

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

**** AGENDA **
February 23, 2023, 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 | 2022-2023 2 nd Interim EV SELPA Budgets | Andrea Tennyson |
| 4.2 | EV SELPA NonPublic School 2nd Quarter 2022-23 Report | Jennifer Brooksby
Elizabeth Coronel |
| 4.3 | Out-of-Home Funding <ul style="list-style-type: none">• Potential Adjustments to February Apportionments | Andrea Tennyson |
| 4.4 | Preparing for 2023 Maintenance of Effort (MOE) - SEMA-I | Andrea Tennyson |
| 4.5 | EV SELPA 2022-2023 Fiscal Reporting Calendar | Andrea Tennyson |

Program Items

- | | | |
|------|---|------------------------------------|
| 4.6 | EV SELPA Local Plan 2023 <ul style="list-style-type: none">• Section B Revisions | Patty Metheny |
| 4.7 | Differentiated Assistance & CDE Compliance Monitoring <ul style="list-style-type: none">• Overdue Initials & Annual IEPs• Steps for Accessing District Data on SIL Website• Annual Determination Letters – March 2023 | Patty Metheny
Jennifer Brooksby |
| 4.8 | CALPADS Data Fall 1 2021 & 2022 Comparison <ul style="list-style-type: none">• SpEd Re-Entry Procedures | Sonya Cain
Jennifer Brooksby |
| 4.9 | DRDP Data Collection | Jennifer Brooksby |
| 4.10 | LA Diagnostic Center Referrals | Laura Anderson |

- | | | |
|------|---|---|
| 4.11 | Riverside County Office Education <ul style="list-style-type: none"> • Special Education Bridge Programs • Other Credentialing Programs | Allan Hallis |
| 4.12 | Supporting Inclusive Practices <ul style="list-style-type: none"> • May 10 & 11, 2023 – Katie Novak & Shelley Moore • Grant Information | Patty Metheny
Jennifer Brooksby |
| 4.13 | IEP implementation Timeline | Patty Metheny
Jennifer Brooksby |
| 4.14 | Alternative Pathway to a High School Diploma (AB 181) <ul style="list-style-type: none"> • State SELPA Workgroup | Patty Metheny
Rick Homutoff
Jennifer Brooksby |
| 4.15 | EV SELPA Due Process 2022-2023 To-Date | Rick Homutoff |
| 4.16 | EV SELPA Community Advisory Committee (CAC) <ul style="list-style-type: none"> • District Representation • February 27, 2023 | Patty Metheny |
| 4.17 | SBCSS East Valley Operations | Scott Wyatt |
| 4.18 | Hot Topics | Committee |

5.0 OTHER

- 5.1 2022-2023 EV SELPA Steering Committee Meetings
- 5.2 2022-2023 EV SELPA Board of Directors Meetings
- 5.3 2022-2023 EV SELPA CAC Meetings
- 5.4 EV SELPA Professional Development – March 2023
- 5.5 Next Meeting – March 9, 2023, 8:00 AM

East Valley SELPA
STEEERING COMMITTEE MEETING MINUTES
December 8, 2022

MEMBERS PRESENT:

Dr. Patty Metheny	East Valley SELPA
Rob Pearson	Colton Joint Unified School District
Jennifer Johnson	Rialto Unified School District
Dr. Scott Wyatt	San Bernardino County Supt of Schools

MEMBERS ABSENT:

Patti Buchmiller	Redlands Unified School District
Shannon Hansen	Rim of the World Unified School District
Leslie Burghardt	Yucaipa-Calimesa Joint Unified School District

OTHERS PRESENT:

Jessica Trager	Yucaipa-Calimesa Joint Unified School District
Rick Homutoff, Ed.D.	East Valley SELPA
Sonya Hall	East Valley SELPA
Rosalva Contreras	East Valley SELPA
Courtney Beatty	East Valley SELPA
Mary Anne Klenske	East Valley SELPA
Colleen Meland	East Valley SELPA
Shannon Vogt	East Valley SELPA

1.0 CALL TO ORDER: SELPA Administrator Dr. Patty Metheny called the meeting to order at 8:06 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, 2022 meeting were reviewed. Motion to approve the minutes was made by Rob Pearson and seconded by Scott Wyatt. The minutes were approved by consensus of the members present.

4.0 DISCUSSION/PRESENTATION

Finance Items

None

Program Items

4.1 East Valley SELPA Local Plan 2023 Revisions - Draft

Dr. Metheny presented Section B of the revised East Valley SELPA Local Plan for review. She noted only minor changes were required. The local plan committee met in October and will meet again in January. The revised Local Plan will be presented to the Steering Committee and the Community Advisory Committee for review in February. The East Valley SELPA Board of Directors will have two opportunities, one in February and another in March, to review prior to the final approval in May. Directors were encouraged to read Section B and make suggestions as needed.

4.2 Fetal Alcohol Spectrum Disorder

Dr. Metheny reviewed the information provided during the November Steering Committee meeting and presented further information regarding educational interventions for students with this disorder. She reminded the Committee that fetal alcohol spectrum disorder will be considered as a disability under the Other Health Impairment (OHI) umbrella as of January 1, 2023. Strategies and modifications for instruction of these pupils were shared. Directors were encouraged to share this information with district school psychologists, program specialists and case carriers.

4.3 Professional Crisis Management (PCM) Update

East Valley SELPA Program Specialists Courtney Beatty, Mary Anne Klenske, Colleen Meland and Shannon Vogt provided an overview and demonstration of the PCM levels and practices. The program specialists stressed that PCM practices are only to be used in times of crisis such as engaging in self-injury or harming another. PCM trainees must rely on personal judgment and continuous training for an effective execution of PCM techniques since PCM practices do not leave room for interpretation or modification. Instructors must undergo extensive training to achieve the necessary skill. The program specialists have created a repository of documents and supports for PCM instructors via google drive. Directors will be provided with these documents for reference. To assist with the intensive training, the program specialist will be available to co-train along with district trainers for a longer period of time. A mandatory meeting for instructors is scheduled on January 13, 2023. Registration for this meeting will be done via OMS. As a reminder, EV SELPA is responsible for training costs of up to two trainers per district.

4.4 DRDP

Service providers and teachers must start collecting evidence and summarizing data to upload to DRDP. For this purpose, the State has implemented a new training for data collection. Jennifer Brooksby will bring this information to the February Steering meeting. Ms. Brooksby is requesting the names of district contacts for DRDP to provide to EV SELPA lead for DRDP, Courtney Beatty. Ms. Beatty will be the primary contact between DRDP and district personnel.

Jennifer Brooksby reported the data dig provided a good insight into indicators 6 and 7 district data. Overall, all districts seem to be doing very well on those indicators. TK

integration to DRDP will increase the districts reporting workload but it is unsure to what degree. It is rumored that complete general education integration will occur next year. Reporting for DRDP is done using WebDA.

4.5 ADR & LR Plans

Jennifer Brooksby provided copies of the current districts ADR and LR reporting forms. She is requesting an updated and accurate report of expenditures from June 1, 2021 thru December, 2022 by the end of this month. Directors are encouraged to work with their fiscal staff to accurately account for these expenditures. As a reminder, expenditures related to staffing and materials must be accounted for by June 30, 2023. Expenditures related to outside contracts by September 30, 2023.

4.6 CDE Compliance Monitoring

Jennifer Brooksby provided an update on district's IEP compliance monitoring as of December 7, 2022. Ms. Brooksby provided instructions on how to access the System Improvement Lead (SIL) website. District information has been uploaded to allow directors to disseminate information down to the site level. Sonya Hall is working on tutorials on how to navigate this website and how to access the reporting feature.

The annual determination letters are expected to be mailed in March 2023. Dr. Metheny shared a presentation with the monitoring activities for next year. It is expected that most districts across California will move to "targeted" or "intensive" status due to the inclusion of Dashboard academic data. Information regarding the activities for those statuses was shared. Dr. Metheny also remarked districts will be required to create CIM plans (previously SEP plans). Fortunately, it appears EV SELPA districts will only need to engage with SELPA to develop these plans. Involvement of CDE in the development is no longer needed. This will be confirmed in the annual determination letters.

4.7 Student Data, CALPADS & Data Certification

Sonya Hall shared CALPADS does not allow for IEP teams to change student's eligibility on an amendment. Eligibility may only be changed in an annual or annual/triennial IEP. While some staff have created or have found a workaround to this requirement, Ms. Hall cautions against this practice as it leads to errors in certification in CALPADS. Important dates for CALPADS certification, DRDP submission, and the next DA User's meeting were shared.

4.8 Inclusion Discussion

Dr. Metheny reminded the directors the East Valley SELPA is a recipient of the SIP grant and provides funds via a reimbursement model to its member districts. Reporting for these expenditures and reimbursements is required quarterly. Dr. Metheny led a discussion regarding the potential limitations and misinterpretations regarding the word "inclusion" as result of conversation at the November 2022 EV SELPA Board of Directors meeting. Collectively, the committee agreed the word inclusion is the best word choice as it conveys in commonly understood language the message and the mission of the SELPA and its work in supporting inclusive practices.

4.9 SBCSS East Valley Operations

The SBCSS fee-for-service verification process is underway. EV SELPA is missing Rialto USD verification form to finalize the process. Ms. Johnson will provide shortly after the meeting.

Dr. Metheny reminded the directors the first VI meeting workgroup will occur on December 15, 2022 here at the SELPA office. The SELPA is collecting data to analyze at the meeting. Dr. Wyatt will provide his database to ensure all information is correct.

4.10 Hot Topics

Jennifer Brooksby reminded the directors of the need for timely notification of NPS placements to the SELPA. Often times, SELPA is contacted by CDE regarding placements, BER, attendance logs and/or ongoing site reviews. It is important Ms. Brooksby is up to date with this information.

5.0 OTHER

5.1 2022-2023 EV SELPA Steering Committee Meeting

5.2 2022-2023 EV SELPA Board of Directors Meetings

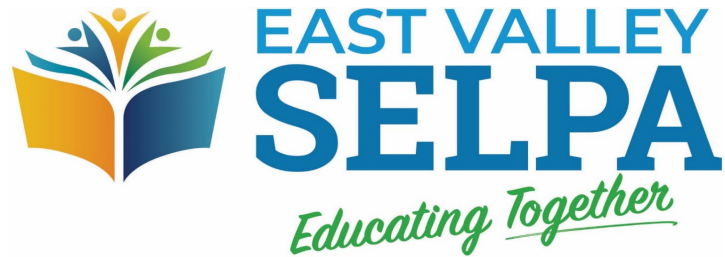
5.3 2022-2023 EV SELPA CAC Meetings

5.4 EV SELPA Professional Development December 2022 – January & February 2023

6.0 ADJOURNMENT: Meeting adjourned at 12:01 p.m. Next meeting will be held on February 23, 2023.

FINANCE ITEMS

4.1 2022-2023 2nd Interim EV SELPA Budgets



EAST VALLEY SELPA
FY 2022-23
Second Interim Budget

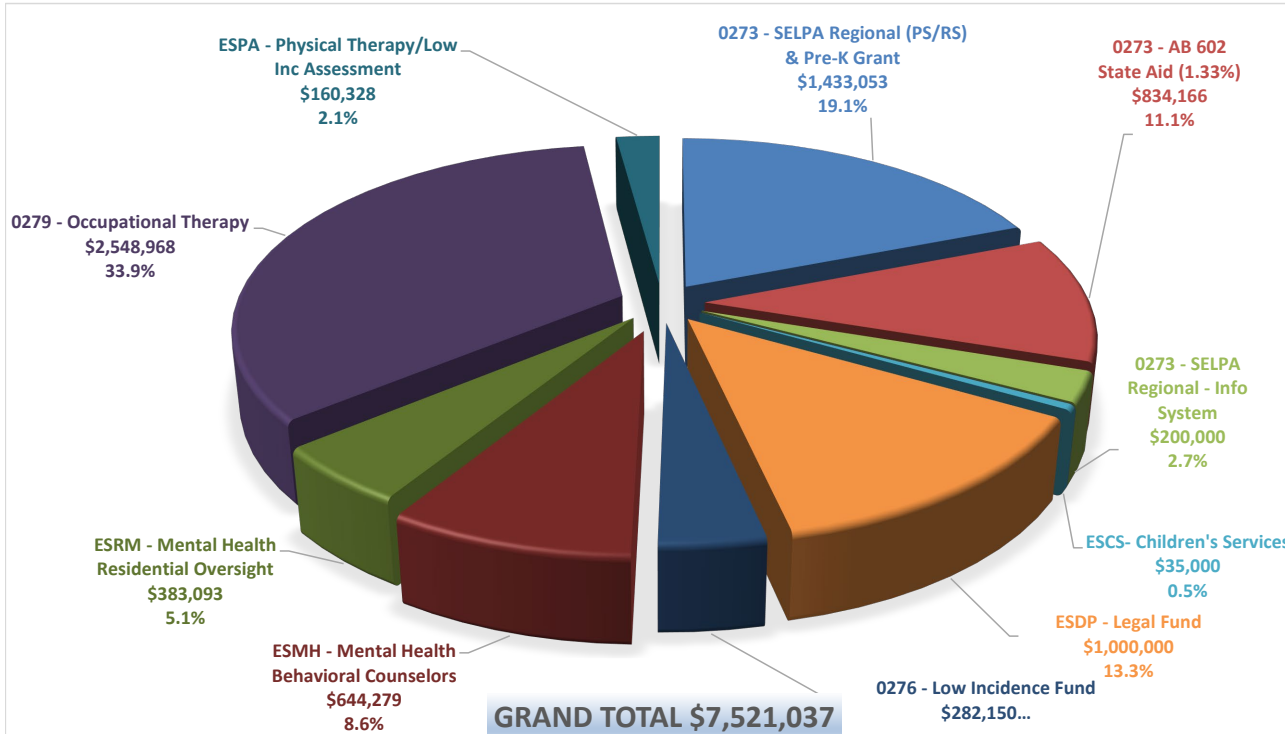
February 23, 2023

Patty Metheny, EdD., Chief Administrative Officer

Prepared by Andrea Tennyson, Fiscal Consultant

EAST VALLEY SELPA

FY 2022/23 SECOND INTERIM OPERATIONS BUDGET



Program Description	Second Interim Budget	Percentage of Total
0273 - SELPA Regional (PS/RS) & Pre-K Grant	\$1,433,053	19.1%
0273 - AB 602 State Aid (1.33%)	\$834,166	11.1%
0273 - SELPA Regional - Info System	\$200,000	2.7%
0270 - Autism	\$0	0.0%
ESCS- Children's Services	\$35,000	0.5%
ESDP - Legal Fund	\$1,000,000	13.3%
0276 - Low Incidence Fund	\$282,150	3.8%
ESMH - Mental Health Behavioral Counselors	\$644,279	8.6%
ESRM - Mental Health Residential Oversight	\$383,093	5.1%
0279 - Occupational Therapy	\$2,548,968	33.9%
ESPA - Physical Therapy/Low Inc Assessment	\$160,328	2.1%
Grand Total	\$7,521,037	100.0%

EAST VALLEY SELPA
FY 2022/23 SECOND INTERIM BUDGET
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REGIONALIZED SERVICES/PROGRAM SPECIALISTS (PS/RS)

Budget/Management 0273 Res 6500, 0474

REGIONAL STUDENT INFORMATION SYSTEM

Budget/Management 0273 Res 9273

REGIONAL PROGRAM/AUTISM PROGRAM SPECIALIST

Budget Abolished

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 2022/23 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 1.33% of total AB 602 SELPA Base grant entitlement. AB602 minimum base rate is \$820 per average daily attendance (ADA) on the Funded ADA. The SELPA Board has authorized this distribution as "off the top" (Resource 6500).

~ Resource 3315 Preschool Local Entitlement estimated at \$19,376 (5% of total grant)

Budget Developed:

~ No ADA growth is projected for FY 22/23. Funding is projected on 21/22 P-2 ADA of 76,486.91, the highest ADA reported for each LEA for the current year, prior, or second prior fiscal year.

~ 8.23% **projected** COLA on salaries based on the 12 benchmark districts in the county who have settled salary negotiations. Step and column fully funded.

~ Includes Health & Welfare benefits and Cash-in-Lieu of H & W

~ Employer paid statutory rates were recalculated based on the projected gross salary amounts:

>STRS 19.10% >PERS 25.37%

>Medicare 1.45% >UI .50% >W/C 2.63%

~ Information Technology user fee at \$2,549

~The 22/23 approved Indirect Cost Rate for County Schools is 8.95% (1.1% increase)

East Valley SELPA

SELPA Regionalized Services/Program Specialists/Federal Grants

FY 2022/23 BUDGET INFORMATION

					2022/23 PROPOSED	2022/23 FIRST INTERIM	2022/23 SECOND INTERIM	Change Increase/(Decrease)
REVENUE								
Beginning Balance					\$100,624	\$635,999	\$635,999	\$0
AB 602 State Aid Base Grant Entitlement %					\$1,097,587	\$783,991	\$834,166	\$50,175
PS/RS Apportionment to SELPA					\$1,397,426	\$1,413,677	\$1,413,677	\$0
Grant/Preschool Regional Svc. (0474)					\$19,394	\$19,412	\$19,376	(\$36)
TOTAL REVENUE					\$2,615,031	\$2,853,079	\$2,903,218	\$50,139
EXPENDITURE								
Certificated Salaries					\$910,809	\$1,047,635	\$1,099,958	\$52,323
Classified Salaries & Hourly					\$517,182	\$521,849	\$547,097	\$25,248
Benefits					\$563,017	\$589,412	\$592,614	\$3,202
<i>Sub-Total</i>					\$1,991,008	\$2,158,896	\$2,239,669	\$80,773
Materials & Supplies					\$20,500	\$23,500	\$30,500	\$7,000
Operations					\$122,450	\$136,599	\$158,375	\$21,776
<i>Sub-Total</i>					\$142,950	\$160,099	\$188,875	\$28,776
TOTAL					\$2,133,958	\$2,318,995	\$2,428,544	\$109,549
Indirect Cost					\$190,989	\$204,412	\$217,310	\$13,423
					8.95%	8.95%	8.95%	
TOTAL EXPENDITURES					\$2,324,947	\$2,523,407	\$2,645,854	\$122,447
PROJECTED ENDING BALANCE					\$290,084	\$329,673	\$257,365	
Reserve %					12.477%	13.065%	9.727%	
STAFFING:								
1.0 Chief Administrative Officer					1.0 Chief Administrative Officer	1.0 Chief Administrative Officer	1.0 Chief Administrative Officer	
1.0 Program Manager					1.0 Program Manager	1.0 Program Manager	1.0 Program Manager	
1.0 Fiscal Consultant					1.0 Fiscal Consultant	1.0 Fiscal Consultant	1.0 Fiscal Consultant	
4.0 Prog Specialists					5.0 Prog Specialists (1 Vacant - budget for 7 mos)	5.0 Prog Specialists (1 Vacant - budget for 7 mos)	5.0 Prog Specialists (1 Vacant - budget for 7 mos)	
1.0 Admin. Assistant					1.0 Admin. Assistant	1.0 Admin. Assistant	1.0 Admin. Assistant	
1.0 SELPA Svc Specialist					1.0 SELPA Svc Specialist	1.0 SELPA Svc Specialist	1.0 SELPA Svc Specialist	
1.0 Program Tech (MIS) - 1 mo					1.0 Program Tech (MIS)	1.0 Program Tech (MIS)	1.0 Program Tech (MIS)	
1.0 Program Tech (MIS)					.80 Finance Specialist	.80 Finance Specialist	.80 Finance Specialist	
.80 Finance Specialist					.725 Hourly Student Worker	.725 Hourly Student Worker	.725 Hourly Student Worker	
.725 Hourly Student Worker								
Total FTEs					11.525 FTE	12.525 FTE	12.525 FTE	
Districts' Contribution from AB 602 State Aid	2020/2021 SELPA FUNDED ADA	% OF SELPA FUNDED ADA	2021/22 SELPA Funded ADA	% of SELPA Funded ADA	2022/23 PROPOSED	2022/23 FIRST INTERIM	2022/23 SECOND INTERIM	Change + or (-) from 1st to 2nd Interim 22/23
Colton	21,006.82	27.17%	20,403.68	26.68%	\$292,793	\$209,138	\$222,522	\$13,384
Redlands	20,159.88	26.08%	20,048.01	26.21%	\$287,689	\$205,492	\$218,644	\$13,151
Rialto	24,173.10	31.27%	24,126.10	31.54%	\$346,210	\$247,293	\$263,119	\$15,827
Rim	3,032.53	3.92%	2,917.43	3.81%	\$41,865	\$29,904	\$31,818	\$1,914
Yucaipa	8,517.44	11.02%	8,384.33	10.96%	\$120,315	\$85,939	\$91,439	\$5,500
SBCSS, EV Ops	420.77	0.54%	607.36	0.79%	\$8,716	\$6,225	\$6,624	\$399
	77,310.54	100.00%	76,486.91	100.00%	\$1,097,587	\$783,991	\$834,166	\$50,175

EAST VALLEY SELPA

FY 2022/2023 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 2022/23 BUDGET INFORMATION

	2022/23 PROPOSED	2022/23 FIRST INTERIM	2022/23 SECOND INTERIM	Change Increase/(Decrease)
REVENUE				
Beginning Balance	\$0	\$67,651	\$67,651	\$0
<i>Colton</i>	\$50,335	\$50,306	\$50,306	\$0
<i>Redlands</i>	\$56,673	\$56,684	\$56,684	\$0
<i>Rialto</i>	\$54,535	\$54,545	\$54,545	\$0
<i>Rim</i>	\$7,971	\$7,973	\$7,973	\$0
<i>Yucaipa</i>	\$25,216	\$25,222	\$25,222	\$0
<i>*CSSF/EV Ops *</i>	\$5,269	\$5,270	\$5,270	\$0
TOTAL REVENUE	\$200,000	\$267,651	\$267,651	
EXPENDITURE				
Materials & Supplies	\$0	\$0	\$0	\$0
Operations	\$183,570	\$183,570	\$183,570	\$0
Total	\$183,570	\$183,570	\$183,570	\$0
Indirect	\$16,430	\$16,430	\$16,430	\$0
<i>Indirect Rate</i>	8.95%	8.95%	8.95%	
TOTAL EXPENDITURES	\$200,000	\$200,000	\$200,000	\$0
ENDING BALANCE	\$0	\$67,651	\$67,651	

EAST VALLEY SELPA
FY 2022/2023 BUDGET INFORMATION
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 been abolished. 1 FTE for Program Specialist was moved to 0273 Res 6500.

