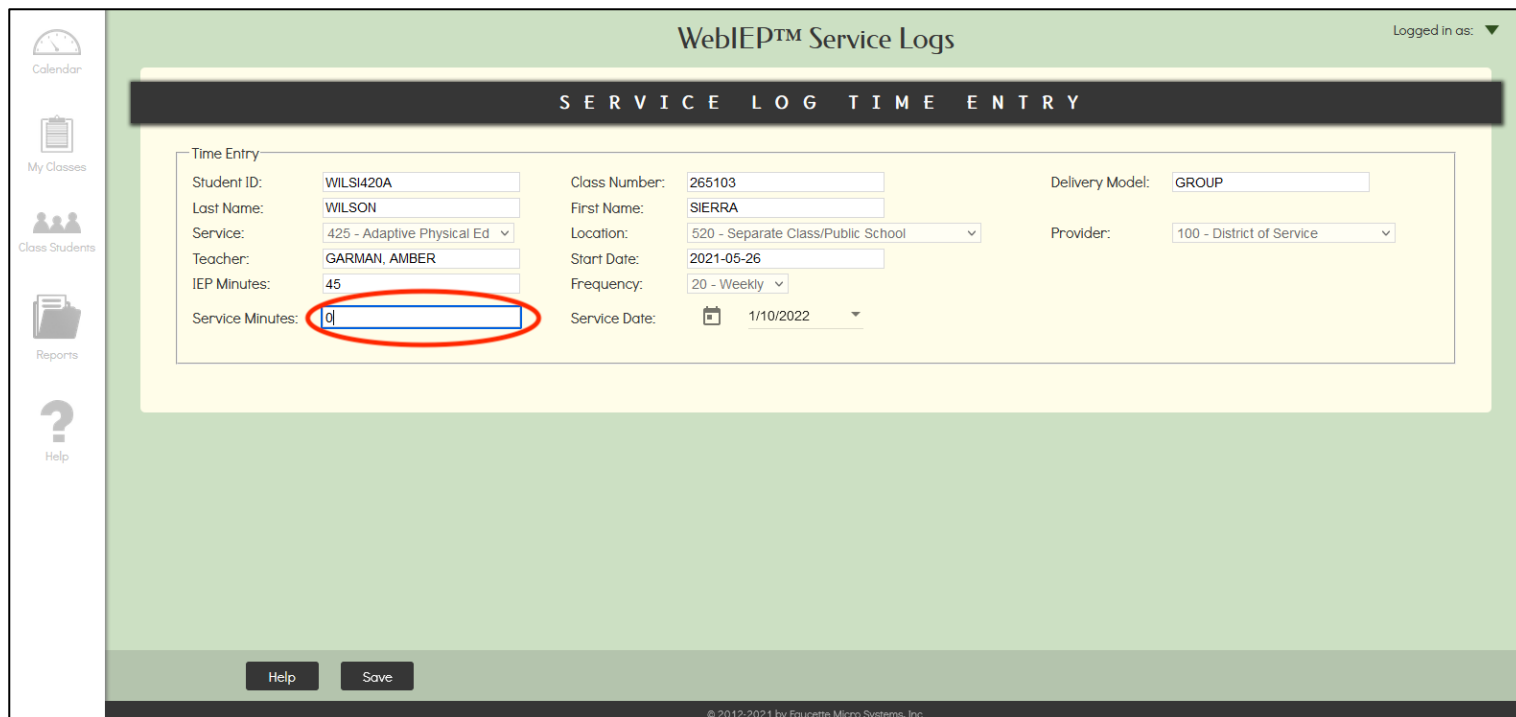
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Select Student

Select the System ID for the individual student

Enter Service Minutes

Enter the number of service minutes the student received



The screenshot shows the 'WebIEP™ Service Logs' interface. A sidebar on the left contains icons for 'Calendar', 'My Classes', 'Class Students', 'Reports', and 'Help'. The main area is titled 'SERVICE LOG TIME ENTRY' and contains a 'Time Entry' form. The form has two columns of input fields. The 'Service Minutes' field in the first column is highlighted with a red circle and contains the value '0'. The second column contains fields for 'Class Number', 'First Name', 'Delivery Model', 'Location', 'Provider', 'Start Date', 'Frequency', and 'Service Date'. The 'Service Date' field is a calendar icon next to the date '1/10/2022'. At the bottom of the form are 'Help' and 'Save' buttons. The footer of the page reads '© 2012-2021 by Faucette Micro Systems, Inc.'.

Time Entry					
Student ID:	WILSI420A	Class Number:	265103	Delivery Model:	GROUP
Last Name:	WILSON	First Name:	SIERRA		
Service:	425 - Adaptive Physical Ed	Location:	520 - Separate Class/Public School	Provider:	100 - District of Service
Teacher:	GARMAN, AMBER	Start Date:	2021-05-26		
IEP Minutes:	45	Frequency:	20 - Weekly		
Service Minutes:	0	Service Date:	1/10/2022		

Enter Time by Class

Select Date

Choose the date on which you wish to enter services

WebIEP™ Service Logs

Logged in as: DOUG FAUCETTE

CALENDAR

<< Previous January 2022 Next >>

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2	3 • Enter Time	4 • Enter Time	5 • Enter Time	6 • Enter Time	7 • Enter Time	8
9	10 • Enter Time	11 • Enter Time	12 • Enter Time	13 • Enter Time	14 • Enter Time	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

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Enter by
Class

WebIEP™ Service Logs Logged in as: DOUG FAUCETTIE

CLASS STUDENTS

School: RIM HS Class Number: 265103 Service Date: 2022-01-10
 Last Name: First Name: System ID:

Find Student Clear **Enter by Class**

< Previous Page Total results: 11 Next Page >

System ID	Last Name	First Name	Birthdate	Service	Sched Mins	Frequency	Location	Delivery Model	Begin Date
BARLE614A	CHAVEZ	LEONARDO	06/14/2005	APE	225	WEEKLY	SEPARATE CLASS	GROUP	09/13/2021
ESTER219A	ESTRADA	ERIK	12/19/2006	APE	200	WEEKLY	SEPARATE CLASS	GROUP	07/01/2021
GUTGR104A	GUTIERREZ	GREGORY	01/04/2004	APE	225	WEEKLY	SEPARATE CLASS	GROUP	11/13/2019
MARAN418B	MARTINEZ	ANTONIO	04/18/2004	APE	45	DAILY	SEPARATE CLASS	GROUP	12/09/2021
RASKA811A	RASDALL	KAYLA	08/11/2003	APE	225	WEEKLY	REG CLASS	GROUP	03/04/2021
ROJBR625A	ROJAS LOERA	BRYAN	06/25/2002	APE	225	WEEKLY	SEPARATE CLASS	GROUP	05/24/2021
SHAJQ217A	SHANNON	JOSEPH	02/17/2006	APE	225	WEEKLY	SEPARATE CLASS	GROUP	10/29/2021
SODHO104A	SODERHOLM	HOLLAND	12/04/2005	APE	225	WEEKLY	SEPARATE CLASS	GROUP	11/16/2021
TAYRY715A	TAYLOR	RYAN	07/15/2004	APE	225	WEEKLY	SEPARATE CLASS	GROUP	02/05/2021
WEBJQ122A	WEBSTER	JOSHUA	11/22/2004	APE	45	DAILY	SEPARATE CLASS	GROUP	03/23/2021
WILSI420A	WILSON	SIERRA	04/20/2007	APE	45	WEEKLY	SEPARATE CLASS	GROUP	05/26/2021

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Choose the Enter by Class function to enter time for multiple students

Enter Service Minutes

WebIEP™ Service Logs Logged in as: DOUG FAUCETTIE

CLASS STUDENTS TIME ENTRY

School: Class Number: Service Date:

Service Minutes:

Total results: 11

System ID	Last Name	First Name	Birthdate	Service	Sched Mins	Frequency	Location	Delivery Model	Select
BARLE614A	CHAVEZ	LEONARDO	06/14/2005	APE	225	WEEKLY	SEPARATE CLASS	GROUP	<input type="checkbox"/>
ESTER219A	ESTRADA	ERIK	12/19/2006	APE	200	WEEKLY	SEPARATE CLASS	GROUP	<input type="checkbox"/>
GUTGR104A	GUTIERREZ	GREGORY	01/04/2004	APE	225	WEEKLY	SEPARATE CLASS	GROUP	<input type="checkbox"/>
MARAN418B	MARTINEZ	ANTONIO	04/18/2004	APE	45	DAILY	SEPARATE CLASS	GROUP	<input type="checkbox"/>
RASKA811A	RASDALL	KAYLA	08/11/2003	APE	225	WEEKLY	REG CLASS	GROUP	<input type="checkbox"/>
ROJBR625A	ROJAS LOERA	BRYAN	06/25/2002	APE	225	WEEKLY	SEPARATE CLASS	GROUP	<input type="checkbox"/>
SHAJ0217A	SHANNON	JOSEPH	02/17/2006	APE	225	WEEKLY	SEPARATE CLASS	GROUP	<input type="checkbox"/>
SODHO104A	SODERHOLM	HOLLAND	12/04/2005	APE	225	WEEKLY	SEPARATE CLASS	GROUP	<input type="checkbox"/>
TAYRY715A	TAYLOR	RYAN	07/15/2004	APE	225	WEEKLY	SEPARATE CLASS	GROUP	<input type="checkbox"/>
WEBJO122A	WEBSTER	JOSHUA	11/22/2004	APE	45	DAILY	SEPARATE CLASS	GROUP	<input type="checkbox"/>
WILSI420A	WILSON	SIERRA	04/20/2007	APE	45	WEEKLY	SEPARATE CLASS	GROUP	<input type="checkbox"/>

Select the students for whom you wish to record time

Enter the service minutes

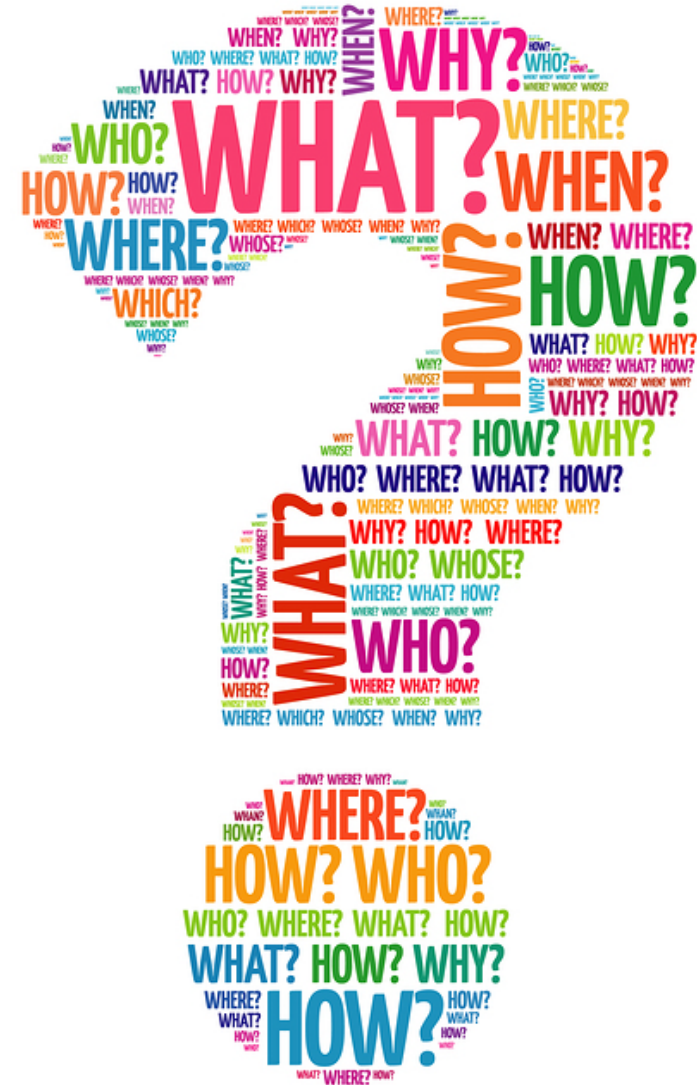
Points to Remember

1. IEPs must be signed and filed to history
2. Class numbers must be correct to record the service
3. Recording will always be on “most current” IEP in WebDA



District Feedback

- Multiple dates
- Grade level sorting
- Recording why session not delivered
- Integration with SIS or MediCal Programs
- Flexible grouping
- Color coding/Auto limits
- Auto notifications





Systems Discussion

- Classified Staff
- Substitutes
- Multi-Teacher Services

Next Steps

- Develop district systems
- Pilot – 2 staff in each district



Ongoing Ideas & Feedback

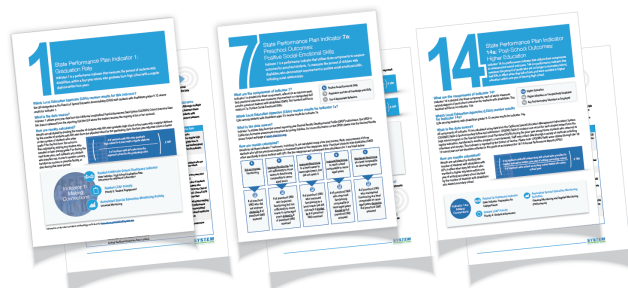


Jennifer Brooksby

Email: Jennifer.Brooksby@sbcss.net

Phone: 909-252-4521

4.9 CDE Compliance Monitoring 2021-2022



SPPI Indicator Professional Learning For East Valley SELPA Special Education Administrators

Special Education Administrators will learn the essential elements of each of the 14 indicators on the Annual Performance Report including the definition, data source, calculation, and targets. The goal is to support administrators in analyzing the wide range of valuable data provided within the APR in order to improve the quality of education for all students, with an emphasis on students with disabilities.

Thursday,
April 21, 2022

9:00 am - 12:00 noon

East Valley SELPA
Room 214
670 E. Carnegie Drive, San Bernardino 92408

Register Online:

<https://sbcss.k12oms.org/46-215262>

4.10 CALPADS Data Fall 1 2020 & 2021 Comparison

SELPA 16.11 - Students with Disabilities - Annual Comparision Report

Academic Year:	2021-2022	SELPA:	East Valley Consortium-3602	User ID:	lisa.horsley@sbcss.net
View:	Snapshot	LEA:	Colton Joint Unified - 3667686	Create Date:	1/25/2022 7:13:14 PM
Status:	SELPA Approved			Print Date:	2/3/2022 9:32:24 AM

			Prior Academic Year	Selected Academic Year		
LEA Code	LEA Name	Primary Disability Category	Unduplicated Student Count	Unduplicated Student Count	Count Difference	Percent Change (Current Year - Prior Year)/ (Prior Year) * 100
3667686	Colton Joint Unified					
		200-None	0	0	0	
		210-Intellectual Disability (ID)	115	113	-2	-2
		220-Hard of hearing (HH)	32	28	-4	-13
		230-Deafness (DEAF)/Hearing impairment (HI)	3	4	1	33
		240-Speech or language impairment (SLI)	498	527	29	6
		250-Visual impairment (VI)	8	7	-1	-13
		260-Emotional disturbance (ED)	34	37	3	9
		270-Orthopedic impairment (OI)	23	16	-7	-30
		280-Other health impairment (OHI)	222	237	15	7
		281-Established medical disability (EMD)	0	0	0	
		290-Specific learning disability (SLD)	1327	1227	-100	-8
		300-Deaf-blindness (DB)	0	0	0	
		310-Multiple disabilities (MD)	17	16	-1	-6
		320-Autism (AUT)	332	372	40	12
		330-Traumatic brain injury (TBI)	3	3	0	0
		LEA Total		2614	2587	-27
Total - Selected LEAs			2614	2587	-27	-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

SELPA 16.11 - Students with Disabilities - Annual Comparision Report

Academic Year:	2021-2022	SELPA:	East Valley Consortium-3602	User ID:	lisa.horsley@sbcss.net
View:	Snapshot	LEA:	Redlands Unified - 3667843	Create Date:	1/24/2022 6:34:42 PM
Status:	SELPA Approved			Print Date:	2/3/2022 9:35:23 AM

			Prior Academic Year	Selected Academic Year		
LEA Code	LEA Name	Primary Disability Category	Unduplicated Student Count	Unduplicated Student Count	Count Difference	Percent Change (Current Year - Prior Year)/ (Prior Year) * 100
3667843	Redlands Unified					
		200-None	0	0	0	
		210-Intellectual Disability (ID)	133	123	-10	-8
		220-Hard of hearing (HH)	29	32	3	10
		230-Deafness (DEAF)/Hearing impairment (HI)	8	7	-1	-13
		240-Speech or language impairment (SLI)	590	637	47	8
		250-Visual impairment (VI)	13	17	4	31
		260-Emotional disturbance (ED)	76	69	-7	-9
		270-Orthopedic impairment (OI)	37	38	1	3
		280-Other health impairment (OHI)	362	366	4	1
		281-Established medical disability (EMD)	3	1	-2	-67
		290-Specific learning disability (SLD)	1130	1169	39	3
		300-Deaf-blindness (DB)	1	0	-1	-100
		310-Multiple disabilities (MD)	39	63	24	62
		320-Autism (AUT)	361	387	26	7
		330-Traumatic brain injury (TBI)	6	6	0	0
		LEA Total		2788	2915	127
Total - Selected LEAs			2788	2915	127	5

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

SELPA 16.11 - Students with Disabilities - Annual Comparision Report

Academic Year:	2021-2022	SELPA:	East Valley Consortium-3602	User ID:	lisa.horsley@sbcss.net
View:	Snapshot	LEA:	Rialto Unified - 3667850	Create Date:	1/21/2022 9:19:48 AM
Status:	SELPA Approved			Print Date:	2/3/2022 9:37:36 AM