EAST VALLEY SELPA
FY 2022/2023 BUDGET INFORMATION
CALIFORNIA CHILDRENS' SERVICES (CCS)

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

FY 22/23 expenditures include office supplies, facilities related maintenance costs, including janitorial, and utilities

Actual costs at year-end are shared by member districts based on current year October pupil count.

East Valley SELPA

California Childrens' Services (CCS)

FY 2022/23 BUDGET INFORMATION

	2022/23 PROPOSED	2022/23 FIRST INTERIM	2022/23 SECOND INTERIM	Change Increase/(Decrease)	
REVENUE					
MINIMAL CHANGE					
CCS District Support	Beginning Balance	\$1,800	\$1,800	\$1,800	\$0
	Colton	\$9,042	\$9,042	\$9,042	\$0
	Redlands	\$10,188	\$10,188	\$10,188	\$0
	Rim	\$1,433	\$1,433	\$1,433	\$0
	Yucaipa	\$4,533	\$4,533	\$4,533	\$0
	Rialto	\$9,804	\$9,804	\$9,804	\$0
	Co. Schools	\$0	\$0	\$0	\$0
	CCS Revenue	\$35,000	\$35,000	\$35,000	\$0
TOTAL REVENUE	\$36,800	\$36,800	\$36,800	\$0	
EXPENDITURE					
Materials & Supplies Operations		\$5,800	\$5,800	\$5,982	\$182
		\$29,200	\$29,200	\$29,018	(\$182)
	Sub-Total	\$35,000	\$35,000	\$35,000	\$0
	Total	\$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 2022/2023 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 22/23 first interim budget includes 1.80 FTE - 1.00 Program Manager and .60 SELPA Services Specialist.

Refer to the SELPA RS/PS Narrative for FY 22/23 Health and Mandatory Benefits rates, NO Indirect Cost rate is charged.

East Valley SELPA

Legal/Due Process

FY 2022/23 BUDGET INFORMATION

		2022/23 PROPOSED	2022/23 FIRST INTERIM	2022/23 SECOND INTERIM	Change Increase/(Decrease)
REVENUE				MINIMAL CHANGE	
Beginning Balance		\$75,000	\$68,808	\$68,808	\$0.00
Colton	0.26	\$258,338	\$258,338	\$258,338	\$0.00
Redlands	0.29	\$291,092	\$291,092	\$291,092	\$0.00
Rim	0.04	\$40,943	\$40,943	\$40,943	\$0.00
Yucaipa	0.13	\$129,519	\$129,519	\$129,519	\$0.00
Rialto	0.28	\$280,108	\$280,108	\$280,108	\$0.00
Revenue	1.00	\$1,000,000	\$1,000,000	\$1,000,000	\$0
TOTAL REVENUE		\$1,075,000	\$1,068,808	\$1,068,808	\$0
EXPENDITURE					
Certificated Salaries		\$174,872	\$180,971	\$190,921	\$9,950
Classified Salaries		\$54,876	\$28,427	\$51,217	\$22,790
Benefits		\$83,604	\$74,155	\$83,386	\$9,231
	Sub-Total	\$313,352	\$283,553	\$325,524	\$41,971
Materials & Supplies		\$2,000	\$1,700	\$600	(\$1,100)
Operations		\$684,648	\$714,747	\$673,876	(\$40,871)
	Sub-Total	\$686,648	\$716,447	\$674,476	(\$41,971)
TOTAL EXPENDITURES		\$1,000,000	\$1,000,000	\$1,000,000	\$0
ENDING BALANCE		\$75,000	\$68,808	\$68,808	\$0
STAFFING:		1.0 Program Manager, DP .75 SELPA Services Specialist	1.0 Program Manager, DP .30 SELPA Services Specialist	1.0 Program Manager, DP .60 SELPA Services Specialist	
Total FTEs		1.75 FTEs	1.30 FTEs	1.60 FTEs	

Note: Funded on a per Current Year Pupil Count Basis

EAST VALLEY SELPA

FY 2022/2023 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).

FY 2022/23 rate is estimated to be \$3,300.00 per pupil with a Low Incidence disability for Materials, Equipment, and Services. EV SELPA retains 15% of Total SELPA LI Apportionment. The remainder is provided proportionately to districts based on October pupil count of students with primary and secondary 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 2022/23 BUDGET INFORMATION

	2022/23 PROPOSED	2022/23 FIRST INTERIM	2022/23 SECOND INTERIM	Change Increase/(Decrease)
REVENUE				
Beginning Balance	\$208,502	\$499,736	\$499,736	\$0
AB 602 State Aid	\$260,812	\$282,150	\$282,150	\$0
TOTAL REVENUE	\$469,314	\$781,886	\$781,886	\$0
EXPENDITURES			MINIMAL INCREASE ON EXPENDITURES	
Materials & Supplies	\$53,000	\$270,000	\$290,000	\$20,000
Operations & Contracts	\$102,200	\$209,270	\$215,200	\$5,930
Trf to Districts	\$50,000	\$0	\$0	\$0
<i>Sub-Total</i>	\$205,200	\$479,270	\$505,200	\$25,930
Furniture & Equipment	\$40,000	\$50,000	\$70,000	\$20,000
Indirect	\$18,365	\$42,895	\$45,214	\$2,319
<i>Indirect Rate</i>	8.95%	8.95%	8.95%	
TOTAL EXPENDITURES	\$263,565	\$572,165	\$620,414	\$48,249
ENDING BALANCE	\$205,748	\$209,721	\$161,472	

Note: Funded per Ed Code based on Qualifying Primary and Secondary Disability of Prior Year October Pupil Count times an estimated \$3,300.00

DISTRICT	Primary Disability CALPADS OCTOBER 2021	Secondary Disability CALPADS OCTOBER 2021	Total LI Pupil Count	% of Funding based on Pupil Count	Proportionate Share
COLTON	65	61	126	0.221	\$ 353,430.00
REDLANDS	94	102	196	0.344	\$ 549,780.00
RIALTO	86	66	152	0.267	\$ 426,360.00
RIM	10	4	14	0.025	\$ 39,270.00
YUCAIPA	49	33	82	0.144	\$ 230,010.00
			570	1.000	
SELPA (.15 of Total Apportionment)					\$ 282,150.00
				1.000	\$1,881,000.00

EAST VALLEY SELPA
FY 2022/2023 BUDGET INFORMATION
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 .20 of SELPA Services Specialist.

Refer to the SELPA RS/PS Narrative for FY 22/23 Health and Mandatory Benefits rates, and Indirect Cost rate.

East Valley SELPA

SELPA Regional Behavioral Health Counselors

FY 2022/23 BUDGET INFORMATION

	2022/23 PROPOSED	2022/23 FIRST INTERIM	2022/23 SECOND INTERIM	Change Increase/(Decrease)
REVENUE				
Beginning Balance	\$0	\$0	\$0	\$0
DISTRIBUTION OF COST BASED ON PROPORTIONATE SHARE OF STUDENT COUNT	Colton	\$330,398	\$255,920	\$363,439
	Redlands	\$82,599	\$63,980	\$33,040
	Rialto	\$0	\$0	\$247,800
	Rim	\$165,199	\$287,910	\$0
	Yucaipa	\$27,533	\$0	\$0
TOTAL REVENUE	\$605,729	\$607,810	\$644,279	\$36,469
EXPENDITURE				
Classified Salaries	\$372,515	\$392,786	\$412,876	\$20,090
Benefits	\$160,695	\$154,683	\$168,066	\$13,383
Sub-Total	\$533,210	\$547,469	\$580,942	\$33,473
Materials & Supplies	\$500	\$500	\$500	\$0
Operations	\$22,260	\$9,911	\$9,911	\$0
Sub-Total	\$22,760	\$10,411	\$10,411	\$0
Total	\$555,970	\$557,880	\$591,353	\$33,473
Indirect	\$49,759	\$49,930	\$52,926	\$2,996
<i>Indirect Rate</i>	<i>8.95%</i>	<i>8.95%</i>	<i>8.95%</i>	
TOTAL EXPENDITURE	\$605,729	\$607,810	\$644,279	\$36,469
ENDING BALANCE				
STAFFING:				
	.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	
	.30 SELPA Services Specialist	.20 SELPA Services Specialist	.20 SELPA Services Specialist	
Total FTEs	2.95 FTEs	2.85 FTEs	2.85 FTEs	

NOTE: Funded on a Fee-For-Service basis/proportionately shared by districts. Amounts to be based on actual pupil service count

EAST VALLEY SELPA

FY 2022/2023 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 Finance Specialist to process NPS Mental Health/Residential invoices and parent reimbursements.

Refer to the SELPA RS/PS Narrative for FY 22/23 Health and Mandatory Benefits rates, and Indirect Cost rates.

East Valley SELPA

SELPA Regional Residential Mental Health

FY 2022/23 BUDGET INFORMATION

	2022/23 PROPOSED	2022/23 FIRST INTERIM	2022/23 SECOND INTERIM	Change Increase/(Decrease)
REVENUE				
Beginning Balance	\$90,853	\$96,962	\$96,962	\$0
Off-the-top	\$367,493	\$367,493	\$379,493	\$12,000
Other Local Revenue	\$0	\$4,550	\$3,600	(\$950)
TOTAL REVENUE	\$458,346	\$469,005	\$480,055	\$11,050
EXPENDITURE				
Classified Salaries	\$219,444	\$229,106	\$241,511	\$12,405
Benefits	\$93,705	\$94,158	\$97,867	\$3,709
Sub-Total	\$313,149	\$323,264	\$339,378	\$16,114
Materials & Supplies	\$1,000	\$1,000	\$500	(\$500)
Operations	\$23,155	\$35,916	\$36,238	\$322
Sub-Total	\$24,155	\$36,916	\$36,738	(\$178)
Total	\$337,304	\$360,180	\$376,116	\$15,936
Indirect	\$30,189	\$32,236	\$33,662	\$1,426
<i>Indirect Rate</i>	<i>8.95%</i>	<i>8.95%</i>	<i>8.95%</i>	
TOTAL EXPENDITURE	\$367,493	\$392,416	\$409,778	\$17,362
ENDING BALANCE	\$ 90,853	\$ 76,589	\$ 70,277	\$
STAFFING:	.75 Program Manager, BHC .60 Behavioral health counselor .20 Finance Specialist	.75 Program Manager, BHC .60 Behavioral health counselor .20 Finance Specialist	.75 Program Manager, BHC .60 Behavioral health counselor .20 Finance Specialist	
Total FTEs	1.55 FTEs	1.55 FTEs	1.55 FTEs	0.00

NOTE: Funded Off-the-Top on a per ADA basis

EAST VALLEY SELPA

FY 2022/2023 BUDGET INFORMATION

EV SELPA REGIONAL PROGRAM/OCCUPATIONAL THERAPY (OT)

As authorized by the SELPA Board of Directors, the East Valley SELPA operates a Regional Program funded by a proportionate share based on student serviced counts to provide occupational therapy services on actual costs.

7.92 FTEs for Certified Occupational Therapists, 6 Contract Certified Occupational Therapist Assistants, and 1 FTE for a SELPA Services Specialist are included in the budget.

Refer to the SELPA RS/PS Narrative for FY 22/23 Health and Mandatory Benefits rates, and Indirect Cost rate.

East Valley SELPA

SELPA Regional Occupational Therapy (OT)

FY 2022/23 BUDGET INFORMATION

		2022/23 PROPOSED	2022/23 FIRST INTERIM	2022/23 SECOND INTERIM	Change Increase/(Decrease)
REVENUE					
Beginning Balance		\$0	\$0	\$0	\$0
AB 602 "Off the Top" Funding	Colton	\$634,838	\$715,698	\$739,050	\$23,352
	Redlands	\$1,084,514	\$1,241,517	\$1,282,025	\$40,508
	Rim	\$132,258	\$146,061	\$150,827	\$4,766
	Yucaipa	\$337,257	\$365,152	\$377,066	\$11,914
	Total	\$2,188,867	\$2,468,427	\$2,548,968	\$80,541
TOTAL REVENUE		\$2,188,867	\$2,468,427	\$2,548,968	\$80,541
EXPENDITURE					
Classified Salaries		\$1,120,389	\$1,180,705	\$1,242,412	\$61,707
Benefits		\$506,651	\$502,388	\$520,277	\$17,889
	Sub-Total	\$1,627,040	\$1,683,093	\$1,762,689	\$79,596
Materials & Supplies		\$3,216	\$1,500	\$1,500	\$0
Operations		\$129,145	\$179,029	\$104,529	(\$74,500)
5110 Sub-agreements for Services		\$272,000	\$438,000	\$513,000	\$75,000
	Sub-Total	\$404,361	\$618,529	\$619,029	\$500
	Total	\$2,031,401	\$2,301,622	\$2,381,718	\$80,096
Indirect		\$157,466	\$166,805	\$167,250	\$445
	<i>Indirect Rate</i>	8.95%	8.95%	8.95%	
TOTAL EXPENDITURES		\$2,188,867	\$2,468,427	\$2,548,968	\$80,541
ENDING BALANCE					
STAFFING:					
	7.92 Occupational Therapist II	7.92 Occupational Therapist II	7.92 Occupational Therapist II		
	2.0 Contract OT (hourly)	6.0 Contracted COTAs	6.0 Contracted COTAs		
	1.0 Certified OT Asst.(COTA)	1.0 SELPA Services Specialist	1.0 SELPA Services Specialist		
	.60 SELPA Services Specialist				
	2.00 OTR and 1 COTA Contract				
Total FTEs		11.52 FTEs (3.00 Contracted)	8.92 FTEs (6.00 Contracted)	8.92 FTEs (6.00 Contracted)	

NOTE: Funded proportionately based on actual pupil serviced counts

EAST VALLEY SELPA

FY 2022/2023 BUDGET INFORMATION
PHYSICAL THERAPY SERVICES & LOW INCIDENCE ASSESSMENT

District costs shown in this budget for FY 22/23 are: .667 FTE for a School Physical Therapist II and .08 of Occupational Therapist for low incidence assessments conducted by EV SELPA.

Actual costs are charged to district of residence proportionately based on service count via cash transfer.

Refer to the SELPA RS/PS Narrative for FY 22/23 Health and Mandatory Benefits rates, and Indirect Cost rate.

East Valley SELPA

SELPA Regional Physical Therapy (PT), Low Incidence Assessment FY 2022/2023 BUDGET INFORMATION

	2022/23 PROPOSED	2022/23 FIRST INTERIM	2022/23 SECOND INTERIM	Change Increase/(Decrease)
REVENUE				
Beginning Balance	\$0	\$0	\$0	\$0
Districts				
Colton	\$51,400	\$39,778	\$40,082	\$304
Redlands	\$73,428	\$97,236	\$106,885	\$9,649
Rim	\$22,028	\$4,420	\$4,454	\$34
Yucaipa	\$0	\$13,259	\$8,907	(\$4,352)
TOTAL REVENUE	\$146,856	\$154,693	\$160,328	\$5,635
EXPENDITURE				
Classified Salaries	\$88,974	\$102,776	\$107,610	\$4,834
Benefits	\$37,508	\$36,253	\$37,426	\$1,173
Sub-Total	\$126,482	\$139,029	\$145,036	\$6,007
Materials & Supplies	\$0	\$0	\$0	\$0
Operations	\$8,310	\$3,121	\$2,121	(\$1,000)
Sub-Total	\$8,310	\$3,121	\$2,121	(\$1,000)
TOTAL	\$134,792	\$142,150	\$147,157	\$5,007
Indirect Cost	\$12,064	\$12,543	\$13,171	\$628
<i>Indirect Rate</i>	8.95%	8.95%	8.95%	
TOTAL EXPENDITURES	\$146,856	\$154,693	\$160,328	\$5,635
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

4.2 EV SELPA NonPublic School 2nd Quarter 2022-2023 Report



**EAST VALLEY
SELPA**

Educating Together

**NonPublic School Quarterly Report
Second Quarter 2022-2023**

East Valley SELPA Board of Directors
February 22, 2022

Patty Metheny, Ed.D.
Chief Administrative Officer

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

2022-23 Master Contracts

Name of Facility	Location	Number of EV SELPA Students					
		Colton	Redlands	Rialto	Rim	YCJSUD	Total
Alpine Academy	Erda, UT		1				1
Altus Academy	Rialto, CA	4	3	1		2	10
Beacon Day	La Palma, CA	1	1				2
Canyon View	San Dimas, CA		1				1
Childhelp	Beaumont, CA					1	1
Cinnamon Hills	St. George, UT	1					1
Devereux	Viera, FL						0
Joan Macy	La Verne, CA			8			8
Leroy Haynes	La Verne, CA	1	2	1			4
Oak Grove – The Ranch	Perris, CA						0
Oak Grove – Jack Weaver	Murrieta, CA		1				1
Port View Prep	Ontario, CA		1	3			4
Precious Hearts	San Bernardino, CA	1	1		1		3
Provo Canyon	Provo, UT	1					1
San Diego Center	San Diego, CA					1	1
Sandy Pines	Jupiter, FL			1			1
Sierra of East Valley	Colton, CA	2	2		3	4	11
Spectrum	Chino Hills, CA			1			1
Stone Ridge Academy	Upland, CA	5	3	2	1		11
Turning Winds	Troy, MT				1		1
Youth Care	Draper, UT				1		1
TOTAL	17	16	16	17	7	8	64

Assembly Bill 1172 Requirements

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

individual LEA holds a contract with an NPA independent of the EV SELPA, the LEA will review the documentation and provide the verification.

Name of Facility	Location	Behavior Training	
		Date Provided	Date Verified by EV SELPA
Alpine Academy	Erda, UT	10.14.22	10.31.22
Altus Academy	Rialto, CA	10.12.22	10.25.22
Beacon Day	La Palma, CA	8.12.22	8.19.22
Canyon View	San Dimas, CA	10.25.22	10.31.22
Cinnamon Hills	St. George, UT	9.9.22	9.28.22
Devereux	Viera, FL	10.19.22	10.26.22
Leroy Haynes	La Verne, CA	5.10.22	6.22.22
Joan Macy	La Verne, CA	8.24.22	8.24.22
Oak Grove – The Ranch	Perris, CA	10.7.22	10.11.22
Oak Grove – Jack Weaver	Murrieta, CA	10.7.22	10.11.22
Port View Prep	Ontario, CA	8.18.22	8.26.22
Precious Hearts	San Bernardino, CA	9.22.22	9.29.22
Provo Canyon	Provo, UT	10.14.22	10.24.22
San Diego Center	San Diego, CA	10.6.22	10.11.22
Sandy Pines	Jupiter, FL	Not a CDE regulated school	
Sierra of East Valley	Colton, CA	10.6.22	10.7.22
Spectrum	Chino Hills, CA	10.19.22	10.21.22
Stone Ridge Academy	Upland, CA	10.12.22	10.13.22
Turning Winds	Troy, MT	8.9.22	9.22.22
Youth Care	Draper, UT	10.21.22	10.31.22

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

Number of District Annual Monitoring Observations Completed this Quarter for NPS Placed Students									
Colton		Redlands		Rialto		Rim		YCJUSD	
Completed	Enrolled	Completed	Enrolled	Completed	Enrolled	Completed	Enrolled	Completed	Enrolled
3	14	0	14	0	16	0	5	0	7

Number of District Annual Monitoring Observations Completed Year, to-date				
Colton	Redlands	Rialto	Rim	YCJUSD
3	8	0	0	0

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

Number of EV SELPA Monitoring Observations/Visits Completed Year, to-date, for Residentially Placed Students*									
Colton		Redlands		Rialto		Rim		YCJUSD	
1		3		1		2		2	

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

California Department of Education, Special Education Division NPS Monitoring

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

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

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

Name of Facility	CDE Approval Status	Date of CDE Onsite Review
Alpine Academy	Approved	
Altus Academy	Approved	8.2.22
Beacon Day	Approved	6.8.21
Canyon View	Approved	2.8.21
Cinnamon Hills	Approved	9.14.22
Devereux	Approved	4.9.21
Joan Macy	Approved	11.30.22
Leroy Haynes	Approved	12.1.22
Oak Grove – The Ranch	Approved	11.2.22
Oak Grove – Jack Weaver	Approved	5.17.21
Port View Prep	Approved	12.14.22
Precious Hearts	Approved	5.17.22
Provo Canyon – Provo Campus	Conditional	
Provo Canyon – Springville Campus	Conditional	
San Diego Center	Approved	

Sierra of East Valley	Approved	
Spectrum	Approved	
Stone Ridge Academy	Conditional	2.4.22
Turning Winds	Approved	
Youth Care	Approved	

CDE has identified the following NPS sites as private schools, only. Their NPS status was revoked.

Bright Futures Academy – Riverside

The following NPS sites have closed during the 2022-2023 school year.