			Prior Academic Year	Selected Academic Year		
LEA Code	LEA Name	Primary Disability Category	Unduplicated Student Count	Unduplicated Student Count	Count Difference	Percent Change (Current Year - Prior Year)/ (Prior Year) * 100
3667850	Rialto Unified					
		200-None	0	0	0	
		210-Intellectual Disability (ID)	159	178	19	12
		220-Hard of hearing (HH)	30	34	4	13
		230-Deafness (DEAF)/Hearing impairment (HI)	3	2	-1	-33
		240-Speech or language impairment (SLI)	594	597	3	1
		250-Visual impairment (VI)	7	6	-1	-14
		260-Emotional disturbance (ED)	33	35	2	6
		270-Orthopedic impairment (OI)	34	33	-1	-3
		280-Other health impairment (OHI)	234	224	-10	-4
		281-Established medical disability (EMD)	0	0	0	
		290-Specific learning disability (SLD)	1415	1316	-99	-7
		300-Deaf-blindness (DB)	0	0	0	
		310-Multiple disabilities (MD)	24	24	0	0
		320-Autism (AUT)	321	353	32	10
		330-Traumatic brain injury (TBI)	3	3	0	0
		LEA Total		2857	2805	-52
Total - Selected LEAs			2857	2805	-52	-2

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

SELPA 16.11 - Students with Disabilities - Annual Comparision Report

Academic Year:	2021-2022	SELPA:	East Valley Consortium-3602	User ID:	lisa.horsley@sbcss.net
View:	Snapshot	LEA:	Rim of the World Unified - 3667868	Create Date:	12/8/2021 9:09:21 PM
Status:	SELPA Approved			Print Date:	2/3/2022 9:39:39 AM

			Prior Academic Year	Selected Academic Year		
LEA Code	LEA Name	Primary Disability Category	Unduplicated Student Count	Unduplicated Student Count	Count Difference	Percent Change (Current Year - Prior Year)/ (Prior Year) * 100
3667868	Rim of the World Unified					
		200-None	0	0	0	
		210-Intellectual Disability (ID)	16	13	-3	-19
		220-Hard of hearing (HH)	1	2	1	100
		230-Deafness (DEAF)/Hearing impairment (HI)	0	0	0	
		240-Speech or language impairment (SLI)	102	103	1	1
		250-Visual impairment (VI)	1	2	1	100
		260-Emotional disturbance (ED)	9	11	2	22
		270-Orthopedic impairment (OI)	5	5	0	0
		280-Other health impairment (OHI)	53	57	4	8
		281-Established medical disability (EMD)	0	0	0	
		290-Specific learning disability (SLD)	167	166	-1	-1
		300-Deaf-blindness (DB)	0	0	0	
		310-Multiple disabilities (MD)	3	3	0	0
		320-Autism (AUT)	48	48	0	0
		330-Traumatic brain injury (TBI)	0	0	0	
		LEA Total		405	410	5
Total - Selected LEAs			405	410	5	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

SELPA 16.11 - Students with Disabilities - Annual Comparision Report

Academic Year:	2021-2022	SELPA:	East Valley Consortium-3602	User ID:	lisa.horsley@sbcss.net
View:	Snapshot	LEA:	Yucaipa-Calimesa Joint Unified - 3667959	Create Date:	1/14/2022 9:33:01 AM
Status:	SELPA Approved			Print Date:	2/3/2022 9:43:04 AM

			Prior Academic Year	Selected Academic Year			
LEA Code	LEA Name	Primary Disability Category	Unduplicated Student Count	Unduplicated Student Count	Count Difference	Percent Change (Current Year - Prior Year)/ (Prior Year) * 100	
3667959	Yucaipa-Calimesa Joint Unified						
		200-None	0	0	0		
		210-Intellectual Disability (ID)	68	72	4	6	
		220-Hard of hearing (HH)	11	11	0	0	
		230-Deafness (DEAF)/Hearing impairment (HI)	0	0	0		
		240-Speech or language impairment (SLI)	249	231	-18	-7	
		250-Visual impairment (VI)	3	6	3	100	
		260-Emotional disturbance (ED)	44	49	5	11	
		270-Orthopedic impairment (OI)	29	28	-1	-3	
		280-Other health impairment (OHI)	193	183	-10	-5	
		281-Established medical disability (EMD)	5	4	-1	-20	
		290-Specific learning disability (SLD)	563	509	-54	-10	
		300-Deaf-blindness (DB)	0	0	0		
		310-Multiple disabilities (MD)	9	15	6	67	
		320-Autism (AUT)	163	185	22	13	
		330-Traumatic brain injury (TBI)	3	4	1	33	
		LEA Total		1340	1297	-43	-3
		Total - Selected LEAs			1340	1297	-43

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

SELPA 16.11 - Students with Disabilities - Annual Comparison Report

Academic Year:	2021-2022	SELPA:	East Valley Consortium-3602	User ID:	lisa.horsley@sbcss.net
View:	Snapshot	LEA:	San Bernardino County Office of Education - 3610363	Create Date:	1/27/2022 8:44:00 PM
Status:	SELPA Approved			Print Date:	2/3/2022 9:41:31 AM

			Prior Academic Year	Selected Academic Year		
LEA Code	LEA Name	Primary Disability Category	Unduplicated Student Count	Unduplicated Student Count	Count Difference	Percent Change (Current Year - Prior Year)/ (Prior Year) * 100
3610363	San Bernardino County Office of Education					
		200-None	0	0	0	
		210-Intellectual Disability (ID)	50	36	-14	-28
		220-Hard of hearing (HH)	26	17	-9	-35
		230-Deafness (DEAF)/Hearing impairment (HI)	3	3	0	0
		240-Speech or language impairment (SLI)	19	19	0	0
		250-Visual impairment (VI)	7	5	-2	-29
		260-Emotional disturbance (ED)	26	25	-1	-4
		270-Orthopedic impairment (OI)	13	10	-3	-23
		280-Other health impairment (OHI)	39	36	-3	-8
		281-Established medical disability (EMD)	0	0	0	
		290-Specific learning disability (SLD)	59	46	-13	-22
		300-Deaf-blindness (DB)	0	0	0	
		310-Multiple disabilities (MD)	61	46	-15	-25
		320-Autism (AUT)	47	27	-20	-43
		330-Traumatic brain injury (TBI)	0	1	1	
		LEA Total		350	271	-79
Total - Selected LEAs			350	271	-79	-23

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

4.11 Supporting Inclusive Practices



Aligning Inclusive Practices, District LCAPs & Special Education Accountability Under One System for ALL

Katie Novak & Shelley Moore



Shelley Moore, Ph.D.

Inclusion Workshop Virtual Series
Hosted by the East Valley & Ventura County SELPAs

Call to Action - The Moral Imperative for Inclusion

April 25, 2022 - 3:00-5:00

2022-2023

Fall (September/October 2022) - The Data, LRE Benchmarks

Winter (January/February 2023)- LCAP Development/Master Scheduling (January/February 2023)

Spring (April 2023) - Making it Work: Our Need for Equity & Inclusion for All



Katie Novak



EV SELPA SIP Grant



Grant Award Notification Received
\$90,000

Grant Timeline
July 1, 2021 – September 30, 2023

District Reimbursement Process
Fillable PDF sent to SIP Committee members 11.10.21
Email to: Jennifer.Brooksby@sbcss.net

The image shows a thumbnail of a fillable PDF form. At the top, it has the 'EV SELPA' logo and the title 'EV SELPA SIP Grant'. Below the title, there are several sections with input fields and checkboxes. The first section is labeled 'District Information' and includes fields for 'District Name', 'District Address', 'District Phone', and 'District Email'. The second section is labeled 'Project Information' and includes fields for 'Project Name', 'Project Description', 'Project Start Date', and 'Project End Date'. The third section is labeled 'Funding Information' and includes fields for 'Funding Amount', 'Funding Source', and 'Funding Period'. The fourth section is labeled 'Reimbursement Information' and includes fields for 'Reimbursement Amount', 'Reimbursement Period', and 'Reimbursement Method'. There are also checkboxes for 'District Approval' and 'SIP Committee Approval'.



East Valley Special Education Local Plan Area
**DISTRICT APPLICATION FOR
SUPPORTING INCLUSIVE PRACTICES (SIP)
FUNDS**

Date:	District Name:
Person Making the Request:	
Email:	Phone Number:

Amount Requested:
Details of the Request:
District's Desired Results – Outcome Anticipated from this Request:
How the Request Aligns with the District's Desired Results:

Date Received by SELPA:	Date Approved by SELPA:
Date Returned to District for Additional Information:	
Additional Information Needed:	
Final Approval by SELPA:	Date SELPA Process Funds Transfer:
SIP Refunds Remaining for District:	



California Department of Education
Fiscal Administrative Services Division
AO-400 (REV. 09/2014)