Childhelp as of 10.28.22

Fiscal Reporting



East Valley SELPA
22-23 2nd Quarter NPS Cost Totals

Colton	2021-2022	2022-2023				
NPS (Students reside w/parents)	21	14				
NPS (Students in residential setting)	1	2				
	Prior Yr Q2 Total***	Q1 Not Previously Billed	Oct	Nov	Dec	Q2 Total
NPS Education*	\$ 293,227.95	\$ 16,431.31	\$ 98,597.41	\$ 70,928.01	\$ 62,283.78	\$ 248,240.51
NPS Mental Health**	\$ 47,814.53	\$ -	\$ 27,449.64	\$ 16,785.50	\$ 17,214.92	\$ 61,450.06
District Total	\$ 341,042.48	\$ 16,431.31	\$ 126,047.05	\$ 87,713.51	\$ 79,498.70	\$ 309,690.57
Redlands	2021-2022	2022-2023				
NPS (Students reside w/parents)	16	14				
NPS (Students in residential setting)	1	2				
	Prior Yr Q2 Total***	Q1 Not Previously Billed	Oct	Nov	Dec	Q2 Total
NPS Education*	\$ 205,853.40		\$ 99,297.53	\$ 73,870.17	\$ 72,091.78	\$ 245,259.48
NPS Mental Health**	\$ 57,045.91		\$ 28,122.20	\$ 28,165.60	\$ 28,382.53	\$ 84,670.33
District Total	\$ 262,899.31	\$ -	\$ 127,419.73	\$ 102,035.77	\$ 100,474.31	\$ 329,929.81
Rialto	2021-2022	2022-2023				
NPS (Students reside w/parents)	15	16				
NPS (Students in residential setting)	3	1				
	Prior Yr Q2 Total***	Q1 Not Previously Billed	Oct	Nov	Dec	Q2 Total
NPS Education*	\$ 224,561.48	\$ 11,118.23	\$ 88,972.09	\$ 66,126.72	\$ 61,952.95	\$ 228,169.99
NPS Mental Health**	\$ 107,450.34	\$ 90.66	\$ 20,948.15	\$ 21,919.08	\$ 23,295.75	\$ 66,253.64
District Total	\$ 332,011.82	\$ 11,208.89	\$ 109,920.24	\$ 88,045.80	\$ 85,248.70	\$ 294,423.63
Rim	2021-2022	2022-2023				
NPS (Students reside w/parents)	3	5				
NPS (Students in residential setting)	2	2				
	Prior Yr Q2 Total***	Q1 Not Previously Billed	Oct	Nov	Dec	Q2 Total
NPS Education*	\$ 46,127.37		\$ 29,059.80	\$ 24,438.46	\$ 23,094.09	\$ 76,592.35
NPS Mental Health**	\$ 48,260.49		\$ 29,233.92	\$ 26,421.33	\$ 27,121.44	\$ 82,776.69
District Total	\$ 94,387.86	\$ -	\$ 58,293.72	\$ 50,859.79	\$ 50,215.53	\$ 159,369.04
Yucaipa-Calimesa	2021-2022	2022-2023				
NPS (Students reside w/parents)	15	7				
NPS (Students in residential setting)	4	1				
	Prior Yr Q2 Total***	Q1 Not Previously Billed	Oct	Nov	Dec	Q2 Total
NPS Education*	\$ 183,714.96		\$ 31,985.19	\$ 26,761.53	\$ 21,598.95	\$ 80,345.67
NPS Mental Health**	\$ 140,778.79		\$ 17,472.78	\$ 17,449.27	\$ 16,996.73	\$ 51,918.78
District Total	\$ 324,493.75	\$ -	\$ 49,457.97	\$ 44,210.80	\$ 38,595.68	\$ 132,264.45
SELPA Wide Tuition Total	\$ 953,485.16	\$ 11,118.23	\$ 347,912.02	\$ 262,124.89	\$ 241,021.55	\$ 878,608.00
SELPA Wide Mental Health Total	\$ 401,350.06	\$ 90.66	\$ 123,226.69	\$ 110,740.78	\$ 113,011.37	\$ 347,069.50
SELPA Wide Grand Total	\$ 1,354,835.22	\$ 27,640.20	\$ 471,138.71	\$ 372,865.67	\$ 354,032.92	\$ 1,225,677.50

*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

4.3 Out-of-Home Funding



SPECIAL EDUCATION OUT-OF-HOME CARE (OHC) NEW FUNDING MODEL

OHC was funded based on counts/data provided by California Department of Social Services (DSS) and Department of Developmental Services (DDS) from 16/17 Census count:

- Foster Homes
- Group Homes
- Specialized Care settings
 - Intermediate Care Facility (ICF)
 - Community Care Facility (CCF)
 - Skilled Nursing Facility (SNF)

Section 100 of AB 130, EC Section 56836.168

- ✓ Implemented the new OHC funding formula beginning 21/22 fiscal year.
- ✓ 3 data components will be used with each being funded at a different funding rate.
 - Foster Youth
 - Short-Term Residential Therapeutic Program (STRTP)
 - Community Care, Intermediate Care, & Skilled Nursing Facilities

~ Funding for 21-22 P-1 and P-2 for each SELPA was the same funding received in the prior year (2020-21) - \$3,836,206.

~ Funding for 21/22 Annual (re-certified on February 17, 2023) was calculated using current year data and rates and each SELPA's funding will be adjusted.

~ New count/data from FY 21/22 will be provided to SELPAs by CDE. Adjustments to allocation will be known when data is received from CDE.

~ OHC allocation will be revised based on the recertification using the new funding model/rate structure and AB 602 apportionments will be adjusted.

~ Adjustments will simply be identified as "Special Education", data verification via the OHC funding exhibit



Out-of-Home Care Funding

SELPA: 38-TT00 San Bernardino COE : East Valley
District: San Bernardino Co. Office of Education

Period: 2021-22 Annual
CDS Code: 38 10383

Education Code sections 56836.168 and 56836.173

Funding Rates

Foster Youth Rate	A-1 \$	<u>1,509.00</u>
Short-Term Residential Therapeutic Program (STRTP) Rate	A-2 \$	<u>14,603.00</u>
Community Care Rate	A-3 \$	<u>3,358.00</u>
Intermediate Care Rate	A-4 \$	<u>12,668.00</u>
Skilled Nursing Rate	A-5 \$	<u>26,874.00</u>

Data Category

Foster Youth Cumulative Enrollment	B-1	<u>1,017</u>
STRTP Average Daily Population	B-2	<u>66,084,931,5069</u>
Community Care Pupil Counts	B-3	<u>5</u>
Intermediate Care Pupil Counts	B-4	<u>13</u>
Skilled Nursing Pupil Counts	B-5	<u>14</u>

Funding Calculation

Foster Youth Funding (A-1 * B-1)	C-1 \$	<u>1,534,853</u>
STRTP Funding (A-2 * B-2)	C-2 \$	<u>965,038</u>
Community Care Funding (A-3 * B-3)	C-3 \$	<u>16,790</u>
Intermediate Care Funding (A-4 * B-4)	C-4 \$	<u>164,884</u>
Skilled Nursing Funding (A-5 * B-5)	C-5 \$	<u>376,236</u>

Summary Total

Out-of-Home Care Funding (Sum of C-1 through C-5)	D-1 \$	<u>3,057,401</u>
Proration Factor	D-2	<u>1.0000000000</u>
Statewide Out-of-Home Care Funding (Sum of D-1 for all SELPAs)	D-3 \$	<u>118,489,643</u>
Percentage of Out-of-Home Care Funding (D-1/D-3)	D-4	<u>0.0258031075</u>
Saving Remains in Program to be Allocated	D-5 \$	<u>29,717,469</u>
Proportional Share of Saving (If D-5 = 0, 0, else D-4 * D-5)	D-6 \$	<u>766,803</u>
Total Out-of-Care Funding (If D-6 = 0, then D-1 * D-2, else D-1 + D-6)	D-7 \$	<u>3,824,204</u>

\$12,002 less than 21/22 P-2 funding of \$3,836,206

Export to Excel

~FY 2022-23 rates will also receive the approved cost-of-living adjustment of 6.56%.



Out-of-Home Care Funding

SELPA: 36-TT00 San Bernardino COE : East Valley
District: San Bernardino Co. Office of Education

Period: 2022-23 P-1
CDS Code: 36 10363

Education Code sections 56836.168 and 56836.173

Cost-of-Living Adjustment	A-1	1.0656
Funding Rates		
Prior Year Foster Youth Rate	B-1 \$	1,509.00
Prior Year Short-Term Residential Therapeutic Program (STRTP) Rate	B-2 \$	14,603.00
Prior Year Community Care Rate	B-3 \$	3,358.00
Prior Year Intermediate Care Rate	B-4 \$	12,668.00
Prior Year Skilled Nursing Rate	B-5 \$	26,874.00
Current Year Foster Youth Rate (A-1 * B-1)	B-6 \$	1,607.99
Current Year STRTP Rate (A-1 * B-2)	B-7 \$	15,560.96
Current Year Community Care Rate (A-1 * B-3)	B-8 \$	3,578.28
Current Year Intermediate Care Rate (A-1 * B-4)	B-9 \$	13,499.02
Current Year Skilled Nursing Rate (A-1 * B-5)	B-10 \$	28,636.93
Data Category		
Foster Youth Cumulative Enrollment	C-1	1,017
STRTP Average Daily Population	C-2	66.0849315069
Community Care Pupil Counts	C-3	5
Intermediate Care Pupil Counts	C-4	13
Skilled Nursing Pupil Counts	C-5	14
Funding Calculation		
Foster Youth Funding (B-6 * C-1)	D-1 \$	1,635,326
STRTP Funding (B-7 * C-2)	D-2 \$	1,028,345
Community Care Funding (B-8 * C-3)	D-3 \$	17,891
Intermediate Care Funding (B-9 * C-4)	D-4 \$	175,487
Skilled Nursing Funding (B-10 * C-5)	D-5 \$	400,917
Summary Total		
Out-of-Home Care Funding (Sum of D-1 through D-5)	E-1 \$	3,257,966
Proration Factor	E-2	1.0000000000
Statewide Out-of-Home Care Funding (Sum of E-1 for all SELPAs)	E-3 \$	126,262,529
Percentage of Out-of-Home Care Funding (E-1/E-3)	E-4	0.0258031106
Saving Remains in Program to be Allocated	E-5 \$	24,635,653
Proportional Share of Saving (If E-5 = 0, 0, else E-4 * E-5)	E-6 \$	635,676
Total Out-of-Care Funding (If E-6= 0, then E-1 * E-2, else E-1 + E-6)	E-7 \$	3,893,642

Reminder...

- OHC Model shifts to new census data
 - Specific funding rates for all foster youth, community care facilities, and specialty placements, including residential programs
 - Funding based on average daily enrollment, not bed capacity
- If funds are insufficient, prorations will occur
- If funds exceed entitlements, funds shall be proportionally allocated to SELPAs
 - EC § 56836.168



- Allocation Policy language shifts
 - Away from bed capacity to average daily enrollment
 - Apportionment made on actual student attendance
- For 2022-23, consider the impact of prior-year adjustments for the transition year of 2021-22 (at Annual certification) and for 2022-23 and subsequent fiscal years
- Stay tuned for data specific to your districts showing funding allocation

4.4 Preparing for 2023 Maintenance of Effort (MOE) – SEMA-I

Preparing for
FY 2022-23
MOE and SEMA-I



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

Failure of Special Education MOE

Compliance Standard SEMA

If the LEA has spent less—in state and/or local resources—on special education in total or on a per-student basis

The LEA will pay dollar-for-dollar penalty out of local resources

Eligibility Standard SEMB

If the LEA cannot meet the maintenance of effort (MOE) when adopting the budget

The SELPA¹ will not issue any federal funds until the LEA can demonstrate that it expects to meet the MOE requirement

There are limited exemptions available for not meeting the MOE requirement

¹Special Education Local Plan Area (SELPA)



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).

TIPS:

- 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.

EXEMPT REDUCTIONS TO MAINTENANCE OF EFFORT

IDEA Regulations 34 *Code of Federal Regulations* § 300.204

Local Education Agency (LEA) Name	Special Education Local Plan Area (SELPA)
Name of Person Completing Report	Telephone & Fax Numbers

Maintenance of Effort (MOE) Shortfall from LEA MOE Calculation (LMC-A or LMC-B) Worksheet	\$0.00	FY 2022/2023
---	--------	---------------------

The LEA may reduce the level of expenditures below the level of the preceding fiscal year if the reduction is attributable to any of the following reasons. Provide specific details and dollar amounts. If the total justifications equal/exceed the MOE shortfall, fiscal effort has been maintained for the reporting year.

1. The voluntary departure, by retirement or otherwise, or departure for just cause, of certificated and/or classified special education or related services personnel (does not include contract non-renewal or staff lay-off due to budget shortfall). ENTER INFORMATION on the <i>detail reduction 1</i> tab; totals will carry forward to this section	\$0.00
---	--------

2. A decrease in enrollment of children with disabilities. ENTER INFORMATION on the <i>detail reduction 2</i> tab; totals will carry forward to this section	\$0.00
---	--------

3. The termination of the obligation to provide a program of special education to a particular child with a disability that is an exceptionally costly program because: A. <i>Child has left the jurisdiction of the agency; OR</i> B. <i>Child has reached the age at which the obligation of the agency to provide free appropriate public education (FAPE) to the child has</i> C. <i>No longer needs the program of special education</i> ENTER INFORMATION on the <i>detail reduction 3</i> tab; totals will carry forward to this section	\$0.00
---	--------

4. The termination of costly expenditures for long-term purchases, such as the acquisition of equipment or the construction of school facilities (must have per unit cost of \$5,000 or more). ENTER INFORMATION on the <i>detail reduction 4</i> tab; totals will carry forward to this section	\$0.00
---	--------

TOTAL ALLOWABLE EXEMPTIONS TO MOE	\$0.00
(must equal amount of total exemption reductions entered in Section 1 of the LMC-A or LMC-B)	

CDE Use Only

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.

Special education expenditures should be **monitored throughout the year** to ensure MOE compliance and PRIOR TO the closing of financial records at the end of the fiscal year. **Allowable exemptions can be critical** to monitor to prevent failure of Actuals.

Things to Consider.....

Possible MOE Challenges for Fiscal Year (FY) 2022-23

- Increased state revenue-\$820 per Funded average daily attendance(ADA)
 - ~ May impact local-only calculations
- AB130 - Dispute Prevention and Learning Recovery (DP/LR) funds
 - ~Have you identified all expenses related to these funds, including qualifying prior year (2020-21) activities?
 - ~Are the expenses aligned with district's submitted plans?
 - ~Are you tracking your expenses using Goal Code 5xxx?
 - ~Have you considered making a contribution from RES 6536/6537 to the RES from which your district funded Goal 5xxx activities?
 - ~Will the remaining funds be encumbered by 6/30/23?
 - ~Will all the funds be expended no later than 9/30/23?

Our Responsibilities as Partners

Special Education Director

- **Monitoring high-cost placements and services**
- **Tracking student numbers and needs**
- **Monitoring instructional assistants**
- **Monitoring consultant services**
- **Monitoring departed and departing staff**
- **Monitoring shifts in encumbrance**
- **Monitoring needs and program shifts in present and coming years**

Fiscal Staff

- **Monitoring budget, expenditures, and encumbrances**
- **Monitoring position control**
- **Monitoring allocation of expenditures**
- **Monitoring impact of local revenues**
- **Monitoring communication with board and superintendent**
- **Ensuring alignment of expenditures across the entire system, including the LCAP and other plans**



SEMA-I
First Interim
22/23

**2022-23 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)			<i>FY 22/23</i>	<i>COMPARISON</i>	<i>COMP. YEAR</i>	<i>FY 22/23</i>	<i>COMPARISON</i>	<i>COMPARISON</i>	<i>COMP. YEAR</i>		<i>CY Projected</i>	<i>COMP. YEAR</i>		
3	<i>Projected</i>	<i>YEAR</i>	<i>ACTUAL</i>			<i>Projected</i>	<i>YEAR</i>	<i>ACTUAL</i>	<i>ACTUAL</i>			<i>Oct-22</i>			
4	COLTON	41,856,011.62	2021-22	37,691,326.00	4,164,685.62	PASS	16,012.25	2021-22	37,691,326.00	14,569.51	1,442.73	PASS	2,614	2,587	27
5	REDLANDS	38,069,067.00	2021-22	32,100,789.98	5,968,277.02	PASS	12,178.20	2021-22	32,100,789.98	11,012.28	1,165.93	PASS	3,126	2,915	211
6	RIALTO	70,517,574.55	2021-22	60,222,040.98	10,295,533.57	PASS	25,476.00	2021-22	44,987,628.41	16,038.37	9,437.63	PASS	2,768	2,805	(37)
7	RIM	6,644,202.00	2021-22	6,348,538.25	295,663.75	PASS	16,863.46	2021-22	6,095,983.27	14,868.25	1,995.20	PASS	394	410	(16)
8	YUCAIPA	21,765,411.61	2021-22	18,500,234.84	3,265,176.77	PASS	16,279.29	2021-22	19,018,521.78	14,663.47	1,615.82	PASS	1,337	1,297	40
9	SBCSS (EV Ops & SELPA)				0.00	FALSE	-		-	0.00	0.00	FALSE	290	271	19
10	CONSORTIUM TOTAL	178,852,266.78		154,862,930.05	23,989,336.73	PASS	16,986.63		139,894,249.44	13,601.77	3,384.86	PASS	10,529	10,285	244
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)			<i>FY 22/23</i>	<i>COMPARISON</i>	<i>COMP. YEAR</i>	<i>FY 22/23</i>	<i>COMPARISON</i>	<i>COMPARISON</i>	<i>COMP. YEAR</i>		<i>CY Projected</i>	<i>COMP. YEAR</i>		
13	<i>Projected</i>	<i>YEAR</i>	<i>ACTUAL</i>			<i>Projected</i>	<i>YEAR</i>	<i>ACTUAL</i>	<i>ACTUAL</i>			<i>Oct-22</i>			
14	COLTON	24,812,648.00	2021-22	25,468,894.00	(656,246.00)	(FAIL)	9,492.21	2021-22	21,062,348.95	8,141.61	1,350.60	PASS	2,614	2,587	27
15	REDLANDS	20,494,292.00	2021-22	16,348,114.98	4,146,177.02	PASS	6,556.08	2021-22	17,584,629.24	6,032.46	523.61	PASS	3,126	2,915	211
16	RIALTO	41,322,387.37	2021-22	39,085,987.14	2,236,400.23	PASS	14,928.61	2021-22	32,268,533.24	11,503.93	3,424.67	PASS	2,768	2,805	(37)
17	RIM	3,905,631.00	2021-22	3,675,165.00	230,466.00	PASS	9,912.77	2021-22	3,174,544.38	7,742.79	2,169.98	PASS	394	410	(16)
18	YUCAIPA	11,192,308.55	2021-22	11,138,081.70	54,226.85	PASS	8,371.21	2021-22	9,951,216.67	7,672.49	698.72	PASS	1,337	1,297	40
19	SBCSS (EV Ops & SELPA)		2021-22		0.00	FALSE	-	2021-22		0.00	0.00	FALSE	290	271	19
20	CONSORTIUM TOTAL	101,727,266.92		95,716,242.82	6,011,024.10	PASS	9,661.63		84,041,272.48	8,171.25	1,490.38	PASS	10,529	10,285	244

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](#)

4.5 EV SELPA 2022-2023 Fiscal Reporting Calendar



FY 2022-23 FISCAL REPORTING CALENDAR

JULY 2022

- 7/08/22** Districts to provide SELPA June PARs and PYR for TPP - DONE
- 7/14/22** SELPA to provide 21/22 Q4 Total NPS Reimbursement Transfer for invoices received/processed through 7/8/2022 at Steering/Finance meeting
- 7/14/22** SELPA to present AB 602 June 2022 P-2 CDE Certification (19/20 R3, 20/21 R1, 21/22 P2)
- 7/15/22** Districts to provide signed Grant/Fund Expenditure Report #3 (Apr 1 – Jun 30 PY) or FINAL expenditure reports to SELPA if Final hasn't been submitted.
- 7/31/22** SELPA finalize closing of FY 21/22 books, Final REX will be sent out to districts
- 7/31/22** SELPA to submit May and June 2022 TPP Service and Certified Invoices to DOR

AUGUST 2022

- 8/15/22** Districts to provide SELPA July PARs and PYR for TPP
- 8/15/22** Districts to provide UA DAT file to SELPA for MOE monitoring/tests
- 8/31/22** SELPA to send preliminary MOE to district's fiscal staff via e-mail

SEPTEMBER 2022

- 9/15/22** EV SELPA to present preliminary SEMA and SEMB MOE results and Excess Cost Calculation worksheets at Steering/Finance meeting
- 9/15/22** SBCSS to present PY (21/22) fee-for-service Budget to Actuals, Year-end actuals and return of funds (if appropriate) at Steering/Finance.
- 9/15/22** EV SELPA to present PY (21/22) Occupational Therapy Regional/ Proportionate Share Program return of funds (if appropriate) at Steering/Finance
- 9/15/22** EV SELPA to present PY (21/22) adjusted 4th Quarter NPS reimbursement transfers and Fiscal Year total costs at Steering/Finance
- 9/16/22** Districts to provide SELPA August PARs and PYR for TPP
- 9/30/22** SELPA to submit July TPP Service and Certified Invoices to DOR
- 9/30/22** Districts to submit DPR & LR funds expenditure reports (through 9/30/22)

OCTOBER 2022

- 10/07/22** SELPA to begin working on 1st Interim budget revisions. Districts to provide SELPA with CY (22/23) P-1 ADA estimates & changes to PY ADA (if any) by Oct 14 for First Interim reporting and Projections
- 10/13/22** SELPA to send Final SEMA/SEMB summary, SYT, Excess Cost Reports to districts, due to CDE 11/15/22
- 10/13/22** SELPA to submit PY (21) Annual Infant Funding Report to SBCSS
- 10/14/22** Districts to provide Grant Exp Report 4 or Final (July 1 – September 30 CY) to SELPA if applicable
- 10/17/22** Districts to provide SELPA September PARs and PYR for TPP
- 10/21/22** SELPA to submit Extraordinary Cost Pool (ECP) program claim to SBCSS for CDE submission
- 10/28/22** Deadline for SELPA/SBCSS to submit CY (22/23) Part C Early Start Application to CDE
- 10/28/22** Deadline for SELPA/SBCSS to submit PY (21/22) Extraordinary Cost Pool claim to CDE – funded at Annual - Done
- 10/28/22** SELPA to submit Aug TPP Service and Certified Invoices to DOR

Subject to change, updated as needed.



FY 2022-23 FISCAL REPORTING CALENDAR NOVEMBER 2022

- 11/01/22 SELPA to submit Infant Waiver Request to CDE if applicable (Current waiver valid until 6/30/24)
- 11/10/22 SELPA to present CY (22/23) 1st Interim EV SELPA Budgets at Steering/Finance
- 11/10/22 SELPA to present CY (22/23) 1st Quarter NPS reimbursement transfer for paid invoices at Steering/Finance
- 11/10/22 SELPA to present Schedule REX (22/23) 1st Interim projections at Steering/Finance
- 11/10/22 SELPA to provide Districts Fall 1 count for SBCSS Fee-for-Service for verification
- 11/18/22 SELPA to submit Maintenance of Effort SEMA 21/22 Unaudited Actuals vs. 20/21 Actuals to CDE - DONE
- 11/18/22 SELPA to submit Maintenance of Effort SEMB 21/22 Unaudited Actuals vs. 22/23 Budget to CDE - DONE
- 11/18/22 SELPA to submit Excess Cost Calculation(s) to CDE - DONE
- 11/18/22 SELPA to submit Maintenance of Effort Subsequent Year Tracking Worksheets to CDE - DONE
- 11/18/22 Districts to provide Oct PARs and PYR for TPP to SELPA
- 11/28/22 SBCSS FFS Fall 1 count signed verification forms due to SELPA from District Spec Ed Directors
- 11/30/22 SELPA/IBS to submit Part C Grant Application Package to CDE (package has not been received)
- 11/30/22 SELPA to submit Medi-Cal Program 2022-23 LEA BOP Annual report to DHCS
- 11/30/22 SELPA to submit September TPP Service and Certified Invoices to DOR

DECEMBER 2022

- 12/09/22 Districts to provide November PARs and PYR for TPP to SELPA
- 12/12/22 ***Districts to provide SELPA DAT file for SEMAI (1st Interim) for MOE monitoring due to BAS *12/15/22***
- 12/19/22 SELPA to provide CY (22/23) Fall Count for SBCSS Fee-for-service Students to SBCSS
- 12/30/22 SELPA to submit October TPP Service and Certified Invoices to DOR
- 12/30/22 Districts to submit DPR & LR funds expenditure reports

JANUARY 2023

- 1/05/23 SELPA to provide NPS P-1 ADA to Districts ***District deadline to BAS 1/9/23
- 1/13/23 SELPA to submit to SBCSS Infant Funding Report for P-1, to CDE January 31
- 1/16/23 **Districts to provide Grant/Fund Expenditure Reports # 1 (Jul 1 – Dec 31) to SELPA for CY (22/23) or report # 5 (PY 21/22) if applicable**
- 1/16/23 Districts to provide December PARs and PYR for TPP to SELPA
- 1/30/23 SELPA to submit November TPP Service and Certified Invoices to DOR

FEBRUARY 2023

- 2/16/23 Districts to provide January PARs and PYR for TPP to SELPA
- 2/16/23 Districts to provide SELPA with CY 22/23 P-2 estimates
- 2/17/23 SELPA to submit to AU FY 23/24 EV SELPA budgets
- 2/23/23 SELPA to present 22/23 EV SELPA 2nd Interim Budget update
- 2/23/23 ***SELPA to present SEMAI 1st Interim MOE summary report/MOE monitoring and preparation***
- 2/23/23 SELPA to present CY (22/23) 2nd Quarter NPS reimbursement transfer for invoices paid thru Dec 2022 at Steering/Finance
- 2/27/23 SELPA to submit December TPP Service and Certified Invoices to DOR
- TBD SELPA to prepare February certifications for CY (22/23) and PY (21/22, 20/21) AB602 Funding Allocation

Subject to change, updated as needed.



FY 2022-23 FISCAL REPORTING CALENDAR

MARCH 2023

- 3/09/23** SELPA to present CY (22/23) Regional services Proportionate Share Costs as of 2nd Interim related to OT, MH & PT at Steering/Finance
- 3/10/23** Districts to provide SELPA DAT file for SEMAI (2nd Interim) for MOE monitoring due to BAS 3/7/23
- 3/17/23** Districts to provide February PARs and PYR for TPP to SELPA
- 3/24/23** SELPA to send (22/23 P-1, 21/22 Annual, 20/21 Annual 2) AB602 allocations based on February Certifications to districts by e-mail
- 3/30/23** **Districts to submit Supporting Inclusive Practices grant quarterly reports**
- 3/30/23** **Districts to submit Learning Recovery fund quarterly reports**
- 3/30/23** **Districts to submit Alternate Dispute Resolution fund quarterly reports**
- 3/31/23** SELPA to submit January TPP Service and Certified Invoices to DOR
- TBD** SELPA to provide Districts Spring count for SBCSS Fee-for-Service for verification

APRIL 2023

- 4/03/23** SBCSS FFS Spring (March1) count signed verification forms due to SELPA from District Spec Ed Directors
- 4/13/23** SBCSS to present EV County Operated Spec Education FFS budget and Proposed rates for FY 23/24 at Steering/Finance
- 4/13/23** SBCSS to present Student Services Counseling Center – Intensive Therapeutic Services rate for FY 23/24
- 4/13/23** SELPA to send SEMAI 2nd Interim MOE summary report to districts
- 4/14/23** SELPA to provide P-2 NPS ADA to districts *District deadline to BAS April 21st
- TBD** SELPA to present 23/24 Operating Budget to Board Budget Ad Hoc
- 4/17/23** Districts to provide March PARs and PYR for TPP to SELPA
- 4/17/23** SELPA to submit P-2 Infant Funding Report to SBCSS, due to CDE TBD
- 4/17/23** Districts to provide Grant Expenditure Report #2 (Jan 1 – Mar 31) or Final to SELPA for CY (22/23)
- 4/21/23** Districts to complete final requests for Low Incidence materials and equipment purchases for FY 22/23
- 4/28/23** SELPA to submit February TPP Service and Certified Invoices to DOR
- TBD** SELPA to send districts Low Incidence Inventory Report for review

MAY 2023

- TBD** Districts to return Low Incidence Inventory verification report to SELPA (Elizabeth Coronel)
- 5/11/23** SELPA to present 3rd Quarter NPS reimbursement transfer for invoices paid at Steering/Finance
- 5/11/23** SELPA to present FY 23/24 Proposed EV SELPA Operating Budgets at Steering/Finance
- 5/11/23** SELPA to present 23/24 Annual Budget and Service Plans at Steering/Finance
- 5/11/23** SELPA to present final FY 22/23 EV County Operated Spec Education FFS average count/fees and Proportionate Share Programs student counts/costs
- 5/12/23** Districts to provide April PARs and PYR for TPP to SELPA
- 5/24/23** SELPA to present to Board of Directors EV SELPA FY 23/24 Operating Budgets and SBCSS EV County Operated Spec Education FFS FY 23/24 rates
- TBD** Districts must send completed Personnel Data report submitted through CDE software to SELPA
- 5/31/23** SELPA to submit March TPP Service and Certified Invoices to DOR

Subject to change, updated as needed.



FY 2022-23 FISCAL REPORTING CALENDAR

JUNE 2023

- 6/08/23** - SELPA to present FY 23/24 Schedule REX Projections based on Governor's May Revise
- 6/12/23** - Districts to provide May PARs and PYR for TPP to SELPA
- 6/30/23** - SELPA to submit April TPP Service and Certified Invoices to DOR
- 6/30/23** - SELPA certification for Personnel Data report due to CDE
- 6/30/23** - **Districts to submit Supporting Inclusive Practices grant expenditure report**
- 6/30/23** - **Districts to submit Learning Recovery fund expenditure report**
- 6/30/23** - **Districts to submit Alternate Dispute Resolution fund expenditure report**
- TBD** - SELPA to finalize AB602 CDE Certifications for CY (22/23) and PY (20/21, 19/20)
- ***Districts prepare Exp 3 or FINAL expenditure reports for submission in mid-July 2022***

PROGRAM ITEMS

4.6 EV SELPA Local Plan 2023

Section B: Governance and Administration

SELPA

Fiscal Year

4. Clearly define the roles of the County Office of Education (COE) as applicable, and/or any other administrative supports necessary to coordinate and implement the local plan: [EC 56195.1(c); EC 56205(a)(12)(D)(i); EC 56195.5]

The San Bernardino County Superintendent of Schools (SBCSS) is designated as the official administrative unit (AU) of the East Valley SELPA to assure the implementation of the Local Plan and SELPA policies, agreements, and procedures of the East Valley Board of Directors in cooperation with participating LEAs. The distribution of federal and state funds is the responsibility of SBCSS in accordance with the East Valley SELPA's Fiscal Allocation Plan and policies, agreements and procedures of the East Valley SELPA Board of Directors. SBCSS accepts regionalized services and program specialist funds and the responsibilities that accompany them to fund the operations of the East Valley SELPA in accordance with directives of the East Valley SELPA Board of Directors.

The East Valley SELPA Chief Administrative Officer is employed by the AU Superintendent. The employment, supervision, evaluation and discipline of the SELPA chief administrative officer follows the procedures and guidelines of the SBCSS Human Resources Department. SELPA staff members are employed by SBCSS upon recommendation from the SELPA Chief Administrative Officer. Supervision, evaluation, and discipline of the East Valley SELPA staff employed by the AU in support of the Local Plan is the responsibility of the SELPA Chief Administrative Officer.

When SBCSS provides special education services, the relevant contracts between the county office and its employees governing wages, hours, and working conditions shall supersede the like provisions contained in any agreements by an LEA receiving such services.

5. Does the SELPA have policies and procedures that allow for the participation of charter schools in the local plan? [EC 56207.5]

Yes No

If No, explain why the SELPA does not have the policy and procedures.

6. Identify and describe the representation and participation of the SELPA community advisory committee (CAC) pursuant to EC Section 56190 in the development of the local plan: [EC 56194(a)(b)(d); EC 56195.9(a)]

The member districts of the East Valley SELPA select and appoint representatives to the EV SELPA Community Advisory Committee CAC that are approved to participate by their respective school boards. In addition, community members may participate in CAC meetings. Members of the EV SELPA CAC are involved in the development of the local plan through their attendance at regularly scheduled CAC meetings. The schedule of meetings is developed and provided annually. The EV SELPA CAC advises the SELPA during the development of the Local Plan by providing input and reviewing plan drafts to ensure adequate and effective participation and

Section B: Governance and Administration

SELPA

Fiscal Year

10. For multi-LEA local plans, specify:

- a. The responsibilities of each participating COE and LEA governing board in the policymaking process: [EC 56205(a)(12)(D)(i)]

The East Valley SELPA member district governing boards, as elected officials, are involved in the policy making process through the local superintendent's or equivalent administrator's +

- b. The responsibilities of the superintendents of each participating LEA and COE in the implementation of the local plan: [EC 56205(a)(12)(D)(i)]

Each LEA superintendent shall represent the LEA as a member of the East Valley Board of Directors. The responsibilities of each LEA superintendent for the implementation of the Local Plan shall be to the following:

1. Assure that all special education programs and services are operated in accordance with state and federal law, the Local Plan, and the policies, agreements, and procedures approved by the Board of Directors.
2. Assure that the LEA maintains an accounting system adequate to provide federal, state and local reports to include program and fiscal reports required by the East Valley SELPA.
3. Submit Public Law 108-446 (formerly P.L. 101-476) budgets and expenditure reports for grant funds;
4. Attend all East Valley SELPA Board meetings and participate as a voting member;
5. Assure the elected members of their respective LEA Boards of Education are informed of the East Valley SELPA Local Plan, policies, agreements and procedures approved by the East Valley SELPA Board of Directors.

- c. The responsibilities of each LEA and COE for coordinating the administration of the local plan: [EC 56205(a)(12)(D)(i)]

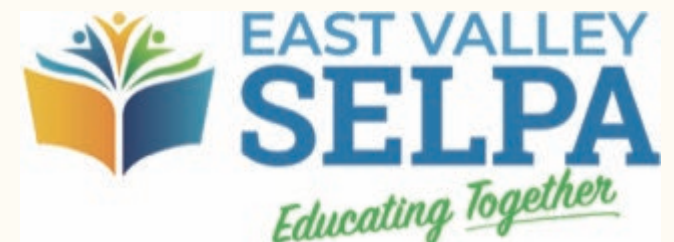
It is the responsibility of each LEA special education administrator and county administrator of special education to assure that all LEA/county policies operate within federal and state laws and regulations. Each LEA has a responsibility to participate in SELPA Steering and other committee meetings to facilitate understanding and knowledge in coordinating the administration of the Local Plan. The various committees provide a communication network on current and important issues related to special education laws, regulations, state requirements, and programmatic issues.

4.7 Differentiated Assistance & CDE Compliance Monitoring

Overview of Differentiated Assistance & Compliance Improvement Monitoring

February 2, 2023

Patty Metheny, Ed.D.
Chief Administrative Officer
East Valley SELPA



Differentiated Assistance as Outlined in Statute

Education Code (EC) 52071 states the county superintendent of schools shall provide technical assistance focused on building the school district's capacity to develop and implement actions and services responsive to pupil and community needs.

This support includes:

(c)(1) assisting the LEA in identifying its strengths and weaknesses with regard to the state priorities [as described in subdivision (d) of EC Section 52060]

(c)(2) Working collaboratively with the school district to identify and implement effective programs and practices to address any areas of weakness

(c) (3) obtaining from the school district a timely documentation demonstrating that it has completed the activities described in items (1) and (2); and (4) Requesting that the California Collaborative for Educational Excellence (CCEE) provide advice and assistance to the school district, pursuant to subdivision (g) of Section 52074.

Levels of Support

- **Level 1: Support for All** consists of resources and assistance made available to all LEAs.
- **Level 2: Differentiated Assistance (DA)** is provided to LEAs that meet the eligibility criteria based on the CA School Dashboard data.
- **Level 3: Intensive Intervention** is required for LEAs with persistent performance issues and a lack of improvement over a specified time period.

Levels of Support

California's System of Support provides three levels of support to LEAs and schools. The first level, general assistance, is made up of resources and assistance that are available to all LEAs and schools. The second level of assistance, known as DA, is targeted support that is available to LEAs that meet the eligibility requirements set by the State Board of Education (SBE). The third level of support, Intensive Intervention, may be provided to LEAs that are identified as having persistent performance issues and a lack of improvement over four consecutive years. A description of the supports available to LEAs at each level are highlighted in the table below.

Level of Support	Description of Supports Available
Support for All LEAs and Schools (Level 1)	Various state and local agencies provide an array of support resources, tools, and technical assistance that all LEAs may use to improve student performance at the LEA and school level and to narrow disparities among student groups across the Local Control Funding Formula (LCFF) priorities, including recognition for success and the ability to share promising practices.
Differentiated Assistance (Level 2)	County superintendents, charter authorizers, the California Department of Education (CDE), and the California Collaborative for Educational Excellence (CCEE) provide differentiated assistance for eligible LEAs, in the form of individually designed assistance, to address identified performance issues, including significant disparities in performance among student groups.
Intensive Intervention (Level 3)	The State Superintendent of Public Instruction may require more intensive interventions for LEAs with persistent performance issues and a lack of improvement over a four-year period.

California System of Support

This graphic is intended to show the network of state-funded support providers under the System of Support.



Interactive Map on VALCO website:
<https://valley2coast.org/>

Click **arrows** or **logos** in the graphic below for additional information.

LEVEL 1
SUPPORT FOR ALL

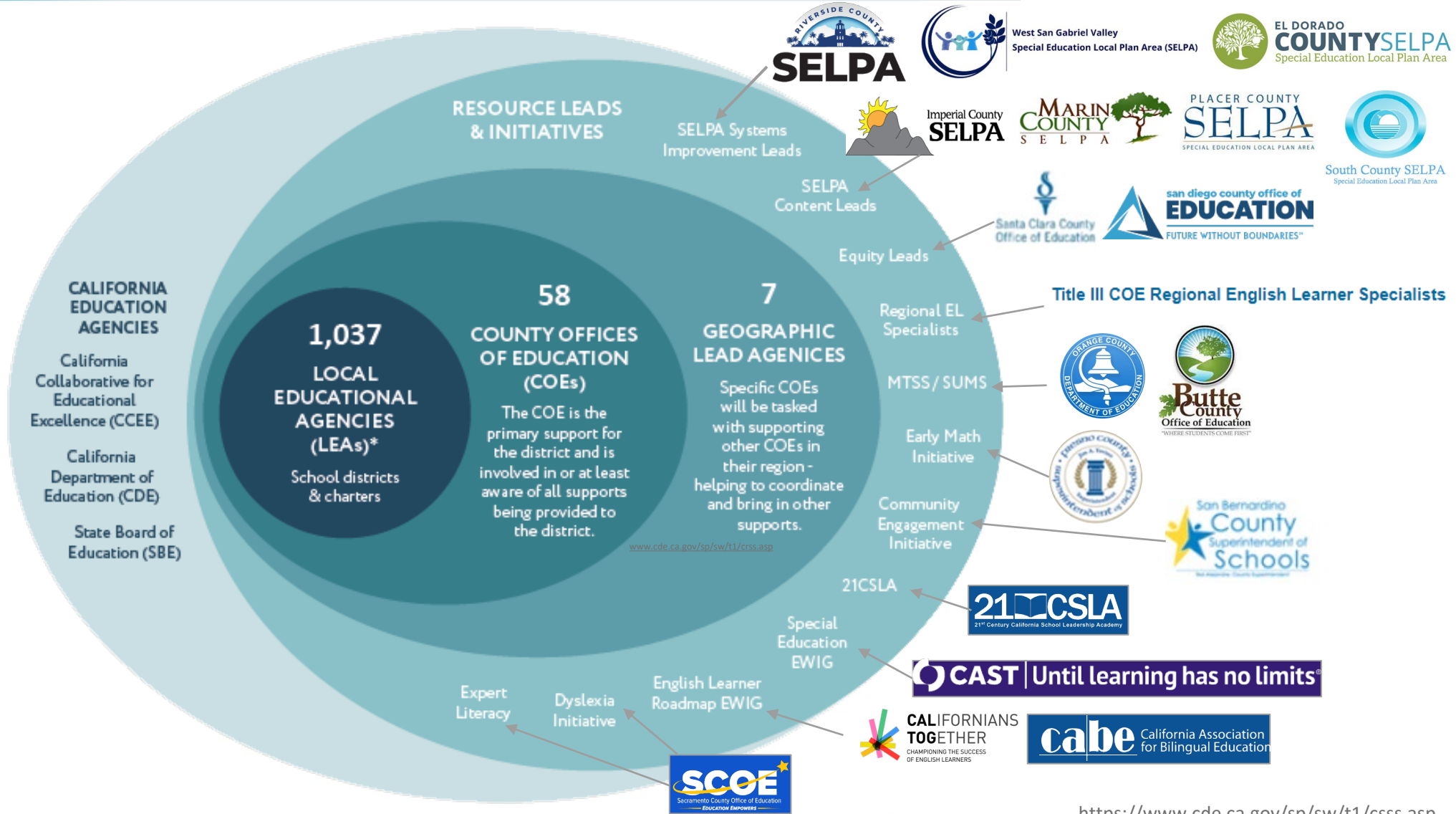
Various state and local agencies provide an array of support resources, tools, and voluntary technical assistance that all LEAs may use to improve student performance at the LEA and school level and narrow gaps in performance among student groups across the LCFF priorities.

LEVEL 2
DIFFERENTIATED ASSISTANCE

County Superintendents, the California Department of Education, and the California Collaborative for Educational Excellence provide differentiated assistance by working with LEAs and COEs to address identified performance gaps among student groups.

LEVEL 3
INTENSIVE INTERVENTION


The Superintendent of Public Instruction may require more intensive supports for local education agencies (LEAs) and/or schools with persistent performance issues and a lack of improvement over a specified time period.



Differentiated Assistance Resources

Differentiated Assistance Prot
for Local Educational Agencies

Facilitation Guide



California School
DASHBOA
2022 Dashboard Too

Under the Local Control Funding
and county offices of education (C

LCFF Assistance Categori

California's accountability and co

- **General Assistance**—resou
agencies (LEAs) (i.e., district
- **Differentiated Assistance**—
- **Intensive Intervention**—LEA


2022 Differentiated Assista

For 2022, only districts and COEs
excluded from differentiated assi
(Dashboard) is used to determine


For 2022, only the following state
determinations:

- Academic Performance: Eng
- English Learner Progress
- Graduation Rate
- Chronic Absenteeism
- Suspension Rate

The College/Career Readiness a
eligibility determinations.



<https://ccsesa.org/committees/cis>
<https://www.cde.ca.gov>
<https://www.cde.ca.gov/fg/aa/lc/index.asp>



search this site Search

Teaching & Learning ▾ Testing & Accountability ▾ Finance & Grants ▾ Data & Statistics ▾ Specialized Programs ▾ Learning Support ▾ Professional Learning ▾

Home / Finance & Grants / Allocations & Apportionments / Local Control Funding Formula

Local Control Funding Formula

California's new school funding formula, enacted in 2013. Actual funding allocations, when available, will be available via the Principal Apportionment page.

LCFF Overview

The Local Control Funding Formula (LCFF) is hallmark legislation that fundamentally changed how all local educational agencies (LEAs) in the state are funded, how they are measured for results, and the services and supports they receive to allow all students to succeed to their greatest potential.

If you would like to receive updates regarding the LCFF via email notification, subscribe to the LCFF listserv by sending a "blank" message to join-LCFF-list@mlist.cde.ca.gov. (To unsubscribe, send a "blank" message to unsubscribe-LCFF-list@mlist.cde.ca.gov.)

Components of LCFF

California Accountability Model and School Dashboard

[The California Accountability Model and School Dashboard](#) provide information about how local educational agencies and schools are meeting the needs of California's diverse student population based on a concise set of measures.