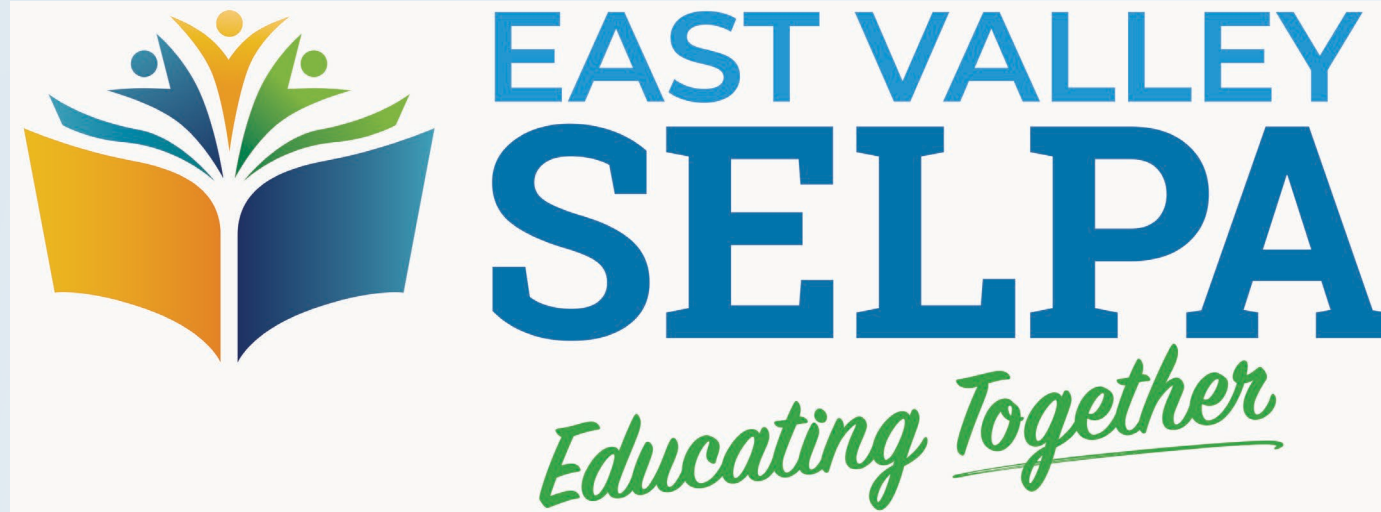
Grant Award Notification

CONDITIONS OF THE GRANT

You are agreeing to the terms and conditions of this grant and will utilize grant funding for the purposes allowable to implement Supporting Inclusive Practices (SIP), including:

- Increased inclusion of students with disabilities in the general education environment
- Creation of a new or update to an existing action plan for increasing Least Restrictive Environment targets by June 2022
- Participation in scheduled Supporting Inclusive Practices events, which include but are not limited to: attending webinars, sending at least one Local Education Agency (LEA) representative to the Spring Institute, sending at least one LEA representative to other SIP trainings scheduled in the fiscal years of the grant
- Scheduling of ongoing coaching/training which will include at least one site visit per fiscal year
- Participation in quarterly conference calls to update SIP Directors and the California Department of Education Contract Monitor of the regional technical assistance and support provided
- Use of a digital data collection system
- An administrator to serve as the project lead

4.12 EV SELPA Due Process 2021-2022 To-Date



2021-2022 Year-to-Date Due Process Review

East Valley SELPA Board of Education

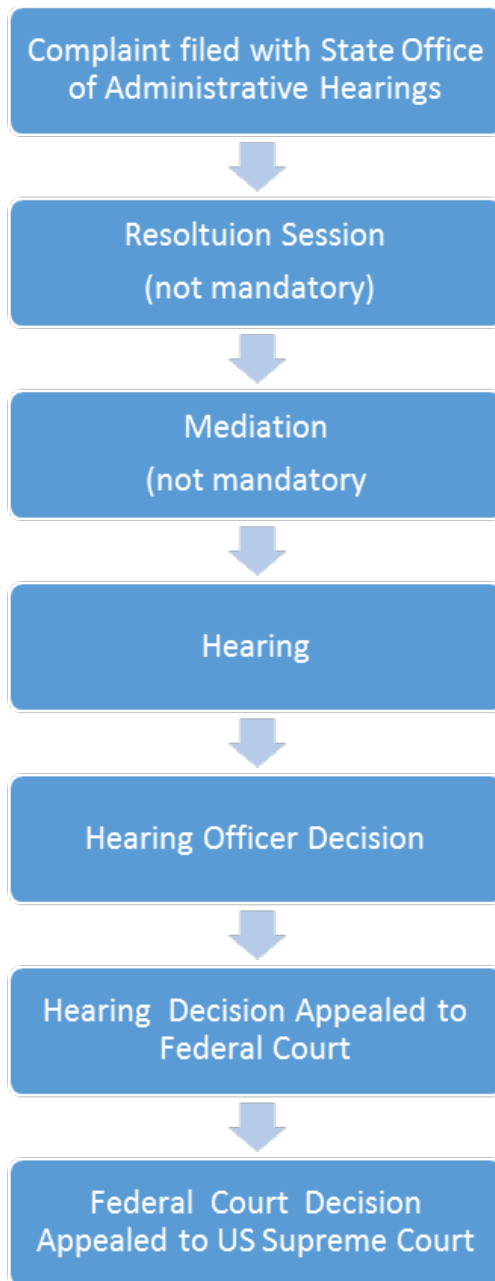
Presented by Rick Homutoff, Ed.D.

Program Manager

February 2022

Special Education Administrative Adjudicative Dispute Resolution Process

'Commonly Referred to as Due Process'



An administrative adjudicative complaint can only be filed by a parent or public school agency or the authorized legal representatives of each. It must be specific to alleged violations regarding the identification, evaluation, or educational placement of a child with a disability, or the provision of a free appropriate public education (FAPE) to the child.

The complaint must be filed with an agency within the state that is not the department of education. As such, each state is required to develop its own separate agency.



OFFICE OF
ADMINISTRATIVE
HEARINGS

EV SELPA Legal Fund

*Only Available for 'open' due process cases
with an Office of Administrative Hearings (OAH) case number*

ITEM	FUNDED BY X-POT	FUNDED BY DISTRICT
Parent Reimbursement	100% reimbursement of previous expenses, per terms of signed settlement agreement. Parent must provide proof of payment for all expenses.	100% of prospective expenses per terms of signed settlement agreement. Parent must provide proof of payment for all expenses.
Nonpublic Agency Services	N/A	100% of services and evaluations through an NPA outside agency.
Nonpublic School Placement	N/A	100% of all NPS placement costs.
Independent Educational Evaluations	100% of the IEE cost if required as part of a due process settlement agreement or hearing decision.	100% of the cost of any IEE not part of a due process settlement agreement or hearing decision.
Mileage/Transportation	N/A	100% of total cost per signed settlement agreement.
Parent's Attorney Fees	100% of the total cost per settlement agreement for IDEA related claims.	100% of the total cost per settlement agreement for Tort, 504, discrimination, etc. related claims.
District's Attorney Fees	100 % of the total cost per settlement agreement for IDEA related claims	100% of the total cost per settlement agreement for Tort, 504, discrimination, etc. related claims.
In District Educational Programs/Curriculum	N/A	100% costs per settlement agreement.
High-Incidence Assistive Technology	N/A	100% costs per settlement agreement.

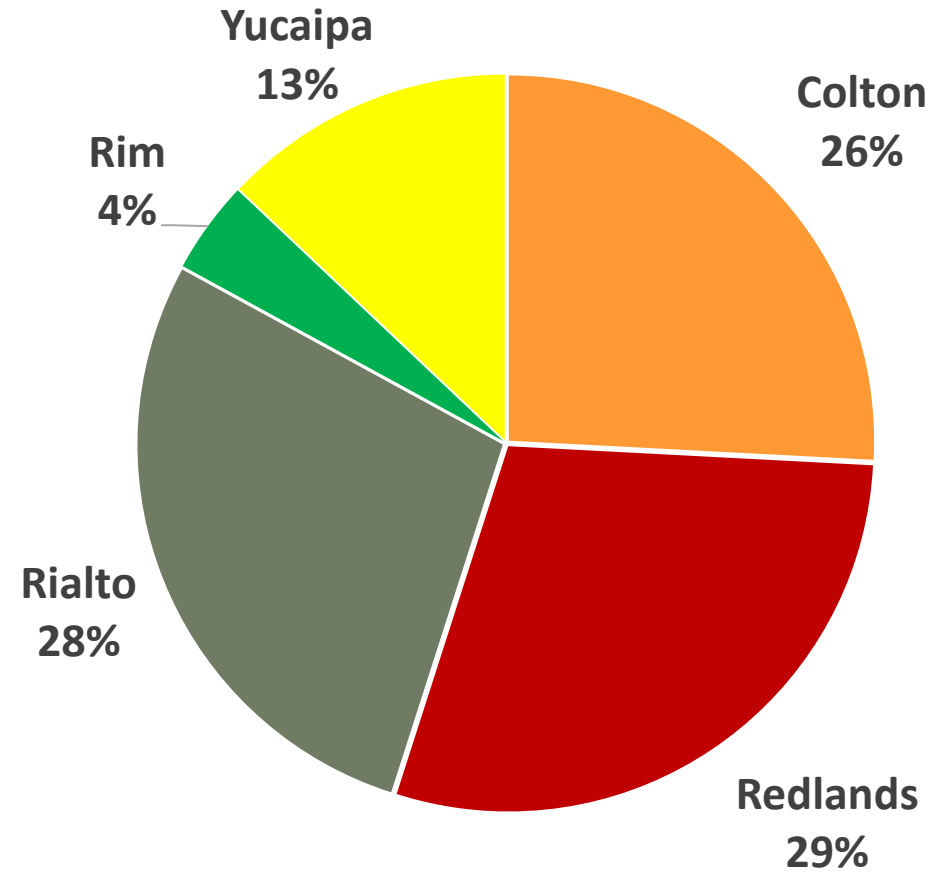
2021-2022 Due Process Cases

- To-date, 10 due process cases have been filed in 2021-2022
- In comparison, there were 45 cases in 2018-2019, 31 cases in 2019-2020, and 24 cases for 2020-2021.
- Three of our current 10 cases were filed by parents who had previously filed. This trend continues to go down.
- One hearing was held in 2020-2021, and none so far for 2021-2022.
 - There have been two cases this year that were settled within a week of the hearing date(s). The closer we get to hearing, the higher the costs. The attorneys are much more involved with interviewing witnesses, filing motions, preparing documents, etc., even while negotiating.