LCFF Support and Assistance

California's accountability and continuous improvement system is based on a three-tiered framework, with the first tier, general assistance, made up of resources and assistance that is made available to all local educational agencies. Differentiated assistance is the second tier of assistance that one or more agencies is required by statute to provide to local educational agencies that meet certain eligibility criteria. The third tier is intensive intervention, which is generally required based on persistent performance issues over a specified period of time. The Assistance Status spreadsheet linked below provides the assistance status for county offices of education, school districts, and charter schools.

2022 LCFF Assistance Status

[2022 LCFF COE/District Assistance Status Spreadsheet \(XLSX\)](#)

2019 LCFF Assistance Status

[2019 LCFF Assistance Status Data Files and Record Layouts](#)

2018 LCFF Assistance Status


[2018 LCFF Assistance Status Data Files and Record Layouts](#)

2017 LCFF Assistance Status

[2017 LCFF Assistance Status Data Files and Record Layouts](#)

Local Control and Accountability Plan (LCAP)

Share this Page



Related Content

[California School Dashboard and System of Support](#)
California's accountability and continuous improvement system provides information about how local educational agencies and schools are meeting the needs of California's diverse student population.

[LCFF and Uniform Complaint Procedures](#)
California's new school funding formula, enacted in 2013. Actual funding allocations, when available, will be available via the Principal Apportionment page. Local Control Funding Formula and the Uniform Complaint Procedures.

Trending in Allocations & Apportionments

[Classified School Employee Summer Assistance](#)

Local Control Funding Formula (this page)

[Principal Apportionments](#)

Differentiated Assistance Eligibility

- Eligibility is determined annually* based on outcomes published the California School Dashboard (December).
- DA requirements are described in Education Code (EC) 52071.
- DA requirements for 2021-2022 were specified in AB 130, Section 122.
 - Technical assistance shall include an **analysis of a variety of specific data points** in absence of California School Dashboard data.
 - The results of the analysis shall inform technical assistance focused on **building capacity to develop and implement actions and services** responsive to pupil and community needs.
- DA Eligibility in 2022-2023 is based on the CA School Dashboard published in December 2022.

*LEAs eligible for DA in 2019 maintained eligibility in 2020-2021 and 2021-2022.

2017-2020 Differentiated Assistance Eligibility Criteria

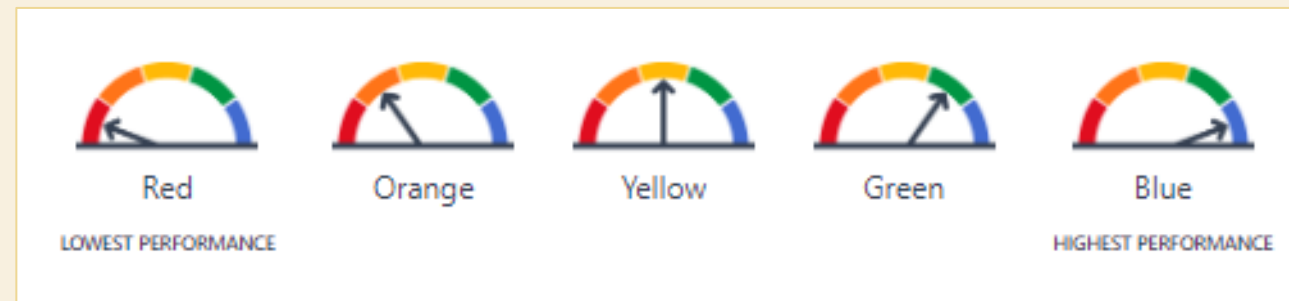
Methodology determined by CA State Board of Education

LCFF State Priority Areas 1 – 5	LCFF State Priority Areas 6 – 10
Basics (Priority 1) <ul style="list-style-type: none"> Not Met for Two or More Years on Local Performance Indicator 	School Climate (Priority 6) <ul style="list-style-type: none"> Red on Suspension Rate Indicator, or Not Met for Two or More Years on Local Performance Indicator
Implementation of State Academic Standards (Priority 2) <ul style="list-style-type: none"> Not Met for Two or More Years on Local Performance Indicator 	Access to a Broad Course of Study (Priority 7) <ul style="list-style-type: none"> Not Met for Two or More Years on Local Performance Indicator
Parent Engagement (Priority 3) <ul style="list-style-type: none"> Not Met for Two or More Years on Local Performance Indicator 	Outcomes in a Broad Course of Study (Priority 8) <ul style="list-style-type: none"> Red on College/Career Indicator
Pupil Achievement (Priority 4) <ul style="list-style-type: none"> Red on both English language arts and math tests, or Red on English language arts or math test and Orange on the other test For 2019 only, an =ELPI Status Level of 'Very Low' meets the criteria in Priority 4 [Note: On the 2020 Dashboard, ELPI will have Status, Change, and a Color.] 	Coordination of Services for Expelled Pupils – COEs Only (Priority 9) <ul style="list-style-type: none"> Not Met for Two or More Years on Local Performance Indicator
Pupil Engagement (Priority 5) <ul style="list-style-type: none"> Red on Graduation Rate Indicator, or Red on Chronic Absence Indicator 	Coordination of Services for Foster Youth – COEs Only (Priority 10) <ul style="list-style-type: none"> Not Met for Two or More Years on Local Performance Indicator

Red Performance Level (or “Very Low” ELPI) for **any student group** across **two or more** LCFF priority areas.

OR “Not Met” for two or more years for two or more Local Indicators

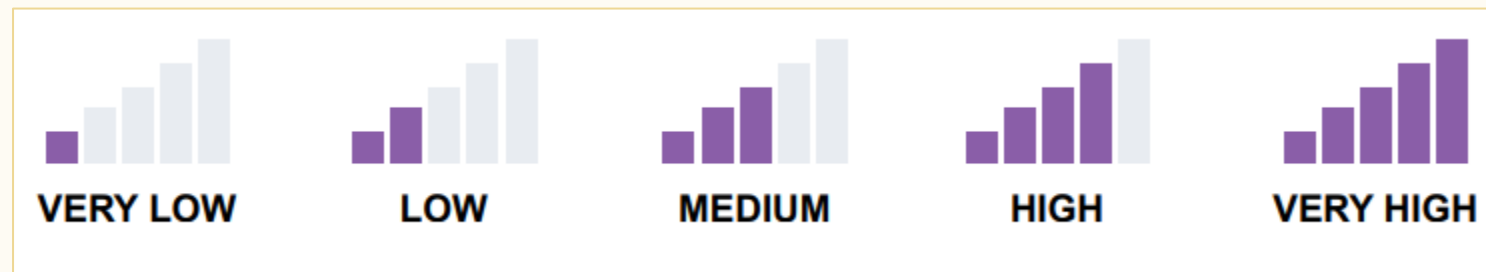
OR combination of state/local indicators.



Dashboard Reboot

Dashboard was previously reported using two years of data utilizing **Status** (current year performance) and **Change** (current year performance and demonstrated growth or decline from prior year) 2022 Dashboard is a restart with only current year performance being reported (no colors)

628 LEAs identified for Differentiated Assistance based on 2022 Dashboard (note: charter schools will not resume eligibility until 2023)



2022 Differentiated Assistance Criteria

Methodology determined by CA State Board of Education in September 2022.

LCFF Priority Area	2022 Dashboard State Indicators Criteria
Priority 4 – Pupil Achievement	<ul style="list-style-type: none">• “Very Low” on both English Language Arts (ELA) and Math Academic Indicator; or• “Very Low” on the ELPI.
Priority 5 – Pupil Engagement	<ul style="list-style-type: none">• “Very Low” on Graduation Rate Indicator; or• “Very High” on Chronic Absenteeism Indicator
Priority 6 – School Climate	<ul style="list-style-type: none">• “Very High” on the Suspension Rate Indicator

An LEA will be eligible for Differentiated Assistance if **any student group** has these status levels for **more than one LCFF priority area** on the CA School Dashboard.

Chronic Absenteeism



Mathematics



Differentiated Assistance Facilitation Process



- Frame purpose
- Identify team members
- Set meeting times

**December-January*

- Begin to identify strengths and areas for further growth
- Determine possible entry points based on dashboard results

February-March

- Come alongside LEAs in exploring possible causes of results (across one indicator)
- Build capacity of teams to engage in an inquiry-based continuous improvement process

April-June

- Customized support
- Engage in more intensive analysis and improvement process based on need

Ongoing

Foundational Work

**Approximate timeline*



San Bernardino County Supertintendent of Schools Differentiated Assistance 2023

Differentiated Assistance Funding



- SBCSS receives funds based on the number of districts identified by the state and the Average Daily Attendance (ADA) of the district
 - Small \$100,000
 - Mid-size \$200,000
 - Large \$300,000
- Funds the System of Support (SOS) proposals for ALL districts
- <https://www.cde.ca.gov/ta/ac/cm/leaproposedcrit.asp>

System of Support

Level 1 – Support for ALL

Level 2 – Differentiated Assistance (DA)

Level 3 – Intensive Intervention





Eligible Districts Countywide



East Valley SELPA – All **Five** Districts
Eligible



***All Five Districts Eligible for Students
with Disabilities***

31

COE Role in Differentiated Assistance (EC 52071)



<p>(1) Assisting the school district to identify its strengths and weaknesses in regard to the state priorities described in subdivision (d) of Section 52060. This shall include working collaboratively with the school district to review performance data on the state and local indicators included in the California School Dashboard authorized by subdivision (f) of Section 52064.5 and other relevant local data, and to identify effective, evidence-based programs or practices that address any areas of weakness.</p>	<p>(2) Working collaboratively with the school district to secure assistance from an academic, programmatic, or fiscal expert or team of experts to identify and implement effective programs and practices that are designed to improve performance in any areas of weakness identified by the school district. The county superintendent of schools, in consultation with the school district, may solicit another service provider, which may include, but is not limited to, a school district, county office of education, or charter school, to act as a partner to the school district in need of technical assistance.</p>	<p>(3) Obtaining from the school district timely documentation demonstrating that it has completed the activities described in paragraphs (1) and (2), or substantially similar activities, or has selected another service provider pursuant to subdivision (f) to work with the school district to complete the activities described in paragraphs (1) and (2), or substantially similar activities, and ongoing communication with the school district to assess the school district's progress in improving pupil outcomes.</p>	<p>(4) Requesting that the California Collaborative for Educational Excellence provide advice and assistance to the school district, pursuant to subdivision (g) of Section 52074.</p>
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DA Branch Collaborative

Purpose of Branch Collaborative

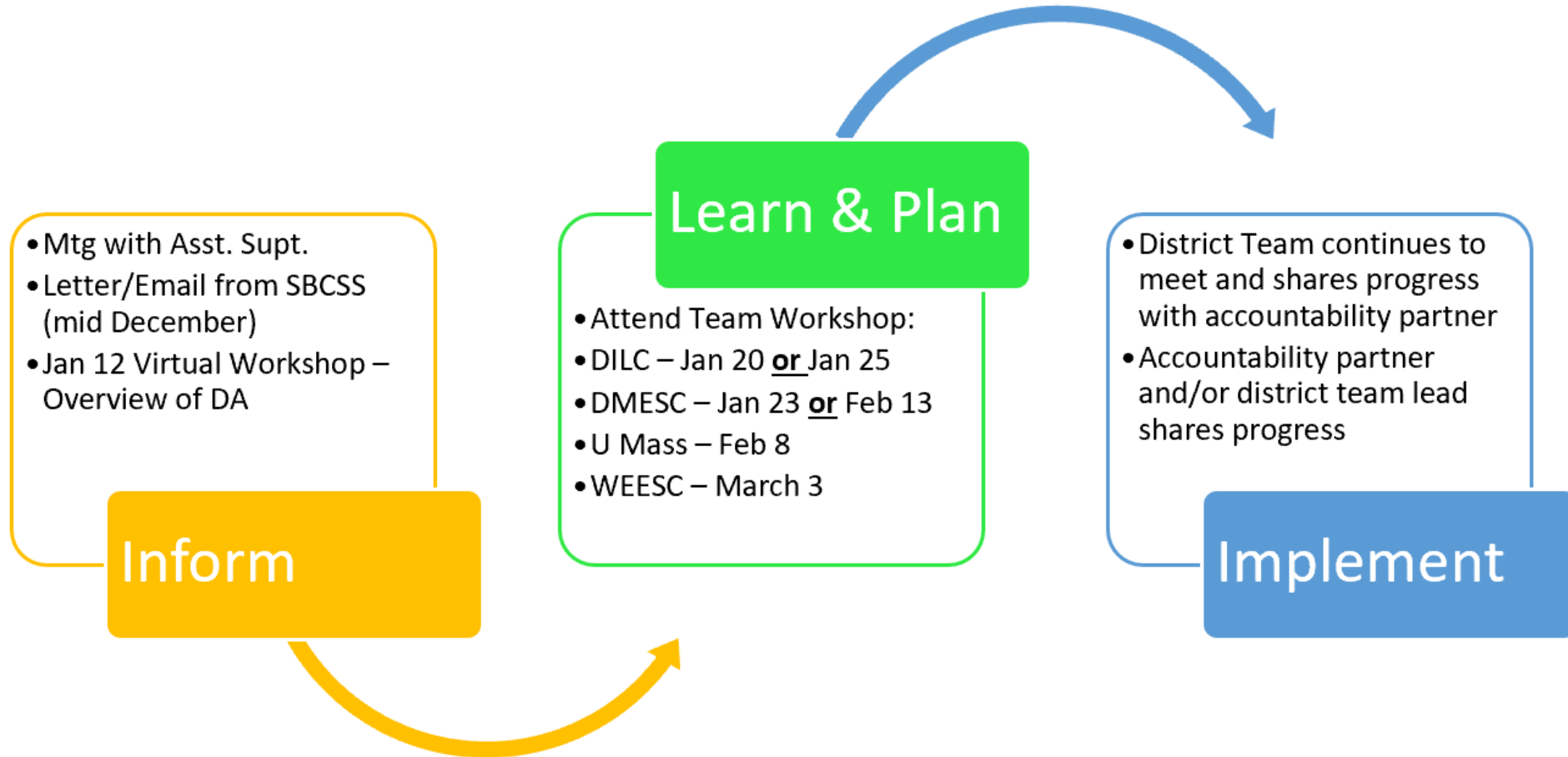


- Recognize DA support to districts spans all SBCSS branches
- Eligibility for DA determines the type of support needed

Superintendent Business Education Support Human Resources Innovation And Engagement Student Services Technology



Model of Support for Differentiated Assistance



Outline for DA Workshops



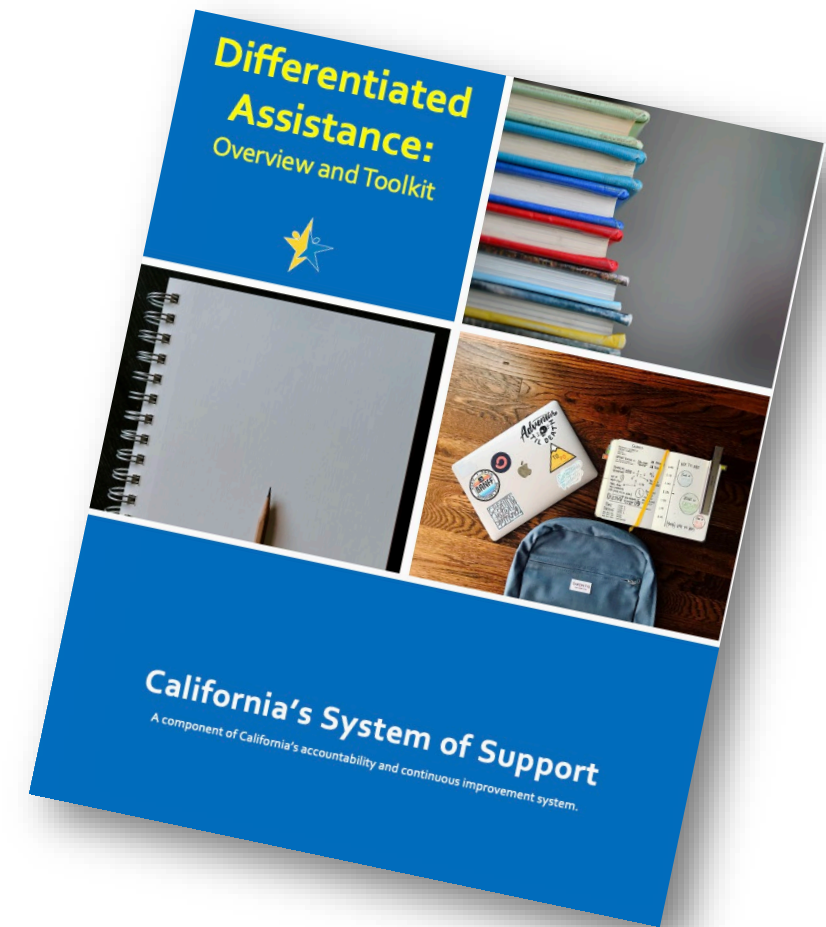
Improvement Science

- Review CA School Dashboard and local data
- Identify strengths and areas of growth through root cause analysis
- Identify effective, evidence-based programs and practices

Implementation Science

- Create an implementation plan
- Determine needed supports
- Determine how to measure and report progress

[SBCSS DA Toolkit DRAFT 12-6-22.docx](#)

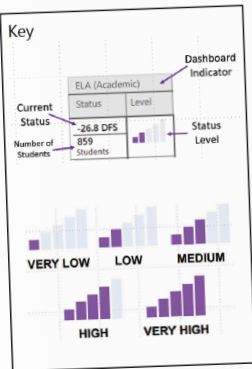


Sample Dashboard Report



Silver Valley Unified 2022 Dashboard Report

The Fall 2022 Dashboard includes **Status** only; it is anticipated that **Status** and **Change** will return for the Fall 2023 Dashboard. In 2022-23, a district is eligible for Differentiated Assistance (DA) when one or more eligible student groups receives Very Low in **two or more** Priority Areas



Student Group	Pupil Achievement				School Climate		Pupil Engagement				DA Eligible	
	ELPI	ELA (Academic)		Math (Academic)		Suspension Rate		Chronic Absenteeism		Graduation Rate		
	Status	Status	Level	Status	Level	Status	Level	Status	Level	Status		Level
All Students		-26.8 DFS 859 Students		-52.5 DFS 860 Students		2.9% 2,278 Students		22.2% 1,754 Students		96.6% 88 Students		
English Learner	45.2% 62 Students	-61.6 DFS 47 Students		-67.6 DFS 47 Students		2% 100 Students		21.8% 87 Students		1 1 Student		
Foster Youth		1 1 Student		1 1 Student				8 8 Students				
Homeless Youth		-64.6 DFS 36 Students		-81.9 DFS 36		4.1% 73		36.4% 55		6		
Socioeconomically Disadvantaged		-43.4 DFS 518 Students		-65.5 DFS 519		3.6% 1,243		28.6% 985		94.9% 59		
Students with Disabilities		-99.7 DFS 169 Students		-116.5 DFS 169		3.3% 367		27.6% 293		86.7% 15	Yes	
African American		-25.8 DFS 76 Students		-68.1 DFS 77		3.9% 232		15.9% 176		10		
American Indian		7 7 Students		7				54.5% 11		1		
Asian		13.3 DFS 12 Students		8.8 DFS 12		2.9% 34		14.8% 27		1		
Filipino		6.6 DFS 14 Students		12.3 DFS 14		0% 35		6.9% 29		1		
Hispanic		-37.7 DFS 323 Students		-66.3 DFS 323		3.5% 851		26.9% 646		97.2% 36		
Pacific Islander		6.4 DFS 19 Students		47.1 DFS 19		0% 45		21.9% 32		5		
White		-22.6 DFS 332 Students		-38.8 DFS 332		2.4% 824		21.2% 647		95.8% 24		
Two or More Races		-10.7 DFS 73 Students		-48.5 DFS 73		2.5% 239		17.2% 186		9		

Only **STATUS** will be reported this year

State Priority	State Indicator
Priority 4 – Pupil Achievement	Status of “Very Low” on both English Language Arts (ELA) and Math Academic Indicator; or Status of “Very Low” on the English Learner Progress Indicator (ELPI)
Priority 5 – Pupil Engagement	Status of “Very Low” on Graduation Rate Indicator; or Status of “Very High” on Chronic Absenteeism
Priority 6 – School Climate	Status of “Very High” on Suspension Rate Indicator

SBCSS 'Playlists' – Students with Disabilities

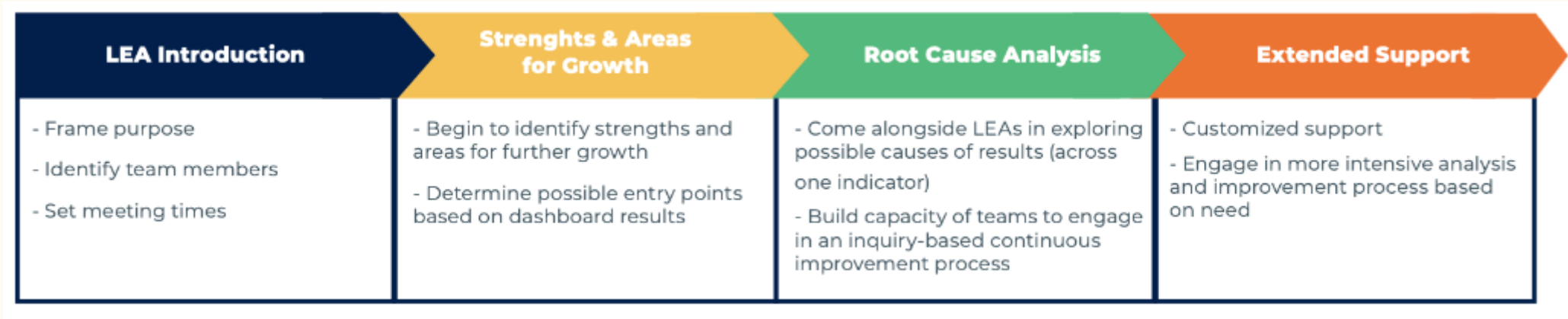


Evidence-Based Practices for Academic Performance – ELA and Math for SWDs

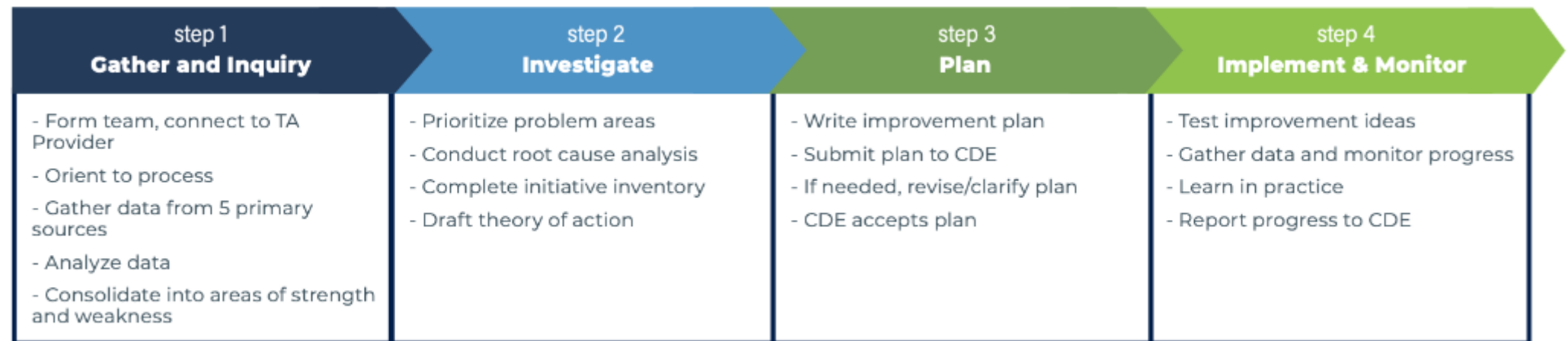
Evidence-Based Practices for Pupil Engagement for SWDs

Evidence-Based Practices for Suspensions for SWDs

Differentiated Assistance Process



CIM Process



Core Components of Differentiated Assistance and Compliance & Improvement Monitoring

- Teaming
- Data collection & analysis
- Root cause analysis
- Identification of change ideas to address root causes

COE/SELPA Alignment: Differentiated Assistance and Special Education Monitoring

- Understand and access State Performance Plan Indicator (SPPI) data and CA Dashboard Indicators
- Determine alignment of CIM indicators and DA indicators (academics, suspension, graduation), as it related to eligibility
- Create a plan for CIM districts in DA; DA districts in CIM to avoid duplicative efforts, Taking into consideration improvement plans related to eligibility that are in place
- Include Instructional Services and SELPA colleagues in DA and CIM meetings with districts
- Co-present/collaborate with Instructional Services and SELPA colleagues in LCAP trainings



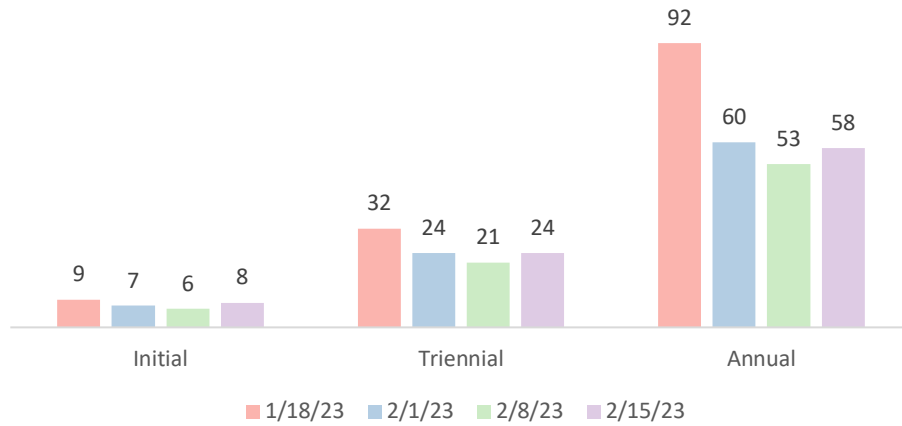
Resources to Support Both Processes



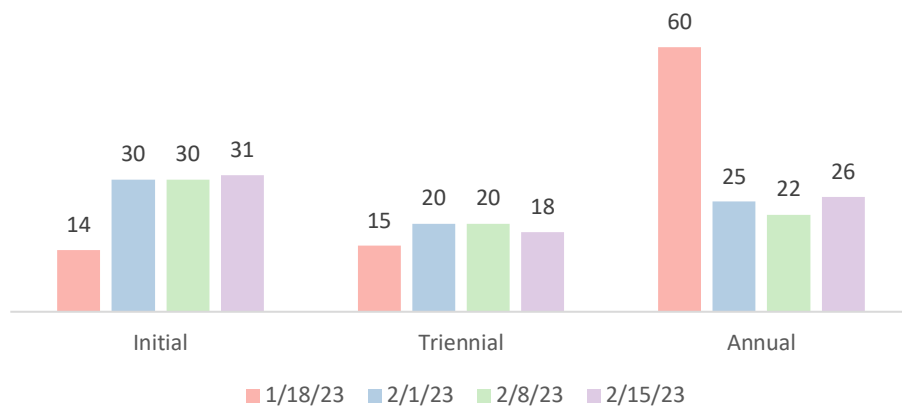
	Teaming	Data Collection	Data Analysis	Root Cause Analysis	AIM Statement/ Change Ideas
<p>Resources:</p> <p>DA Facilitation Guide</p> <p>CDE CIM webpage*</p>	<p>Team Membership</p> <p>Norm Forming Protocol</p> <p>Paseo Protocol</p>	<p>California School Dashboard</p> <p>2022 Dashboard Technical Guide</p> <p>Improvement Data Center*</p> <p>SPPI Guide*</p>	<p>Suggested Data Sources and Guiding Questions to Support Differentiated Assistance Process</p> <p>DA Data Protocol (with Equity Lens)</p> <p>Ladder of Inference video*</p>	<p>Root Cause Analysis Inquiry Guide: Special Education Problems of Practice*</p> <p>RCA Investigation Plan*</p> <p>Fishbone Diagram</p> <p>5 Whys Protocol</p>	<p>Developing Aim Statements</p> <p>Generating Change Ideas Protocol</p> <p>CaITAN*</p>

EV SELPA IEP Compliance Monitoring

Colton Late IEPs as of 2.15.23
Triennials & Annuals 30+ Days

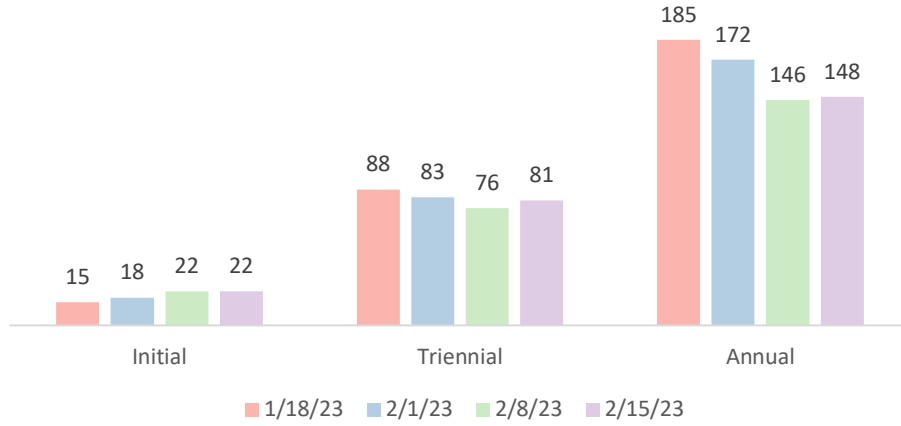


Redlands Late IEPs as of 2.15.23
Triennials & Annuals 30+ Days

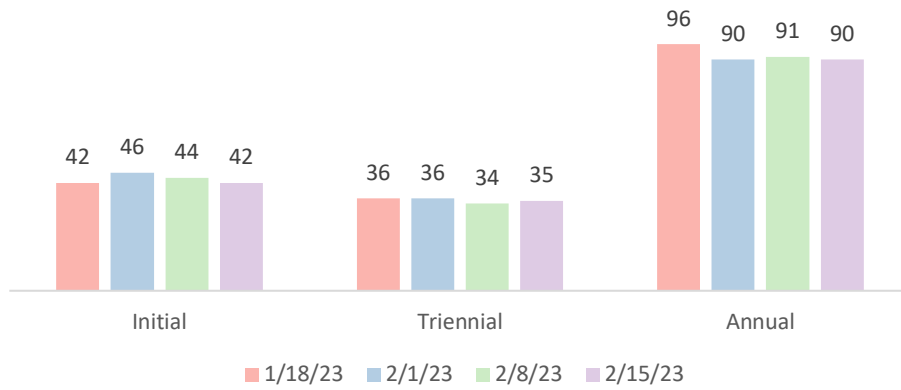


EV SELPA IEP Compliance Monitoring

Rialto Late IEPs as of 2.15.23
Triennials & Annuals 30+ Days

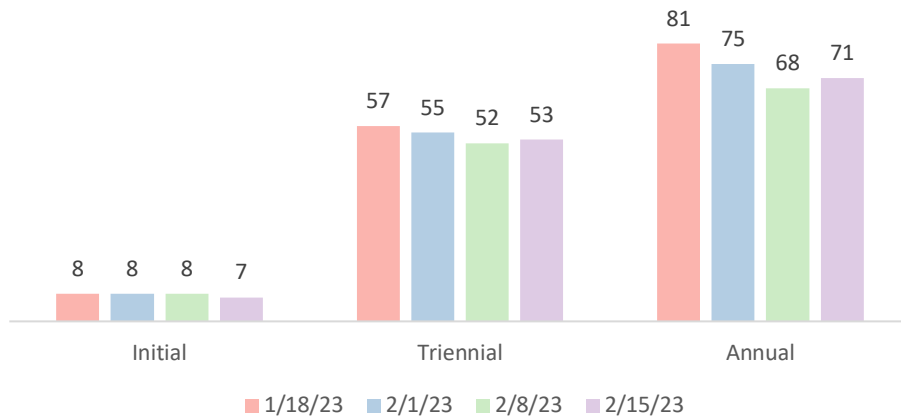


Rim Late IEPs as of 2.15.23
Triennials & Annuals 30+ Days

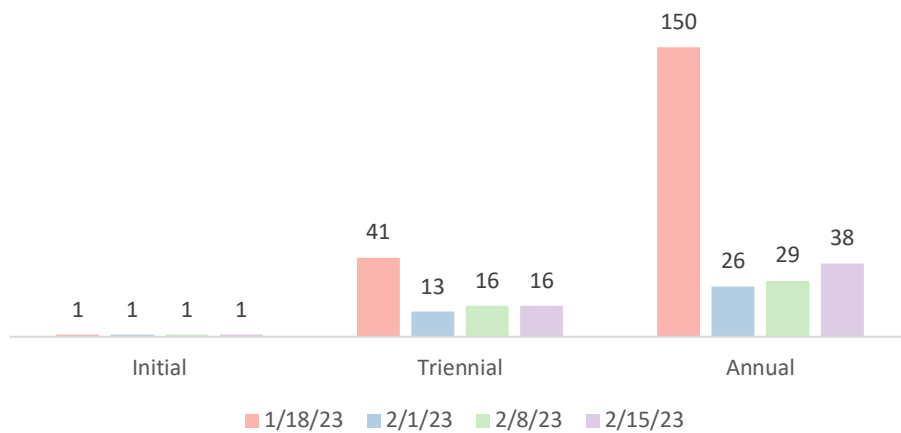


EV SELPA IEP Compliance Monitoring

SBCSS Late IEPs as of 2.15.23
Triennials & Annuals 30+ Days



Yucaipa Late IEPs as of 2.15.23
Triennials & Annuals 30+ Days



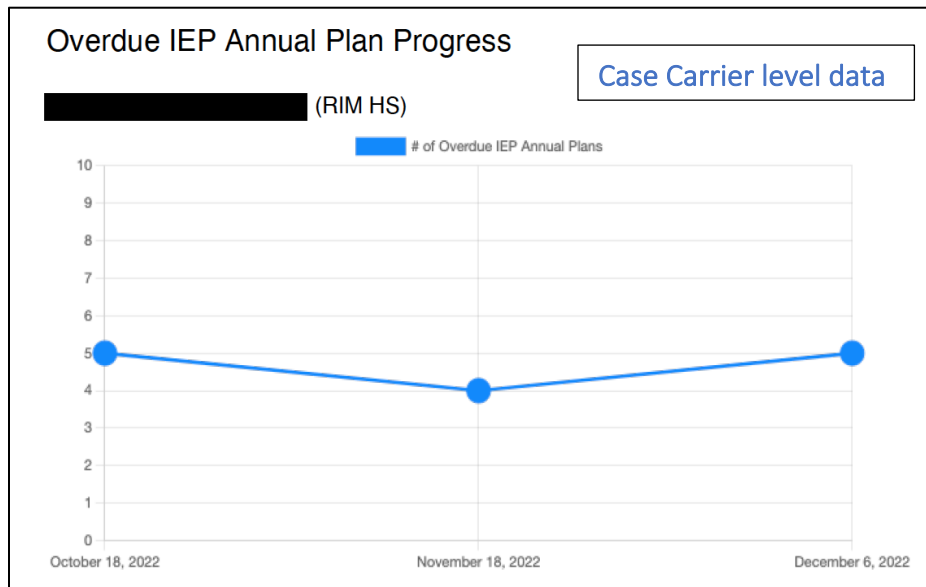
EV SELPA IEP Compliance Monitoring

District Level Support Procedures

The East Valley SELPA can identify IEP Compliance on Annuals and Triennials for the district at the following levels:

1. District wide
2. Individual school site
3. Case carrier

Data is depicted in a graph over time as seen below:



To request data for the district, site, or case carrier, please send an email to Jennifer Brooksby with 48 hour notice to pull the data. You will be sent a PDF of the IEP Compliance data (Annual or Triennial) at specificity level you request (district, site, case carrier).

4.8 CALPADS Data Fall 1 2021 & 2022 Comparison of



SELPA 16.11 - Students with Disabilities - Annual Comparison Report

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

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

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

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

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SELPA 16.11 - Students with Disabilities - Annual Comparison Report

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

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

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

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SELPA 16.11 - Students with Disabilities - Annual Comparison Report

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

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

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

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SELPA 16.11 - Students with Disabilities - Annual Comparison Report

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

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

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

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SELPA 16.11 - Students with Disabilities - Annual Comparison Report

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

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

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

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SELPA 16.11 - Students with Disabilities - Annual Comparison Report

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

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

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

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WebIEP Instructions Re-Entry into Special Education

*Instructions to place a student into Special Education who was previously exited from Special Education and returned to regular education
(exited with reason - Regular Education/No longer eligible or Withdrawal).*

A student who was previously eligible and exited from Special Education may be returned to Special Education if:

- Student who previously received special education services was exited to regular education
 - At an IEP (based on assessment) or
 - By parent withdrawal of consent
- A new assessment has been conducted indicating eligibility

Student was previously eligible and receiving services:

- A student can only ever have one Initial IEP in their academic history. Re-entry to Special Education is conducted as a **Triennial**, NOT an Initial.
- The **Original Special Education Entry Date always remains** the original date!
 - The original entry date never changes, even if the student exits and re-enters Special Education.
- WebIEP Form 1
 - Use the date of the “new” (current) Triennial IEP date for:
 - IEP Meeting Date
 - Current Annual
 - Current Triennial
 - Special Education Re-Entry Date
 - The fields/data in the “For Initial Placements Only” section should remain unchanged from the Initial IEP.

Student was previously assessed and Did Not Qualify (DNQ):

- A student who was previously assessed for Special Education and DNQ has never had an IEP. In this scenario, a reassessment should be held as an **Initial** to determine eligibility.
- WebIEP Form 1
 - Use the date of the “new” (current) Initial IEP date for:
 - IEP Meeting Date
 - Current Annual
 - Current Triennial
 - Special Education Re-Entry Date
 - Address the fields/data in the “For Initial Placements Only” section using the new/current Initial information:
 - Early Intervening Services
 - Referred for Assessment by
 - Date of Initial Referral to Assess
 - Date of Parent Consent for Initial Evaluation
 - Date of Initial Evaluation (IEP)
 - Reason Initial IEP is after 3rd Birthday
 - Reason Initial Evaluation is beyond 60-day timeline

4.9 DRDP Data Collection

4.10 LA Diagnostic Center Referrals

Diagnostic Center, Southern California California Department of Education

Laura Anderson, Director



Diagnostic Centers' Mission

- ◆ **Unique to the State of California, the Diagnostic Centers are the California Department of Education's primary provider of direct services and assistance to California school districts and their special education students.**
- ◆ **We provide comprehensive assessments, research-based interventions, quality professional development, and a continuum of technical assistance.**
- ◆ **We are committed to improving educational outcomes for special education students with complex needs and fostering collaboration among educators and families.**



Diagnostic Centers' History

- ◆ 1946 *"Schools for Cerebral Palsied Children"*
 - Northern and Southern California
 - Residential and Assessment Components
- ◆ 1967 *"Diagnostic Schools for Neurologically Handicapped Children"*
- ◆ 1974 Fresno Diagnostic School opens
- ◆ 1992 Residential Programs close
 - Field Assessment Added
 - Training Component Added
- ◆ 1994 *"Diagnostic Centers"*





Overview of Services

- ◆ Individual transdisciplinary assessment
- ◆ Professional Development
 - Workshops
 - Comprehensive Professional Development Projects
 - Consultation
- ◆ PENT
 - Forum
 - Website
- ◆ CAPTAIN
 - Leaders



Who's Eligible? Who Refers? Who Pays?

- ◆ Identified special education students – or those for whom eligibility is an issue
 - Ages 2.9 through 22 years
 - Primary handicapping condition does not involve loss of vision or hearing
- ◆ Referral applications accepted from local education agencies
 - School district
 - County office
 - SELPA
- ◆ No cost to family or LEA



Who's There?

- ◆ **Administrators**
- ◆ **School Psychologists**
- ◆ **Speech Language Pathologists**
- ◆ **Educational Specialists**
- ◆ **Developmental/Behavioral Pediatricians**
- ◆ **Clinical Psychologists**
- ◆ **Clerical and Building Support Staff**



Assessment Service - Types

- ◆ **Individual Transdisciplinary Assessment**
 - **Field based**
 - **Center based**
 - **Center/Field based**
- ◆ **Follow-Up**
- ◆ **Projects**



Assessment Service - Referral Application Process

- ◆ Utilize local resources first
- ◆ Pre-referral consultation available
- ◆ Referral application packet
 - Referral questions
 - District and parent input
- ◆ Admissions and Review Committee
 - Accept or reject
 - Center or Field
 - Referral questions consultation
- ◆ Waiting list
- ◆ Parent Concerns
 - No medical tests
 - Commute vs. motel



Referral Application

CALIFORNIA DEPARTMENT OF EDUCATION
Diagnostic Center, Southern California



Home About Us Assessments Professional Development Projects Resources Contact Us

ASSESSMENTS

- Overview
- Who is Eligible
- The Referral Process**
- Referral Application
- Center Assessments
- Field Assessments
- Follow-Up Services

The Referral Process

The decision to refer a student often i Team. However, a formal application i local educational agency and signed b Referrals sent in by parents are not at

The application packet takes some tin educational agency is responsible for: written parental releases for informat relevant reports and testing results, ai information. The parents must also ct part of the application process. **Incon**

Once the completed application is rec Admission and Review Committee will the referral. This will include telephor administrator, or district contact pers decision to accept or reject the referi

Referral Forms download

Referral Application Packet:

The application packet contains both a school district and a parent information form. **Both** of these forms, along with all of the "required information" listed on the front page of the district form, **are required.** District personnel should complete the "School District" form and the parent/guardian should complete the "Parent Information" form. *Referrals sent in by parents are not accepted and will be returned.*

- District Form - [Fill-In and Save version](#) | [Handwrite version](#)
- Parent Form - [Fill-In and Save version](#) | [Handwrite version](#) - (These forms can be emailed to parents who have computer access.)

Once the referral forms are completed, please **MAIL** to the address below. **DO NOT EMAIL OR FAX COMPLETED REFERRAL FORMS** due to confidentiality.



Questions to Guide Assessment

- ◆ **Problem:**
 - Nicole is not learning or making academic progress.
- ◆ **Questions DCS may address:**
 - “What is Nicole’s current level of functioning in the area of cognition?”
 - “What are the implications for her educational program?”
 - “What are recommended instructional strategies and program components?”



Questions to Guide Assessment

- ◆ **Problem:**
 - Ben is nonverbal and demonstrates problems with his behavior at school.
- ◆ **Questions DCS may address:**
 - “What recommendations can be made to improve the effectiveness of Ben’s Behavior Support Plan?”
 - “How can we support Ben’s positive participation at school?”
 - “What can be done to support Ben’s communication skills?”



Application Packet Required Items

- ◆ Completed District Application Form
- ◆ Completed Parent Information Form with signed releases
- ◆ Copy of Current IEP
- ◆ Psychological/Triennial Report(s)
- ◆ Educational Assessment(s)
- ◆ Behavior Plan (if applicable)
- ◆ Speech/Language Assessment Reports (if applicable)
- ◆ Motor Assessment Report(s) (if applicable)
- ◆ District Health Record(s) (if applicable)
- ◆ Agency Report(s) (if applicable)
- ◆ Special Education Administrator's signature



School District Form

- ◆ Student information
- ◆ District information
- ◆ Referral issues & questions
- ◆ Educational services
- ◆ Assessment findings
- ◆ Behavior
- ◆ Medical/psychiatric
- ◆ Transition
- ◆ Authorizing signature



Parent Information Form

- ◆ Demographic information & consent
- ◆ Strengths, concerns & outcomes
- ◆ Family information
- ◆ Behavior & emotional issues
- ◆ Health
- ◆ Outside evaluations & services
- ◆ Agency release of information forms
(signature must be original, not a copy)



Center-based Assessment – How it Works

- ◆ District input/support
 - Teacher Report Form
- ◆ Parents as partners
 - Accompany their child
 - Observation rooms
 - Feedback and exit meetings
- ◆ Parent/Staff conference
- ◆ Report
- ◆ Follow-Up Service





Center-Based Assessment – How it Works



Work starts at 8:30 every morning. You will see a specialist, such as a teacher, doctor or psychologist. The doctor does NOT give shots! You will see four people a day. You will have a schedule.