2021-2022 Due Process Cases

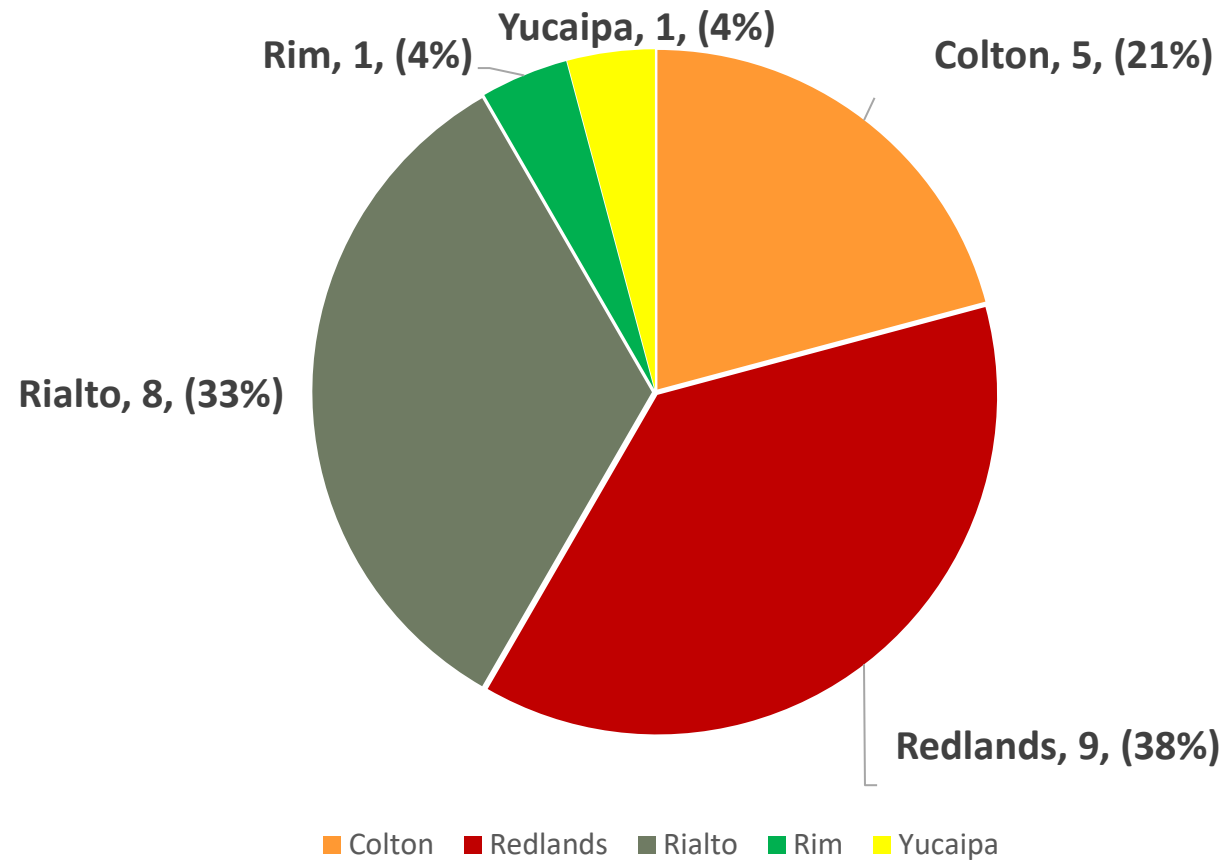
- The goal is to get all cases settled by the end of the fiscal year, but that is not always possible.
- Six 2020-2021 cases were closed in fiscal 2021-2022. The total cost for parent attorney fees for these six cases was almost \$150,000.
- One of the cases went to a hearing that lasted 11 days. The last day of hearing was on June 30, 2021. The decision was not rendered until August 16, 2021, and attorney fees were not paid until October 2021. The parent attorney fees paid in that case were \$66,975. This does not include our costs and attorney fees.
- Even though we attempt to negotiate with attorneys to reduce their fees, it is up to the parent attorney as to how much they are willing to come down and our willingness to take a case to hearing should the parent attorney become unwilling to further negotiate.
- When the district has a defensible case and the parent has an attorney unwilling to negotiate on services/compensatory education for the student and on fees, it is then where we may find ourselves in a hearing.