Field-Based Assessment – How it Works

- ◆ District input/support
- ◆ Parents as partners
- ◆ Feedback conference
- ◆ Report
- ◆ Follow-Up service



Diagnostic Center Assessment Services

- ◆ **Can provide:**
 - Quality assessment
 - Objective findings
 - Record review
 - District & family communication
 - Educational recommendations
 - Consultation with other professionals
 - Technical assistance
 - Maintenance of the report in perpetuity
- ◆ **Cannot provide:**
 - Monitoring or enforcement of recommendations
 - Participation or enforcement of IEPs
 - Specific placement recommendations
 - Monitoring of progress
 - Mental health services
 - Behavioral or triennial evaluations
 - Program or staff evaluations
 - Medical treatment, x-rays, brain scans or prescriptions for medications



Professional Development Services

- ◆ **Workshops**
- ◆ **Comprehensive Training and Technical Assistance Projects**
- ◆ **Consultation**





Professional Development Service – How it Works

- ◆ Website (www.dcs-cde.ca.gov) has:
 - Professional Development Opportunities
 - Scheduled Trainings
- ◆ Sponsoring Agencies
 - Regional Coordinating Council (RCC)
 - Local Education Agency (LEA)
 - Special Education Local Plan Area (SELPA)
- ◆ No Cost
 - Sponsor provides site, duplication, advertising, refreshments, etc.
- ◆ Plan Ahead



Workshop Strands

- ◆ Autism
- ◆ Positive Behavioral Supports
- ◆ Mental Health
- ◆ Assessment and/or Intervention
- ◆ Specialized Topics



Comprehensive Professional Development Projects

- ◆ **Autism Spectrum Disorders**
- ◆ **Mental Health**
- ◆ **Moderate-Severe Disabilities**
- ◆ **Positive Behavior Supports**
- ◆ **Transition**
- ◆ **Inclusion**



Project Components

- ◆ **Provide administrative support**
- ◆ **Identify and confirm dates and times for training, consultation and/or observations**
- ◆ **Send *Parent Consent Form* home for parent signature with District Cover Letter attached**
- ◆ **Collect signed *Parent Consent Forms***
- ◆ **Teachers or designated staff fill in the Student Data Sheet for all students participating in the project**
- ◆ **Provide a copy of the most recent IEP for the student's participating in the project**



PENT: Positive Environments, Network of Trainers

- ◆ California Positive Behavior Initiative that provides information and resources for educators striving to achieve high educational outcomes through the use of proactive positive strategies. The PENT network is dedicated to increasing academic achievement and overcoming behavioral barriers to success for all students.
- ◆ PENT Forum Dates
See PENT Cadre web page for current dates
PENT Forums by invitation only
- ◆ Questions? Contact PENT at pent@dcs-cde.ca.gov.



PENT Website Behavior Resources www.pent.ca.gov

The screenshot shows the PENT website interface. At the top, there is a search bar and the PENT logo with the tagline "None of us is as skilled as all of us!". Below the logo is a large image of a student using a tablet. A navigation menu includes: Home, About, Behavior Intervention, Instructional Supports, PENT, School Member Teams, and Resources. The main content area is divided into three columns:

- Who is PENT?**

PENT is dedicated to supporting positive educational environments which use evidence based, positive strategies to achieve high outcomes for all students by disseminating resources and materials for educators throughout the state of California.

 - [Find out more about PENT...](#)
- PENT Provides...**
 - Annual Forums for Cadre members
 - Evidence based, best practice research in the area of positive behavior
 - Functional, usable and educator friendly resources and documents
 - Training resources and materials that are PBPE to use
- Quick Links**
 - [PENT Cadre](#)
 - [2021 Forum Materials](#)
 - [Development and Behavior](#)
 - [About Functional Behavior Assessment](#)
 - [Behavior Intervention Planning](#)
 - [CaseLink 10](#)



CAPTAIN: California Autism Professional Training and Information Network

- ◆ <http://www.captain.ca.gov>
- ◆ **Statewide Summit**
 - See CAPTAIN web page for current dates
- ◆ **Summit Participants (by invitation/nomination only)**
 - SELPA ASD Specialists
 - Regional Center ASD Reps
 - Family Empowerment / Resource Centers Reps
- ◆ Website, Trainings, Coaching/Technical Assistance
- ◆ Questions? Contact Ann England at: aengland@marinschools.org



Consultation Services

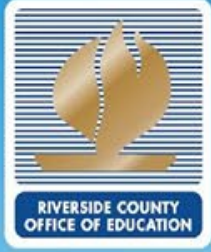
- ◆ Diagnostic Center staff are available to provide consultation on a variety of topics related to special education and/or resources and programming for students with special needs. These services are available by phone, email, on-site, or videoconferencing.



How to Reach Us

- ◆ (323) 222-8090 – Press 1 for assistance in making a referral
- ◆ <http://www.dcs-cde.ca.gov>
- ◆ Training/Professional Development
train@dcs-cde.ca.gov
- ◆ Diagnostic Center,
Southern California
4339 State University Drive
Los Angeles, CA 90032

4.11 Riverside County Office of Education



Division of Educational Services
School of Education

RCOE Education Specialist Intern Programs 2023-2024



CENTER FOR
**TEACHER
PREPARATION**

credentialing today's and tomorrow's teachers



CENTER FOR
**TEACHER
INNOVATION**

transforming the journey



CENTER FOR
**ADMINISTRATOR
PREPARATION**

cultivating K-12 education leaders

For all information, please visit our website:

[RCOE Education Specialist Intern Program](https://bit.ly/RCOEInternProgram)

<https://bit.ly/RCOEInternProgram>



**CENTER FOR
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PREPARATION**

credentialing today's and tomorrow's teachers

RCOE Education Specialist Intern Program 2023-2024

- **New Teachers - Paraeducators, Long-Term Subs, Career Changers - can earn a Mild to Moderate Support Needs or Extensive Support Needs credential while teaching in their own classroom**
- Initial preparation with 165 asynchronous hours of Pre-Service Coursework and ongoing Start-Up Coaching
- [New flexibilities](#) beyond CSET for Subject Matter Verification
- [New flexibilities](#) beyond CBEST for Basic Skills Requirement
- New offerings for Veteran Special Education and General Education Teachers



credentialing today's and tomorrow's teachers

RCOE Education Specialist Intern Program 2023-2024

- Weekly small group classes & support (Wednesdays 5pm-7:30pm)
- Monthly Professional Learning Series with Expert Speakers
- Two Years, Four Semesters (\$2550* per semester)
 - [Sample MMSN Schedule](#)
 - [Sample ESN Schedule](#)
- [CalTPA](#) and [RICA](#) support embedded



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PREPARATION

credentialing today's and tomorrow's teachers

Now is the Time to Encourage Prospective Teachers

- [\\$20,000 Golden State Teachers Grant](#)
- [Classified to Certificated Teacher \(C2CT\) Program](#)
- [Free Assessments via Fee Waivers:](#) CBEST, CSET, RICA and TPA
- Rolling Cohort Starts from August to April to accommodate prospective teachers and our partnering districts



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Additional Intern Programs for Veteran Educators



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Education Specialist Bridge Program

For veteran special education teachers looking to [upgrade to the newest special education credentials](#)

- Older Mild to Moderate Disabilities to new Mild to Moderate Support Needs
- Older Moderate to Severe Disabilities to new Extensive Support Needs

**This is not for veteran teachers looking to add the “other” special education credential - that is our Added Specialty Program*



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Benefits of Education Specialist Bridge Program

- **Veteran teachers gain increased flexibility to work with students in grades TK - Age 22**
- Ability to support additional disability categories: TBI, ID, Multiple Disabilities, OHI, OI, and Deaf-Blind
- **Fully Asynchronous Coursework (Four Modules) - *\$425**

Launching May 2023.

[Sign Up for the Interest List Here](#)

- [Sample MMSN Outline](#)
- [Sample ESN Outline](#)



credentialing today's and tomorrow's teachers

Education Specialist Added Specialty Program

For veteran special education teachers looking to add the “OTHER” credential

- Mild to Moderate Disabilities / Support Needs seeking Extensive Support Needs
- Moderate to Severe Disabilities / Extensive Support Needs seeking Mild to Moderate Support Needs
- This program does require fieldwork, guest teaching and experiences in the “other” setting



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Benefits of the Added Specialty Program

- Increased job flexibilities for educators and districts
- **One 10-week semester (four classes plus practicum course): *\$2550**
- No Induction required - Teachers earn their Clear Credential after completion

Launching October 2023. Cohorts next Fall, Winter and Spring.

[Information on our website.](#)

- [Sample MMSN Outline](#)
- [Sample ESN Outline](#)



Education Specialist Advanced Track Program

For veteran General Education teachers looking to make the switch and add a Special Education credential

- Offered with either Mild to Moderate or Extensive Support Needs
- General Education teacher must leave their current position and secure a full-time teaching position in special education



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credentialing today's and tomorrow's teachers

Benefits of the Advanced Track Program

- Increased job flexibilities for educators and districts
- **One Year Program (two semesters): *\$5100 total**
- No Induction required - Teachers earn their Clear Credential after completion

Launching August 2023. Rolling Cohorts August to April.

[Information on our website.](#)

- [Sample Advanced Track Outline](#)



Additional RCOE School of Education Programs 2023-2024



**CENTER FOR
TEACHER
PREPARATION**

credentialing today's and tomorrow's teachers

RCOE School of Education

- Designated Subjects Career Technical Education (DSCTE) Teaching Credential Program
- Multiple Subjects General Education Intern Program (coming soon)
- **PreK-3 General Education Intern Program (coming soon)**
- Center for Teacher Innovation (CTI) - Induction
- Center for Administrator Preparation (CAP) - PASC and CASC



**CENTER FOR
TEACHER
PREPARATION**

credentialing today's and tomorrow's teachers

RCOE Center for Teacher Preparation Contact Information



- Melanie Oliver
moliver@rcoe.us
- Dr. Allan Hallis
ahallis@rcoe.us
- Kristina McCormick
kmccormick@rcoe.us
- Dr. Mel Surdin
msurdin@rcoe.us



4.12 Supporting Inclusive Practices



INCLUSION:
FROM
THE **GROUND UP**
CULTIVATING A STRONG FOUNDATION
FROM BIRTH TO ADULTHOOD

2nd Annual Inclusion Conference

Free Virtual Event

Register Now!

May 4th - 5th, 2023



@SIPInclusion



/SIPInclusion



/c/SupportingInclusivePractices



Zooming Out & Zooming In
On Inclusive Practices
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



Katie Novak

2022-2023

September 20, 2022 - IEP Development & Collaboration the UDL Way (virtual)
February 7, 2023 - LCAP Development/Master Scheduling (virtual)

May 10, 2023 - Making it Work: Our Need for Equity & Inclusion for All (in-person at the EV SELPA)

May 11, 2023 - Katie & Shelley in EV SELPA district schools & classrooms

Zooming Out & Zooming In on Inclusive Practices



Culmination Event

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

There is no cost.

IN PERSON OR VIRTUAL

To register:

- May 9 9am to 11am VC SELPA Virtual Session
- May 9 9am to 4pm VC SELPA Live and In Person

Link to register at Ventura County SELPA, Camarillo, CA: <http://vcoe.k12oms.org/1630-218210>

- May 10 9am to 11am EV SELPA Virtual Session
- May 10 9am to 4pm EV SELPA Live and In Person

Link to register at East Valley SELPA, San Bernardino, CA: <https://sbcss.k12oms.org/46-217222>



Katie Novak Ed.D

Consultant

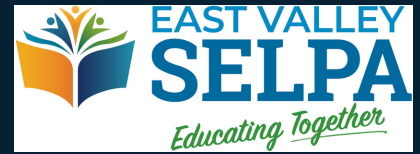
Internationally renowned education consultant



Shelley Moore
Educator

Internationally recognized teacher, researcher, consultant and story teller

Alejar y acercar la
práctica inclusión



Evento Culminante

Únase a nosotros en nuestro viaje colectivo como socios educativos en el cambio sistemático inclusivo para estudiantes con discapacidades.

No hay costo.

EN PERSONA O VIRTUAL

Regístrate:

- 9 de mayo 9am to 11am VC SELPA sesión virtual
- 9 de mayo 9am to 4pm VC SELPA En vivo y en persona

Enlace para registrarse en SELPA del Condado de Ventura, Camarillo, CA : <http://vcoe.k12oms.org/1630-218210>

- 10 de mayo 9am to 11am EV SELPA sesión virtual
- 10 de mayo 9am to 4pm EV SELPA En vivo y en persona

Enlace para registrarse en SELPA de East Valley, San Bernardino, CA: <https://sbcss.k12oms.org/46-217222>

SE NECESITA UN AVISO DE SIETE DÍAS PARA LA TRADUCCIÓN AL ESPAÑOL



Katie Novak Ed.D

Consultadora

Consultora en educación de renombre internacional



Shelley Moore

Educadora

Profesora reconocida internacionalmente, investigadora, consultora y narradora de historias



**United in
Inclusion**

East Valley SELPA

Supporting Inclusive Practices 

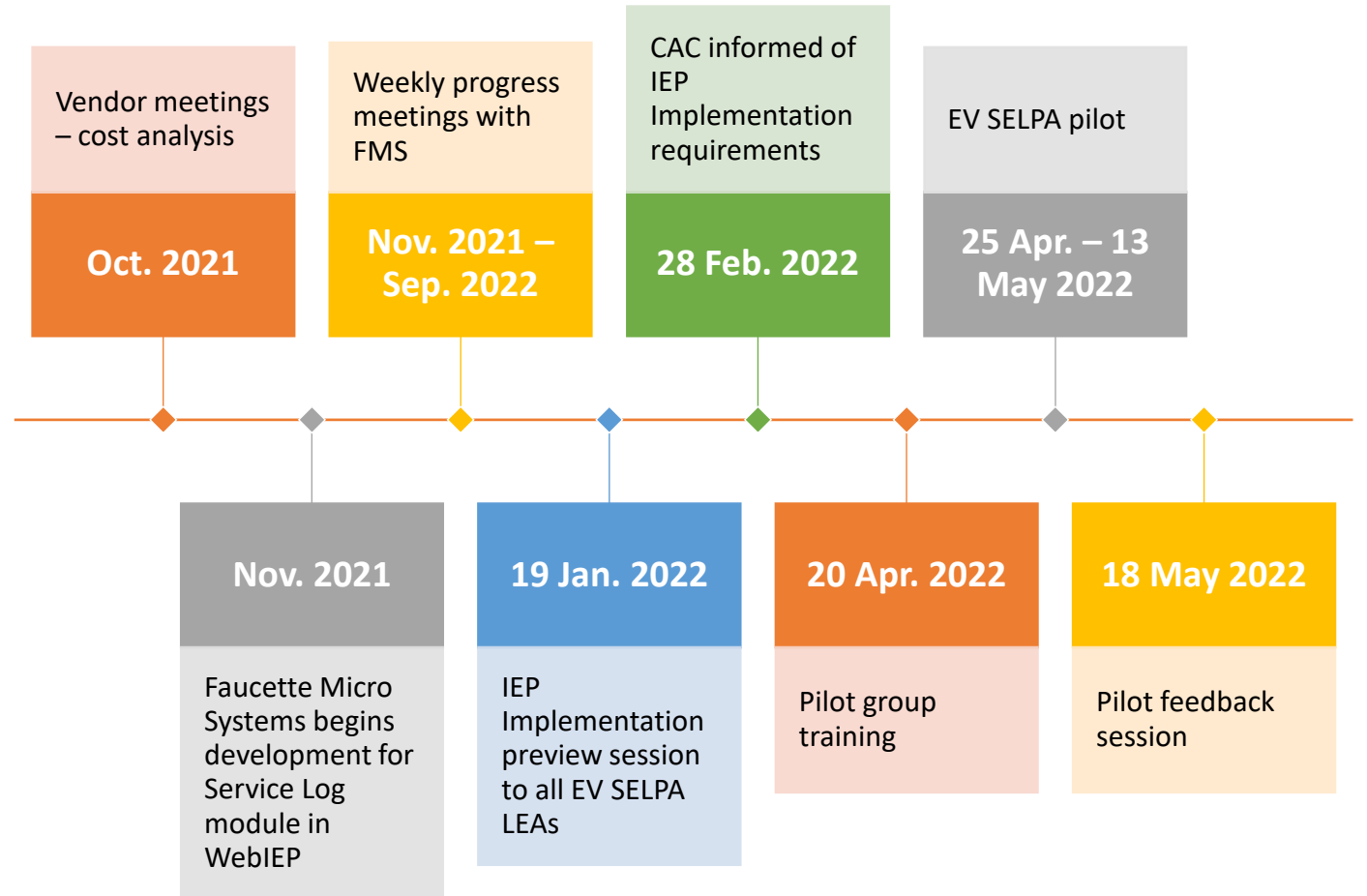
4.13 IEP Implementation Timeline

CDE IEP Implementation Guidelines

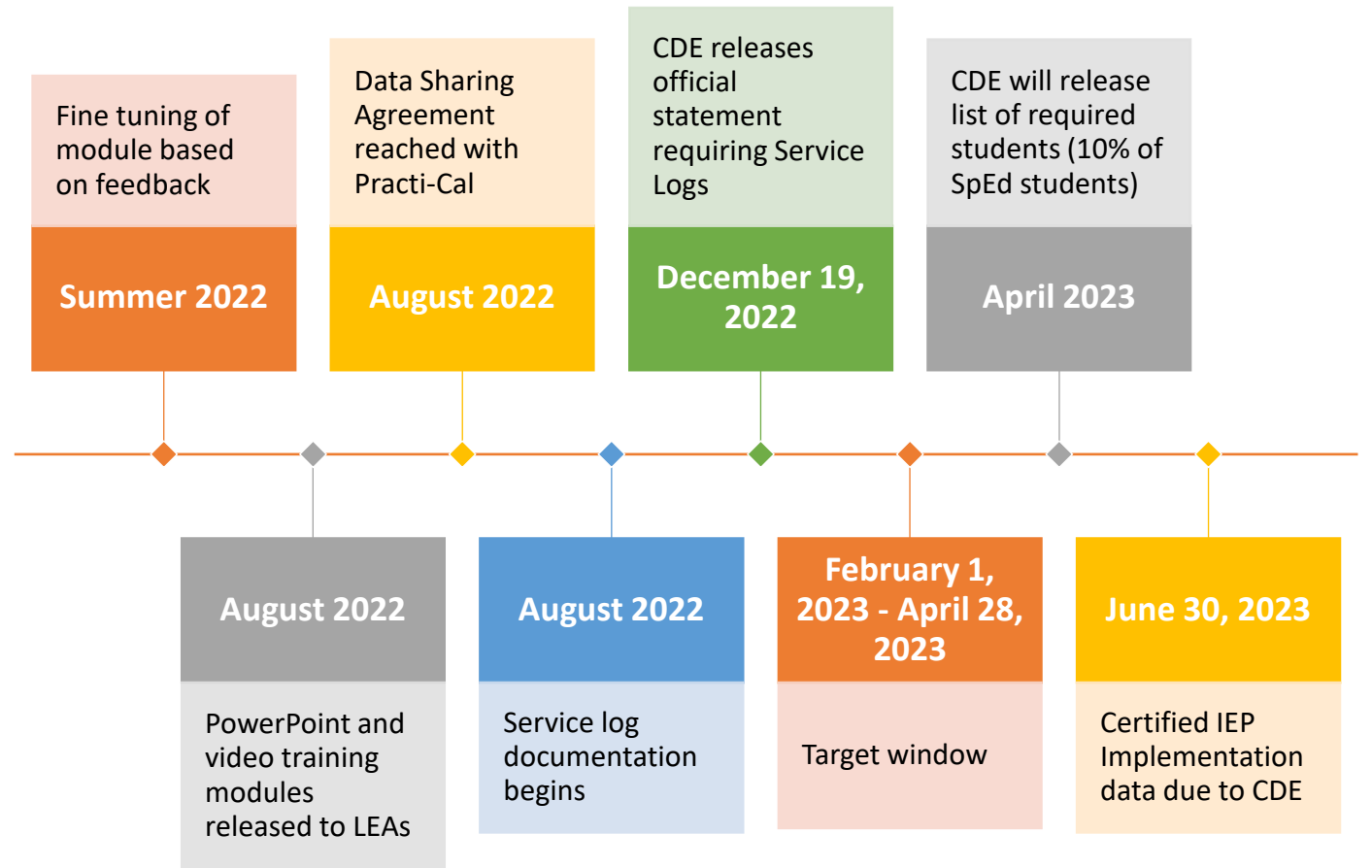
EV SELPA Steering Committee

February 23, 2023

IEP Implementation Timeline



IEP Implementation Timeline



Procedure/Methodology

- CDE will provide a random sample of SWDs to each LEA based upon the following criteria:

Number of SWD	Number of LEAs	Number of IEPs LEA Must Review	Percentage of IEPs Required for Review	Frequency of Review
1-100	1,536	All; max of 20	20%-100%	Annually or Cyclically
101-199	190	20	10.05%-19.80%	Annually
200-4,999	550	20-500	10%	Annually
5,000+	17	500	0.74%-9.97%	Annually

Reporting Bands

- LEAs will collect and analyze local level implementation service data.
- Measurements will be based upon total number of service minutes provided for all services in the IEP (numerator), and the total number of service minutes prescribed (denominator).
- Each IEP ratio will then be summarized into one of three categories:

A. 100 to 95% of IEP services implemented

B. 94.9 to 90% of IEP services implemented

C. Less than 90% of IEP services implemented

Palmdale Elementary

2022 Overview

LEA Name	Palmdale Elementary
CDS Code	19648570000000
SELPA Name	Antelope Valley
LEA Due Date	September 9, 2022
Submission Status	Past Due Date <small>Please submit as soon as possible</small>

User Actions

- [Download Student Records](#)
- [Submit IEP Data](#)

Sampled Students

Filter by Name or SSID (partial OK)

Filter

Showing 1 - 10 of 500 Students



Student Name (Last, First) 44	Statewide Student Identifier (SSID)

SWD IEP Implementation Success Rates

95-100% ?