Special Education Pupil Count*: Percentage of EV SELPA Total by District

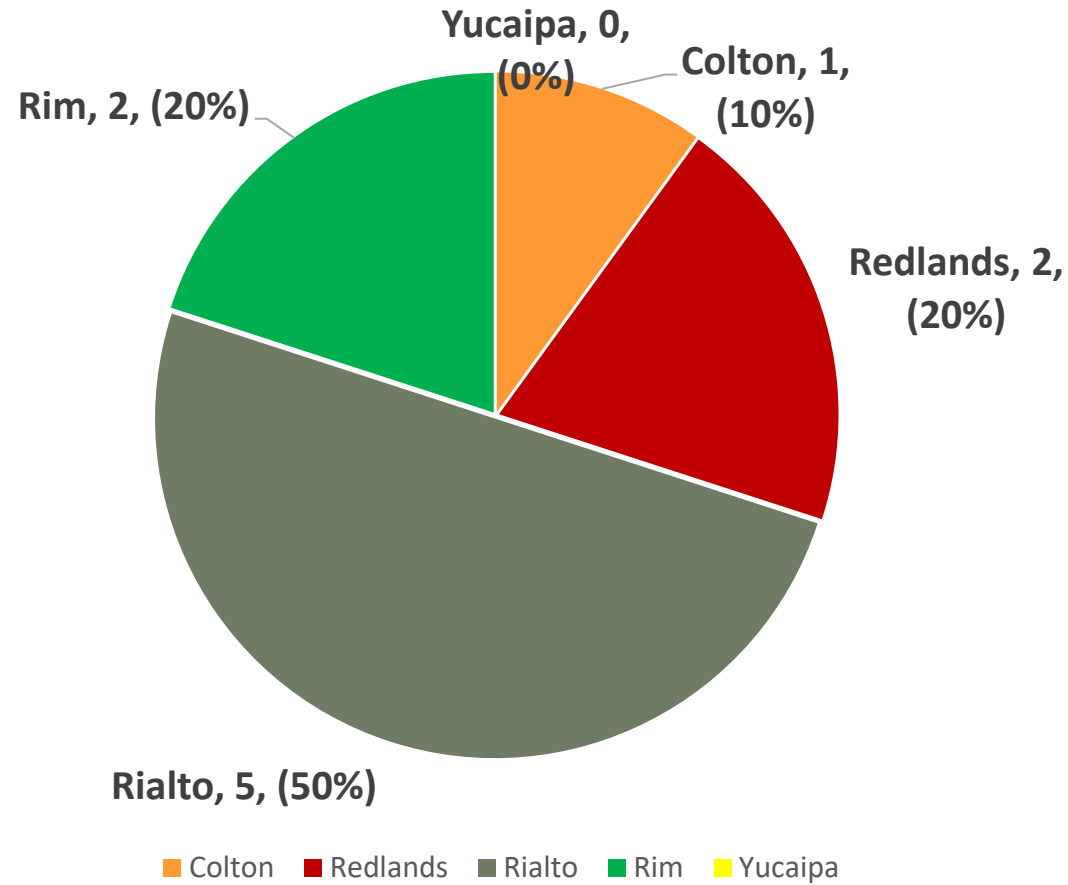


*October 2021 data pull

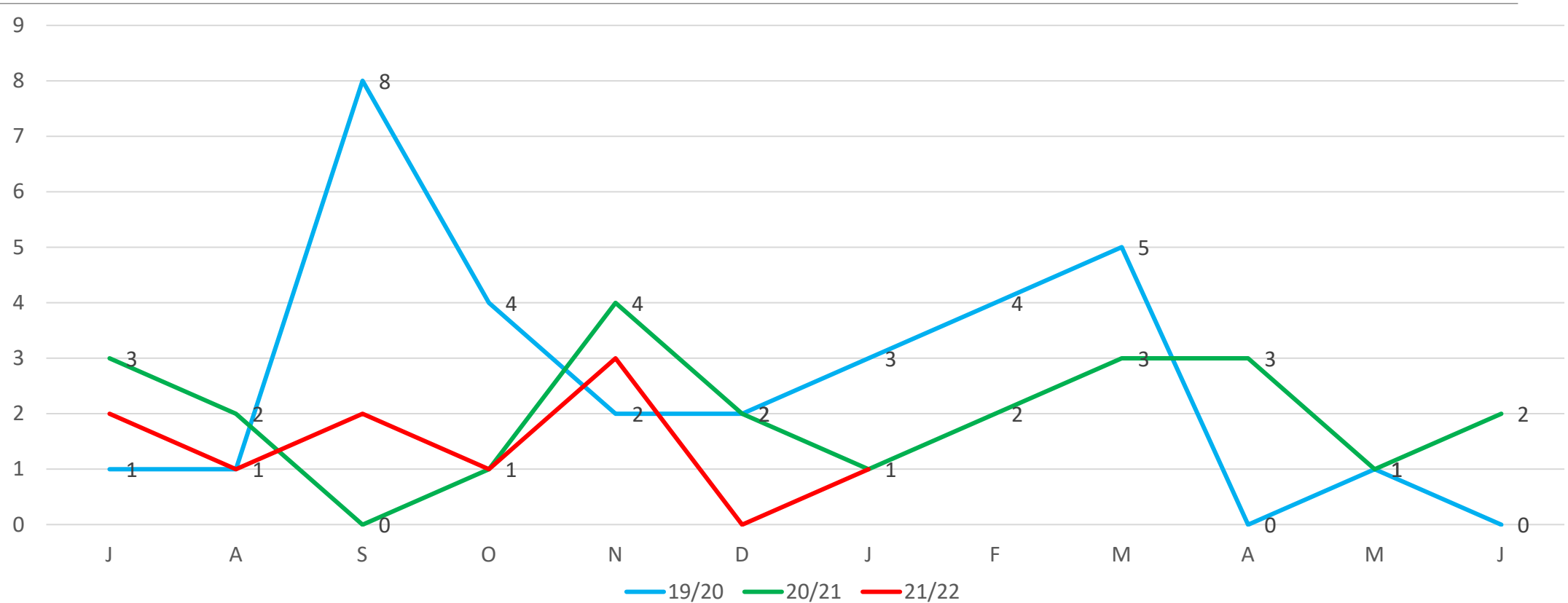
EV SELPA 2020-2021 Filings



EV SELPA 2021-2022 Due Process Cases, to-Date



EV SELPA Due Process Filings by Month



2021-2022 Trends

- Alternative dispute resolution (ADR) is being used extensively by districts with and without SELPA support.
- This is evident in the amount of settlement agreements that have been drafted at the district level (prior to due process) and it points to the continued decrease in cases.
- Hopefully, we will get to the point where due process is the alternative instead of ADR.
- With regards to compensatory education and services to the student, we are seeing higher demands as well, especially due to learning loss. They want more hours of comp-ed or more direct services, even when data does not show a necessity. In those cases, it is important to have a defensible IEP to minimize exposure during the hearing.

2021-2022 Trends

- This year there have been fewer requests for independent educational evaluations (IEEs) through due process.
 - According to IDEA § 300.502(b)(1-2) when a parent disagrees with an assessment the district has conducted (or should have conducted) the parent may request an IEE. The district has only two choices:
 1. File for due process to defend their assessment; or,
 2. Fund the IEE
 - Typically, the district funds or agrees to fund the IEE. It is more cost effective to fund the IEE than go through litigation to defend the districts assessments. That is often a bargaining chip the district can use to avoid due process.
 - When in due process, some students have already received an IEE, and the parents are still un-satisfied with the results or the districts response to the IEE evaluator. Once the IEE is completed, the report must be “considered” by the district. (IDEA § 300.502(c)(1) It does not mean the district must adopt any/all recommendations given in the report. If a parent includes this as an issue in due process, we will need to defend our own assessments in the hearing, so it is vital we have our own assessment(s) data, and they are defensible.

Statewide Trends

There are still attorneys that have filed multiple due process cases up and down the state, and almost all have gone to hearing. Sometimes no matter what the district does, there are attorneys who are unwilling to settle.

In a review of decisions that have come down, the Administrative Law Judges (ALJ) have been finding districts liable during the school shutdowns and giving parents relief, often minimal, so the parent goes away with something.

- As previously mentioned, in our hearing, the issues where the student won, all centered around whether the nonpublic school was providing necessary individualized supports and services. They were not, and where they were the ALJ ruled those were not individualized to the student during that short window of time from March 2020 through ESY.
- As a result, the ALJ ordered approximately 249 hours of compensatory education.
- This was far less than the 650+ hours, plus services, the parent was asking for prior to hearing.

Statewide Trends

Due process hearing costs have increased:

- Parent attorneys are commanding higher hourly rates and an average of invoices received PRIOR to hearing and negotiating is over \$15,000. Most are asking for more than \$400 per hour.
- Hearings are taking longer as a result the costs associated with virtual hearings are significantly higher.
- Witnesses are being asked to create accounts with Case Lines in order to review evidence, which also creates another burden for district staff during witness preparation.
- Since the ALJs are giving parents even a minimal amount of services for the loss of instruction during Covid closures, the districts are then paying parent attorney fees, which is typically the highest cost in a hearing.

Final Thoughts

- 20 U.S.C. § 1415(b)(6)(B) tells us that a parent must file a due process complaint not more than two years from the time that the district knew, or should have known, about the alleged violation which forms the basis of the complaint.
- If the parents or attorneys want access to the full 2-year statute of limitations in the law for due process cases in relation to the Covid-19 closures, they will need to begin filing by February or March 2022.
- We are fully anticipating an increase in due process cases in our SELPA as well as in school districts up and down the state.
- We need to ensure we have defensible IEPs, and our staff are trained and utilizing alternative dispute resolution strategies to ensure we are working with families to avoid litigation.
- Let's make due process the alternative!



4.13 ADR & Learning Recovery Plans Implementation

Straus Institute for Dispute Resolution

Mediating the Litigated Case

This course offers participants a unique opportunity to learn about the mediation process in a format geared specifically toward special education cases. The program will focus on the various stages of the process, identifying and working with different negotiation styles, cross-cultural communication, and facilitating problem-solving regardless of whether the case involves disputes regarding placements, services, assessments, IEP process, and more.

Cost: \$5,200

Time

8:30 am - 5:00 pm

40-hour commitment

Dates

March 21-23; 28-30 - REGISTER

PLEASE NOTE: March 23 and 30 are half-days 8:30-12:30pm.

April 4-8, 2022 - REGISTER

June 20-24, 2022 - REGISTER

July 11-15, 2022 - REGISTER

Registration Coming Soon for Dates Below:

- August 15-19, 2022
- October 10-14, 2022
- November 7-11, 2022

NEW Trainings for SELPAs and Education Professionals

Connecting Across Cultures

Conflict Resolution 101

Connecting Across Cultures

February 17-18, 2022 | 8:30 AM - 5:00 PM

This two-day training equips participants with an understanding of culture -- with its broad definition -- and underscores the role it plays in conflicts, big and small. Participants will recognize the various cultures they inhabit and learn how culture has the power to divide parties or bring them to resolution, depending on the cultural competence of the mediator. **Cost \$2,500**

Conflict Resolution 101

February 23, 2022 | 8:30 AM - 5:00 PM

This one-day training is designed to introduce participants to the basic concepts, terminology, and practices in alternative dispute resolution. Participants will learn about various conflict styles and personalities and expand their knowledge of conflict resolution skills such as active listening, curiosity, reframing, and creativity. **Cost \$1,250**

Through a Collaboration Between

STRAUS INSTITUTE
FOR DISPUTE RESOLUTION



<https://law.pepperdine.edu/straus/training-and-conferences/selpa/>

Instructions on Registering Using a PO.

1. Begin the Registration process and fill out personal information.
2. Click Register Now



MLC Special Education January 2022

Online | Jan 31-Feb 4, 2022 | 8:30 AM (PT)

Download

View

Contact

Registration



General Admission

\$5,200.00

Primary Attendee

*First Name

*Last Name

*Email

MLC Online Form

Registration Questions

Business Name

Business Phone

*Home Address 1

*Home City

*Home State

*Home ZIP

*Home Country

Mobile Phone

+ Add Guest

Register Now

Process Payment

3. On the payment page, enter “straus-po” in the Discount box.
4. Click “Apply”

✓ Tickets

2 Checkout

🕒 07:00

When

31st January - 4th February 2022

Where

Online

1. Choose a Payment Method

There is no payment due. Click the button below to complete your order.

Confirm Order

Registration Summary

Discount

straus-po

Apply

Discount Applied

straus-po

Remove

Deborah E Jasmin

General Admission

Edit

Free

✕

Subtotal:

Free

Total

Free

Cancel Order

Back

5. The registration will change to “free” and you can click “Confirm”.
6. If you need an invoice and/or W-9 to process the purchase order, please contact

Deborah Jasmin at Deborah.jasmin@pepperdine.edu

✓ Tickets

2 Checkout

🕒 07:00

When

31st January - 4th February 2022

Where

Online

1. Choose a Payment Method

There is no payment due. Click the button below to complete your order.

Confirm Order

Registration Summary

Discount

straus-po

Apply

Discount Applied

straus-po

Remove

Deborah E Jasmin

General Admission

Edit

Free

✕

Subtotal:

Free

Total

Free

Cancel Order

Back

Parents

Learn how to be an active participant in the IEP Process



PARENT LIAISON *VIRTUAL* TRAINING SERIES: ADVOCATING AS A PROBLEM-SOLVER

Presented by:
David Dowling, JD, MDR

Parents will learn how to be an active participant in the IEP Process.

Class topics will provide parents with training in:

- how to be a facilitator in the IEP Process
- how to work through challenging conversations
- how to be an effective problem solver

Intended Audience: Parents of Special Education Students

Cost: Free

Space is limited, register early!

Attend all 6 sessions to receive a Parent Liaison Certificate

SPRING SCHEDULE WEDNESDAYS 9:30 AM — 12:30 PM	TOPICS	FALL SCHEDULE THURSDAYS 6:00 PM — 9:00 PM
April 13, 2022	Role of a Parent Liaison	August 25, 2022
April 20, 2022	Facilitation in the IEP Process	September 01, 2022
April 27, 2022	Negotiation in Facilitation	September 08, 2022
May 04, 2022	Difficult Conversations	September 15, 2022
May 11, 2022	Managing the Dispute Process	September 22, 2022
May 18, 2022	Persuasion and Problem-Solving	September 29, 2022

[https://sbcss.k12oms.org/
46-214799](https://sbcss.k12oms.org/46-214799)

Register Online

[https://sbcss.k12oms.org/
46-214800](https://sbcss.k12oms.org/46-214800)

Questions: Please contact Jennifer Brooksby, jennifer.brooksby@sbcss.net



NEGOTIATION SKILLS:

**A BALANCED APPROACH
TO BARGAINING AND
RELATIONSHIPS**

Facilitator:
David Dowling, JD, MDR

Special Education Directors and Coordinators

**Please Join This In-person Training
To Learn Negotiation Skills That Balance The Need For Bargaining
While Maintaining And Building Relationships**

Thursday
July 14, 2022

1:00 - 4:00 pm

Dorothy Inghram Learning Center
670 East Carnegie Drive, San Bernardino, CA 92408

Register Online:
<https://sbcss.k12oms.org/46-215192>
Password: EVSELPA

4.14 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:
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4.15 SBCSS East Valley Operations

4.16 Hot Topics

TRAINING OPPORTUNITY FOR DISTRICT STAFF WITHIN THE EAST VALLEY SELPA

Initial Certification Training for New Professional Crisis Management (PCM) Instructors

Highly educated and credentialed experts from Professional Crisis Management Association (PCMA), will provide hands-on, in-depth training for those desiring to be PCM instructors. Receive direct training from PCMA trainers who are Board Certified Behavior Analysts (BCBAs) with unmatched experience and expertise in the field of crisis management. PCMA has established performance and training standards that result in the appropriate level of attainment and retention of non-physical skills.

Successful participants will be credentialed to provide PCM certification courses, teach specific and documented skills, and administer written and practical exams. Instructors will also be prepared to train in prevention and diffusion of dangerous behaviors using dynamic holding, which provides for maximum feedback but does not produce disorientation, discomfort, or pain and allow for natural body movement and positioning.

4 - DAY TRAINING

JUNE 7 – 10, 2022

7:00 am

On-site COVID testing each day of training, must provide a negative test result to attend

8:00 am - 5:00 pm

In-Person Training

DOROTHY INGRAM LEARNING CENTER
670 E. Carnegie Drive, San Bernardino, CA 92408

Cost \$1745.00

Register online:

<https://sbcss.k12oms.org/46-214750>

Private Event-Use password EVSELPA

Potential instructors must be reasonably physically fit, able to walk briskly, and should have no problems with their arms or back.

They must be able to:

- *Lunge and Squat*
- *Walk in a Squatting position*
- *Lunge and lower another person to the floor*
- *Rise from the floor without any assistance*



PCM INSTRUCTOR'S
Virtual
RECERTIFICATION COURSE

*Tuesday,
March 8, 2022
10:00 am – 1:00 pm*

Register Online:

<https://sbcss.k12oms.org/46-214744>

5.0 OTHER

5.1 2021-2022 EV SELPA Steering Committee Meetings

2021/2022
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 15, 2021

AUGUST 2020 – NO MEETING

SEPTEMBER 16, 2021

OCTOBER 7, 2021

NOVEMBER 10, 2021 (Wednesday)

DECEMBER 9, 2021

JANUARY 2022 – NO MEETING

FEBRUARY 10, 2022

MARCH 10, 2022

APRIL 7, 2022

MAY 12, 2022

JUNE 9, 2022



5.2 2021-2022 EV SELPA Board of Directors Meetings

2021/2022
East Valley SELPA
BOARD OF DIRECTORS MEETING SCHEDULE

September 22, 2021 (Starting at 3:00 pm)

November 17, 2021

February 23, 2022

March 23, 2022

May 25, 2022

June 15, 2022

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



5.3 2021-2022 EV SELPA CAC Meetings

2021/2022
East Valley Special Education Local Plan Area

CAC Meeting Schedule

All meetings will be held virtually
beginning at 9:30 a.m. & ending at 11:30 a.m.

SEPTEMBER 20, 2021

NOVEMBER 15, 2021

FEBRUARY 28, 2022

APRIL 25, 2022



5.4 EV SELPA Professional Development – February & March 2022



SELPA ADMINISTRATORS OF CALIFORNIA
2022 ADR CONFERENCE

*Committing to Action:
Building Partnerships to Advance Student Learning*

Returning to In Person on*

Thursday & Friday

MARCH 17 & 18, 2022

8:30 am—3:30 pm

Riverside Convention Center

3637 5th St, Riverside CA 92501

Register Online:

<https://sbcss.k12oms.org/46-209648>

Registration: \$250.00 per person

(Payment must be received on or before 2/15/22)

*Unless state & local health orders require otherwise

Manifestation Determination

Presented by:

Jessica M. Lascano,
MA, LEP #3613, APCC
&8762, NCSP,
SBCSS School
Psychologist

Day 1 of this live webinar will help school psychologists, and administrators to 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 defensible decisions. Participants will be exposed to real life examples of manifestation determination cases and will have the opportunity to practice via case studies. Additionally, participants will learn about the relationship between behavioral supports, including Functional Behavioral Analysis, and manifestation determinations. Participants will leave the training with several tools, and resources to help them to conduct thorough manifestation determinations.

Functional Behavior Assessment (FBA) & Behavior Intervention Plan (BIP)

Presented by:

Courtney Beatty, MA,
BCBA,
Mary Anne Klenske, MA,
And
Shannon Vogt, MA

Day 2 & 3 of this live webinar covers the core components of both an effective and comprehensive Functional Behavior Assessment (FBA) and resulting Behavior Intervention Plan (BIP). Initially, participants will learn the three main components of a legally defensible FBA which include Indirect Assessment, Direct Assessment, and Analysis of data to determine the function of the behavior. This information comes directly from researched literature on ABA. Part-two will cover how to develop interventions, teaching strategies, visual supports and crisis intervention procedures in order to decrease identified behavior and increase the use of the new positive behavior (FERB).

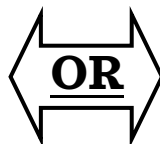
Objectives:

- Participants will become familiar with the EV SELPA process of collecting data, analyzing the information and developing a plan.
- Using the forms developed by EV SELPA, participants will become proficient with how to effectively analyze data.
- Using the EV SELPA FBA and BIP Guidebooks, participants will gain knowledge of the appropriate steps in developing a comprehensive and legally compliant Functional Behavior Assessment and Behavior Intervention Plan.

Monday, Tuesday, & Wednesday
February 14, 15, & 16, 2022
8:30 am - 12:30 pm

Register Online:

<https://sbcss.k12oms.org/46-211420>



Monday, Tuesday, & Wednesday
May 16, 17, & 18, 2022
8:30 am - 12:30 pm

Register Online:

<https://sbcss.k12oms.org/46-211421>

If you are interested in attending ONLY Day 1: Manifestation Determination

February 14, 2022, 8:30 am - 12:30 pm, Register Online: <https://sbcss.k12oms.org/46-211413>

May 16, 2022, 8:30 am - 12:30 pm, Register Online: <https://sbcss.k12oms.org/46-211415>

Additional Support Assessment



This Live Webinar training introduces the Additional Support Assessment (ASA) process to evaluate the need for and identify types of additional student supports, including assistance from paraprofessionals. Attendees will understand each of the 7 steps of the ASA to thoroughly assess all aspects of the student's program to determine whether extra support is needed. Participants will receive many resources to conduct interviews, complete observations, collect data, and summarize assessment results in a comprehensive and sequenced manner. This training also covers the generation of an aide training and fading plan when paraprofessional support is indicated.



Presented by:

Susanne Ferguson,
MA, CCC-SLP, BCBA,
EV SELPA Autism Program Specialist
&

Mary Anne Klenske,
MA, EV SELPA Program Specialist

Thursday
March 3, 2022
8:30 am—12:30 pm

Register Online:

<https://sbcss.k12oms.org/46-211784>



POSITIVE BEHAVIOR INTERVENTIONS FOR STUDENTS

Presented by:

Susanne Ferguson, Ed.S., CCC-SLP, BCBA, EV SELPA Autism Program Specialist

Mary Anne Klenske, MA, EV SELPA Program Specialist

Tracy Schroeder, LCSW, EV SELPA Behavioral Health Program Manager

Jo-Ann Vargas, MA, OTR/L, EV SELPA Lead Occupational Therapist

Wednesday

MARCH 9, 2022

8:30 am - 12:00 noon

This **live webinar** focuses on using positive behavior interventions to assist teachers with managing behavior challenges. The following behavioral principles will be introduced:

- ABC's and functions of behavior
- Reinforcement and Reinforcement Systems
- Visual Supports & other tools to manage behavior
- Building rapport with students
- Sensory strategies
- Data Collection

Attendees will leave with strategies to implement immediately in their respective settings.

Register Online:

<https://sbcss.k12oms.org/46-211791>



Structuring the Classroom for Student Success

Wednesday
March 2, 2022
8:30 am — 11:30 am



Presented by:

Courtney Beatty, MA, BCBA, EV SELPA Program Specialist
Jo-Ann Vargas, MA, OTR/L, EV SELPA Lead Occupational Therapist
Shannon Vogt, MA, EV SELPA Program Specialist

This live webinar workshop is for teachers, paraeducators, and administrators in any stage of their career, who would like to learn more about effective, well run classrooms based on Evidence-Based Practices.

Topics covered will be:

- ♦ Environmental setup (schedules, labeled materials, furniture)
- ♦ Procedures across all environments (whole group, small group, independent work)
- ♦ The use of program binders (IEP, work samples, staff instructions, lesson plans, progress monitoring)
- ♦ Creating effective behavior programs with strong reinforcement systems where rules and consequences are prominently posted and precision requests are taught and used throughout the day
- ♦ Managing your staff team using productive communications and ongoing feedback strategies so that roles and responsibilities are clear and foster positive teamwork within your program
- ♦ Learn the difference between sensory and behavior strategies throughout the training.

Join us and learn tools to immediately implement in your classroom!

Register Online:

<https://sbcss.k12oms.org/46-211951>



The Paraprofessional: *Best Practices to Support Students*



Presenters:

Courtney Beatty, MA, BCBA, EV SELPA Program Specialists

Shannon Vogt, MA, EV SELPA Program Specialist

Wednesday

March 23, 2022

8:30 am—12:30 noon

This live webinar will cover necessary information to truly support teachers teach and students learn daily. It will have valuable information for newly hired paraprofessionals and those who have been assisting teachers and students for years. We will cover ways to implement instructional support in academic, social, and behavioral areas. Paraprofessionals will walk away with new strategies, and tips and tricks to add to their “tool boxes”.

Objectives- Participants will:

- ⇒ **Learn the different responsibilities of a paraprofessional across the continuum of placements**
- ⇒ **Understand how to support students academically, socially, and behaviorally while focusing on student independence**
- ⇒ **Gain knowledge of special education, Individualized Education Programs (IEP's), accommodations and modifications**
- ⇒ **Learn how to take accurate data**
- ⇒ **Learn how to work with others**

Register Online:

<https://sbcss.k12oms.org/46-212870>



Professional Crisis Management (PCM)

Cost:

Initial Trainings \$40.00 per participant

Recertification Trainings \$40.00 per participant

Re-Training Sessions \$25.00 per participant

PCM INITIAL TRAININGS SCHEDULE SPRING 2022

LEVEL	DATES	TIMES	REGISTER ONLINE
Practitioner	1/24-25/22	7:30 am - 4:00 pm	https://sbcss.k12oms.org/46-213007
Practitioner	2/8-9/22	7:30 am - 4:00 pm	https://sbcss.k12oms.org/46-213012
Practitioner 1	3/28-30/22	8:00 am - 3:30 pm	https://sbcss.k12oms.org/46-213013
Practitioner 1	4/11-13/22	8:00 am - 3:30 pm	https://sbcss.k12oms.org/46-213015
Practitioner 1	4/26-28/22	8:00 am - 3:30 pm	https://sbcss.k12oms.org/46-213016



Region 10 Coordinating Council Presents:

“Sensory and Self-Regulation Disorders in Neurodevelopmental Disabilities including ASD, ADHD, and Fragile X Syndrome” *Webinar*

***Presented by Dr. Randi Hagerman,
Medical Director of the MIND Institute at UC Davis***

Understanding the neurophysiology of common neurodevelopmental conditions such as ASD, ADHD, Fragile X syndrome, and Anxiety is key in developing self-regulation and other medical interventions to address the needs of the school age child. This course teaches about the advances in treatment of Autism, ADHD, Fragile X Syndrome, and other conditions as they relate to sensory integration, development, and behavior. The course will also cover targeted treatments and gene therapy.

Date: **Friday, February 11, 2022**

Time: **8:00 to 11:00 am**

Location: **Online Webinar**

Fee: **\$50** (POs not accepted)

Objectives - Participants will:

1. Understand the neurobiology and symptomatology of Autism Spectrum Disorders, ADHD, Fragile X Syndrome
2. Identify common and evidence-based interventions for sensory and behavioral occurrences
3. Learn about the neurological processes of sensory stimulation as it relates to behavior
4. Learn about targeted treatments and gene therapy. current trends in treating these conditions

CEUs: Certificate of attendance will be provided, verifying 3 professional development units.

Questions: Jo-Ann Vargas, EV SELPA Lead Occupational Therapist, joann.vargas@sbcss.net

Payments: POs are not accepted.

Registration Deadline—February 4, 2022

Register Online:

<https://sbcss.k12oms.org/46-212915>



SPRING 2022

TRANSITION PLAN DEVELOPMENT SERIES

Presented by: Colleen Meland, EV SELPA Program Specialist

Wednesday, January 19, 2022 9:00 am — 12:00 noon
Part 1: Assessment for Postsecondary Goals

Identify the purpose of Age-Appropriate Transition Assessments, their descriptions, selection and administration criteria. Review the assessment section of the IEP ITP document, examples of Age-Appropriate Transition Assessment outcomes, and depart equipped to conduct Age-Appropriate Transition Assessments.

Wednesday, February 2, 2022 9:00 am — 12:00 noon
Part 2: Development of Postsecondary Goals & Transition Services

Review the Criteria for formulating measurable Postsecondary and designation of Transition Activities & Services to support attainment of the student's Postsecondary Goals.

Wednesday, February 16, 2022 9:00 am — 12:00 noon
Part 3: Continued Transition Plan Development

Review the Criteria for formulating SMART IEP Transition Goals, determine if Agency Linkages are necessary to provide Transition Services currently, or after completing the District program, development of the Courses of Study, and review of remaining sections of the Individual Transition Plan document.

Wednesday, March 2, 2022 9:00 am — 12:00 noon
Part 4: Self-Awareness, Self-Advocacy, & Self-Determination

Introduce resources for teaching students how to determine and identify their postsecondary ambitions, and request needed accommodations & supports for pursuing those goals.

Register Online:

SERIES OF 4 TRAININGS: <https://sbcss.k12oms.org/46-212866>

POST-SECONDARY TRANSITION SERVICES INFORMATION MEETINGS

Join us for a Thursday Afternoon Transition Services Virtual Information Meeting:

- Recreation & Social Activities
 - Independent Living
- High School Work Readiness Education
 - Financial Resources
- Conservatorship & more legal information
 - Vocational Training
 - Higher Education

DATE & TIME	SUBJECT	PRESENTED BY:	REGISTER ONLINE:
January 20, 2022 4:00 – 5:00 p.m.	Rolling Start Center for Independent Living Programs & Services	Program Manager Jo Ann Wilkes	https://sbcss.k12oms.org/46-208682
February 3, 2022 4:00 – 5:00 p.m.	Social Security Administration	Public Affairs Specialist Teresa Campbell	https://sbcss.k12oms.org/46-208683
February 17, 2022 4:00 – 5:00 p.m.	CalABLE Savings Account for Qualified Disability Expenses Without Taxable Earnings	Program Manager Anne Osborne	https://sbcss.k12oms.org/46-208684
March 3, 2022 4:00 – 6:00 p.m.	Conservatorship & More	Special Needs Attorney Sheela Stark	https://sbcss.k12oms.org/46-208685
April 14, 2022 4:00 – 5:00 p.m.	Uniquely Abled Project Valley College Machinist Department	Associate Professor Miguel Ortiz	https://sbcss.k12oms.org/46-208686
April 28, 2022 4:00 – 5:00 p.m.	Inland Empire Job Corps	Admissions Counselor Darlo Murray	https://sbcss.k12oms.org/46-208687
May 12, 2022 4:00 – 6:00 p.m.	CRY-ROP GenerationGo! Lake Arrowhead Career Institute Postsecondary Transition Services	Employment Placement Specialist II Norma Nuno & Jackee Benson, CPHT	https://sbcss.k12oms.org/46-208688

Gift cards drawing will be held at the end of each meeting.

Spanish interpretation available if request is made at time of registration at least 3 weeks prior to the meeting.

5.5 EV SELPA Meeting Dates 2022-2023

2022/2023
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 14, 2022

AUGUST 2022 – NO MEETING

SEPTEMBER 15, 2022

OCTOBER 13, 2022

NOVEMBER 10, 2022

DECEMBER 8, 2022

JANUARY 2023 – NO MEETING

FEBRUARY 9, 2023

MARCH 9, 2023

APRIL 13, 2023

MAY 11, 2023

JUNE 8, 2023