350

90-94.9% ?

100

Less Than 90% ?

50

Total Students

500 of 500 Sampled

Save Data

Note: After you have confirmed and saved the final numbers for each percentage category (by clicking the "Save Data" button), you must click the "Submit IEP Data" button to finalize your submission.

Submit IEP Data

Data
Collection
Website (LEA
View)

IEP Implementation Submission

[← Return to Overview](#)

Confirm and Submit

Please review and confirm the following information before submission (use the "Return to Overview" link to edit your responses before submitting if needed):

LEA Name Palmdale Elementary
CDS Code 19648570000000
SELPA Name Antelope Valley

Submitter Name

Submitter Title

Submitter Email

Submitter Phone

Submitter Phone Ext.

On behalf of the Superintendent of the district and/or Principal, I certify that the data submitted is true and accurate to the best of my knowledge.

[Submit IEP Implementation Data](#)

Note: Once submitted, no changes may be made and the data will be submitted to SELPA for review.

Data
Collection
Website (LEA
Certification
Page)

California DEPARTMENT OF EDUCATION

Palmdale Elementary | [Logout](#)

IEP Implementation System

Overview Settings

Palmdale Elementary

2022 Overview

LEA Name	Palmdale Elementary
CDS Code	19648570000000
SELPA Name	Antelope Valley
LEA Due Date	September 9, 2022
Submission Status	Awaiting SELPA Review

User Actions

- [Download Student Records](#)

Sampled Students

Filter by Name or SSID (partial OK) [Filter](#)

Showing 1 - 10 of 500 Students →

Student Name (Last, First) ††	Statewide Student Identifier (SSID)

SWD IEP Implementation Success Rates

95-100% ⓘ	350
90-94.9% ⓘ	100
Less Than 90% ⓘ	50
Total Students	500 of 500 Sampled

Data
Collection
Website (LEA,
Confirmation)

Antelope Valley

2022 Overview

SELPA Name	Antelope Valley
SELPA Code	1911
LEA Status	0 of 1 LEAs are Approved

User Actions

- [Download LEA Records](#)

LEA Submission(s)

LEA Name CDS Code	Submission Status	Contact Email	Action
Palmdale Elementary 19648570000000	Awaiting Review Submitted on November 23, 2022		Review Submission

Data
Collection
Website
(SELPA View)

Palmdale Elementary

[Return to SELPA Overview](#)

2022 Overview

LEA Name: **Palmdale Elementary**
CDS Code: **19648570000000**
SELPA Name: **Antelope Valley**
LEA Due Date: **September 9, 2022**
Submission Status: **Awaiting SELPA Review**

User Actions

- [Download Student Records](#)

Sampled Students

Filter by Name or SSID (partial OK)

Filter

Showing 1 - 10 of 500 Students

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

SWD IEP Implementation Success Rates

95-100% 350
90-94.9% 100
Less Than 90% 50
Total Students 500 of 500 Sampled

SELPA Review

Approve Submission

Reject Submission

Provide actionable feedback to the LEA:

[Enter Reason For Rejection]

Save Data And Go To Overview

Data Collection Website (SELPA Review, Approval)

Antelope Valley

2022 Overview

SELPA Name	Antelope Valley
SELPA Code	1911
LEA Status	1 of 1 LEAs are Approved

User Actions

- [Download LEA Records](#)

LEA Submission(s)

LEA Name CDS Code	Submission Status	Contact Email	Action
Palmdale Elementary 19648570000000	Approved Approved on November 23, 2022		View Submission

Data
Collection
Website
(SELPA,
Confirmation)

Data Validation Requirements

- CDE will require that each **Superintendent** of each **LEA** **certify** to the State that the data submitted regarding an LEA's implementation of IEP services are accurate and that school principals have certified to the LEA's Superintendent that such submitted data are accurate; and
- To assess the validity and reliability of data submitted in response to the State's annual statewide data collection regarding an LEA's implementation of IEP services, for those LEAs who submit such data, the State will randomly select 10% of those LEAs and audit the data submitted by those LEAs regarding the LEA's implementation of IEP services

Revised Timeline

February

- Training for the field

March-April
Data Collection
Window

- March 1 to April 28 - period of collection for LEAs for IEP Implementation service minutes

May
Data
Submission

- Access to student list available
- LEAs will evaluate and perform calculations on implementation rates and input data

June –
Certification

- LEAs must submit data and SELPA approve by **June 30, 2023**

IEP Implementation Data Collection Technical Assistance Guide 2022–23 Version 2

This Technical Assistance Guide (TAG) provides information on reporting and submitting data for the 2022–23 Special Education Individualized Education Plan (IEP) Implementation data collection cycle. It includes the following information:

- Section I – Background Information (Page 1)
- Section II – Guidance for Reporting (Page 2)
- Section III – Website Reporting (Page 3)
- Section IV – Screenshots of website and reporting process (Pages 4-8)
- Glossary of Acronyms and Initials (Page 9)

Data submissions are to be completed on the following website:

<https://www3.cde.ca.gov/iepimpsys/>

Data submitted must reflect total service minutes provided between March 1, 2023 and April 28, 2023. The completed electronic data submission and the electronic signature certifying data accuracy and validity are due to the California Department of Education (CDE) by **11:59 p.m. on Friday, June 30, 2023**.

Please do not email copies of the report as proof of submission since the website submissions are recorded.

Completed records must be submitted electronically through the IEP Implementation Website. **Print and maintain report(s) submitted for your records since the reports will not be available after the reporting cycle concludes.**

Questions about the website and how to report should be directed by email to IEPimplementation@cde.ca.gov. Please include your direct phone number in your email if you would like someone to call you with a response.

Section I – Background Information

- The California Department of Education (CDE) shall perform IEP Implementation Data Collection to fulfill its monitoring and enforcement responsibilities under the federal IDEA To fulfill its monitoring and enforcement responsibilities under the federal IDEA in 34 *Code of Federal Regulations sections* 300.600 and 300.323.
- **Identify systemic issues** with LEAs, and help the CDE identify Local Educational Agencies (LEAs) that are not providing the services prescribed in Individual Education Programs (IEPs).

- Identify and categorize IEPs surveyed by three court designated percentage of completion ranges.
- Assess the validity and reliability of data submitted regarding an LEA's implementation of IEP services. For those LEAs who submit such data, the CDE will randomly select 10% of those LEAs and audit the data submitted by those LEAs regarding the LEA's implementation of IEP services.

The data collected are used by the CDE to assist SELPAs and their LEAs for programmatic and improvement purposes.

Section II – Guidance for reporting

Important Note: Data collected are based upon total service minutes provided per student IEP over the specific time period of March 1, 2023 through April 28, 2023.

The CDE will provide to the LEAs a randomly selected group of students based upon the overall population size of students with disabilities (SWDs) for each LEA, up to a maximum of 500 students. LEAs will be responsible for gathering data for these students.

Report the IEP Implementation data based upon the percentage of actual service minutes provided during the reporting period defined above. This calculation is derived by providing total service minutes provided (numerator) divided by total service minutes prescribed (denominator).

Example:

How to determine a student's IEP Implementation Rate:

Student IEP for Johnny Jones:

Total service minutes **provided** from March 1, 2023 and April 28, 2023: **2000**

Total service minutes **prescribed** from March 1, 2023 and April 28, 2023:**2160**

Johnny Jones IEP Implementation Rate = $2000/2160 = 92.59\%$

→ Johnny Jones would fall into **category B** (see Table A below)

Perform similar calculations for each student SSID provided by CDE. Aggregate the data and input into one of the three categories below as appropriate. Be sure to confirm the total count matches the total number of SSIDs provided by CDE.

Table A: IEP Implementation Rates

Category	Number of Students
A. 100 to 95% of IEP services implemented	400
B. 94.9 to 90% of IEP services implemented	60
C. Less than 90% of IEP services implemented	40
Total	500

Section III – Website Reporting

Within the same SELPA, the SELPA and LEAs can submit the IEP Implementation data separately using the LEA drop-down list when accessing the data collection tool. Report submission period ends on **Friday, June 30, 2023, at 11:59 p.m.**

The IEP Implementation submission must include one data submission per active LEA in each SELPA. The data submission must be certified by Superintendents, SELPAs, and be documented and maintained in the SELPA or LEA offices for on-site verification by the CDE or other state and federal agencies. **Print and maintain report(s) submitted for your records. Once the collection period is closed, LEAs and SELPAs will not have the ability to print the report.**

Section IV – Directions for IEP Implementation Data Reporting

LEA Data Entry and Submission Process

1. Follow the link provided by the CDE to access the IEP Implementation Data submission website: <https://www3.cde.ca.gov/iepipmsys/>
2. Enter the Access Code from CDE provided to the LEA by SELPA

User Logon

The Individual Education Plan (IEP) Service Implementation Data Collection is aimed towards continuous improvement of educational services through collecting and understanding critical data. In order to complete this data collection, all questions require a response.

Please complete the following data collection survey based on data you have collected, analyzed, and reviewed on the students selected for this process via random selection of Statewide Student Identifiers (SSIDs).

Please log in using the Access Code issued for your LEA or SELPA.

Access Code

3. Under “User Actions”, click on “Download Student Records”
4. After completing IEP reviews and rate calculations, input LEA aggregate counts per category in the SWD IEP Implementation Success Rates box
5. Verify the data is correct and the total matches the total number of SSIDs provided by CDE
6. Click the Save Data button, and then click the Submit IEP Data button

The screenshot displays the IEP Implementation System interface for Palmdale Elementary. At the top, there is a navigation bar with 'Overview' and 'Settings' tabs. The main content area is divided into several sections:

- 2022 Overview:** A summary box containing:
 - LEA Name: Palmdale Elementary
 - CDS Code: 19648570000000
 - SELPA Name: Antelope Valley
 - LEA Due Date: September 9, 2022
 - Submission Status: Past Due Date (Please submit as soon as possible)
- User Actions:** A list of actions including 'Download Student Records' and 'Submit IEP Data'.
- Sampled Students:** A table with columns for 'Student Name (Last, First)' and 'Statewide Student Identifier (SSID)'. A filter box above the table allows searching by name or SSID. It indicates 'Showing 1 - 10 of 500 Students'.
- SWD IEP Implementation Success Rates:** A section for entering aggregate counts. It includes input fields for:
 - 95-100%: 350
 - 90-94.9%: 100
 - Less Than 90%: 50
 - Total Students: 500 of 500 Sampled
 Below these fields are 'Save Data' and 'Submit IEP Data' buttons. A note states: 'After you have confirmed and saved the final numbers for each percentage category (by clicking the "Save Data" button), you must click the "Submit IEP Data" button to finalize your submission.'

7. Complete contact information fields for person completing the data submission
8. Read and confirm certification language, and click “Submit IEP Implementation Data” to submit the data for your LEA. Please note that once data is submitted, it cannot be changed unless the SELPA rejects the submission.

California DEPARTMENT OF EDUCATION

Palmdale Elementary | [Logout](#)

IEP Implementation System

Overview Settings

IEP Implementation Submission

[← Return to Overview](#)

Confirm and Submit

Please review and confirm the following information before submission (use the "Return to Overview" link to edit your responses before submitting if needed):

LEA Name	Palmdale Elementary
CDS Code	19648570000000
SELPA Name	Antelope Valley
Submitter Name	<input type="text"/>
Submitter Title	<input type="text"/>
Submitter Email	<input type="text"/>
Submitter Phone	<input type="text"/>
Submitter Phone Ext.	<input type="text" value="Optional"/>

On behalf of the Superintendent of the district and/or Principal, I certify that the data submitted is true and accurate to the best of my knowledge.

[Submit IEP Implementation Data](#)

Note: Once submitted, no changes may be made and the data will be submitted to SELPA for review.

9. Once submitted, this view is presented to the LEA contact and an email is sent to the LEA submitter acknowledging the submission:

California DEPARTMENT OF EDUCATION

Palmdale Elementary | [Logout](#)

IEP Implementation System

Overview Settings

Palmdale Elementary

2022 Overview

LEA Name	Palmdale Elementary
CDS Code	19648570000000
SELPA Name	Antelope Valley
LEA Due Date	September 9, 2022
Submission Status	Awaiting SELPA Review

User Actions

- [Download Student Records](#)

Sampled Students

Filter by Name or SSID (partial OK) [Filter](#)

Showing 1 - 10 of 500 Students

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

SWD IEP Implementation Success Rates

95-100%	350
90-94.9%	100
Less Than 90%	50
Total Students	500 of 500 Sampled

10. Data submission is then sent to SELPA contact for review and approval.

SELPA Review and Approval Process

1. Follow the link provided by the CDE to access the IEP Service Implementation Data Collection website: <https://www3.cde.ca.gov/iepimpsys/>
2. Enter the Access Code provided to the SELPA by CDE

User Logon


The Individual Education Plan (IEP) Service Implementation Data Collection is aimed towards continuous improvement of educational services through collecting and understanding critical data. In order to complete this data collection, all questions require a response.

Please complete the following data collection survey based on data you have collected, analyzed, and reviewed on the students selected for this process via random selection of Statewide Student Identifiers (SSIDs).

Please log in using the Access Code issued for your LEA or SELPA.

Access Code

3. Review submissions sent by LEAs on the first screen presented by clicking on “Review Submission”



Antelope Valley | [Logoff](#)
IEP Implementation System

Overview
Settings

Antelope Valley

2022 Overview

SELPA Name	Antelope Valley
SELPA Code	1911
LEA Status	0 of 1 LEAs are Approved

User Actions

- [Download LEA Records](#)

LEA Submission(s)

LEA Name CDS Code	Submission Status	Contact Email	Action
Palmdale Elementary 1964857000000	Awaiting Review <small>Submitted on November 23, 2022</small>		Review Submission

4. After reviewing data sent by LEAs, the SELPA contact may then approve or reject the submission accordingly. If a rejection is warranted, please add a brief description in the box below to provide actionable feedback to the LEA. An email notification of the approval or rejection (with reasons specified by the SELPA) will be sent to the LEA contact that submitted the data.

Click the button “Save Data and Go To Overview”

Antelope Valley | [Logout](#)

California DEPARTMENT OF EDUCATION

IEP Implementation System

Overview Settings

Palmdale Elementary

[← Return to SELPA Overview](#)

2022 Overview

LEA Name: **Palmdale Elementary**
CDS Code: **1964857000000**
SELPA Name: **Antelope Valley**
LEA Due Date: **September 9, 2022**
Submission Status: **Awaiting SELPA Review**

User Actions

- [Download Student Records](#)

Sampled Students

Filter by Name or SSID (partial OK) [Filter](#)

Showing 1 - 10 of 500 Students [→](#)

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

SWD IEP Implementation Success Rates

95-100% ?	350
90-94.9% ?	100
Less Than 90% ?	50
Total Students	500 of 500 Sampled

SELPA Review

Approve Submission

Reject Submission

Provide actionable feedback to the LEA:

[Enter Reason For Rejection]

[Save Data And Go To Overview](#)

5. Upon approval, the following confirmation screen is displayed:

Antelope Valley | [Logoff](#)

IEP Implementation System

Overview Settings

Antelope Valley

2022 Overview

SELPA Name	Antelope Valley
SELPA Code	1911
LEA Status	1 of 1 LEAs are Approved

User Actions

- [Download LEA Records](#)

LEA Submission(s)

LEA Name CDS Code	Submission Status	Contact Email	Action
Palmdale Elementary 19648570000000	Approved Approved on November 23, 2022		View Submission

Glossary of Acronyms and Initials

Acronym	Term
CDE	California Department of Education
IDEA	Individuals with Disabilities Education Act
IEP	Individualized Education Programs
LEA	Local Education Agency
SELPA	Special Education Local Plan Area
SWD	Students with Disabilities
TAG	Technical Assistance Guide

4.14 Alternative Pathway to a High School Diploma (AB 181)

Alternative Pathway to a High School Diploma

2022 CA Education Budget Trailer Bill
(AB 181)

EV SELPA Steering Committee
February 23, 2023



5 | 225.3 |

- “... a local educational agency shall exempt an individual with exceptional needs who satisfies the eligibility criteria described in subdivision (b) from all coursework and other requirements adopted by the governing board or governing body of the local educational agency that are additional to the statewide coursework requirements ...and shall award the pupil a diploma of graduation from high school...the award of a diploma of graduation from high school pursuant to this subdivision does not change a local educational agency’s obligation to provide a free appropriate public education or otherwise constitute a change in placement.

5 | 225.3 |

(b) An individual with exceptional needs shall be eligible for the exemption and award described in subdivision (a) if their individualized education program provides for all of the following:

- (1) The pupil is required to take the alternate assessment aligned to alternate achievement standards in grade 11...
- (2) The pupil is required to complete state standards aligned coursework to meet the statewide coursework requirements...
- (c) Before a pupil commences grade 10, the pupil's individualized education program team shall determine and notify the parent or guardian of the pupil of whether the pupil may be eligible to graduate pursuant to the exemption described in this section.
- (d) An individual with exceptional needs who meets the criteria for a diploma of graduation from high school pursuant to this section shall be eligible to participate in any graduation ceremony and any school activity related to graduation in which a pupil of similar age would be eligible to participate. Participation in graduation activities shall not be construed as termination of the provision of free appropriate public education..."



New IEP Procedural Requirements

In order to ensure compliance with this new law, **before a student commences grade 10**, the student's IEP team must determine and notify the student's parent or guardian whether the student may be eligible to graduate with a high school diploma under Section 51225.31. In order to be eligible for a Section 51225.31 diploma, the student's IEP must accordingly provide that:

- a) The pupil is required to take the **CAA in grade 11**; and
- b) The pupil is required to **complete state standards-aligned coursework** meeting the California statewide minimum coursework requirements (modified to alternative achievement standards) specified in Section 51225.3.

Alternate Pathways Workgroup Report

- Vision: “...that all students with disabilities, including students with significant cognitive disabilities, should enter high school knowing they have the opportunity to earn a high school diploma.”
- Identified three “groups” of students
 - Group 1: Significant cognitive disabilities and take CAA *Note: Aligns to the language in AB 181*
 - Group 2: Moderate support needs (may struggle with Algebra I requirement) *Note: Aligns to the language in SB 154*
 - Group 3: Majority of students with disabilities
- California Minimum Requirements for Graduation p.22-23
- Waivers p.23

Alternate Pathways Workgroup Report

- Multiple Pathways to Diploma (p.25)
 - Current flexibilities for students experiencing homelessness, former juvenile court school, child of military family, migratory child (p.26)
 - allows students to meet State Diploma options vs local requirements
 - nothing in law precludes IEP teams from using minimum state requirements for diploma p. 27 (check local board policy!)
 - Alternate Diploma Pathway for Students with Significant Cognitive Disabilities (p. 30)

ESEA Flexibility

Does this pathway help with our Graduation Rate on the California Dashboard? On the Annual Performance Report?

- [From the National Center on Educational Outcomes](#) (p.7):
- As a result, to have a “state-defined alternate diploma” that meets ESSA requirements, a state:
 - needs to ensure that any graduation policy, course, or exit exam requirements for the alternate diploma be standards based,
 - Be aligned with State requirements for a regular diploma,
 - Be obtained within the FAPE period,
 - and be defined by the State.
- With the name of Alternative Pathway, the intent is to make this pathway one of the “state-defined alternate diplomas” under the 2015 update to ESSA which allows for flexibility in calculation.



Who Qualifies?

- There is preliminary information that the option described in AB 181 is being defined only as the state standards, and not any connectors/alternate achievement standards
 - “(2) The pupil is required to complete state standards aligned coursework to meet the statewide coursework requirements...”
- However, this interpretation seems contradictory to the first eligibility requirement
 - (1) The pupil is required to take the alternate assessment aligned to alternate achievement standards in grade 11...
- If a student can complete the state standards why would they take the alternate assessment?

Now What?

- Although this seems to be significant, some considerations:
 - The work on this has not been wasted. It is possible that the language may be corrected
 - Perhaps reviewing the needs of students and ensuring the appropriate assessment and courses are accessed
 - Review content of courses and ensure they are rigorous
 - Review the curriculum and any adoptions needed for students with extensive support needs.

4.15 EV SELPA Due Process 2021-2022 To-Date

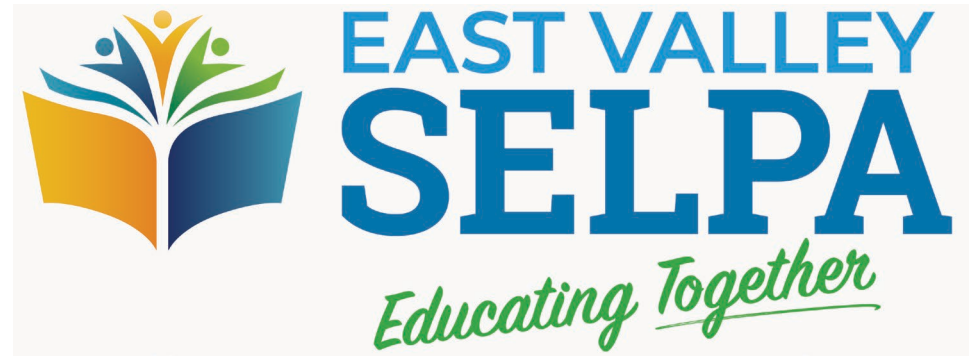
2022- 2023 Due Process Review

East Valley SELPA Steering Committee

Rick Homutoff, Ed.D.

Program Manager

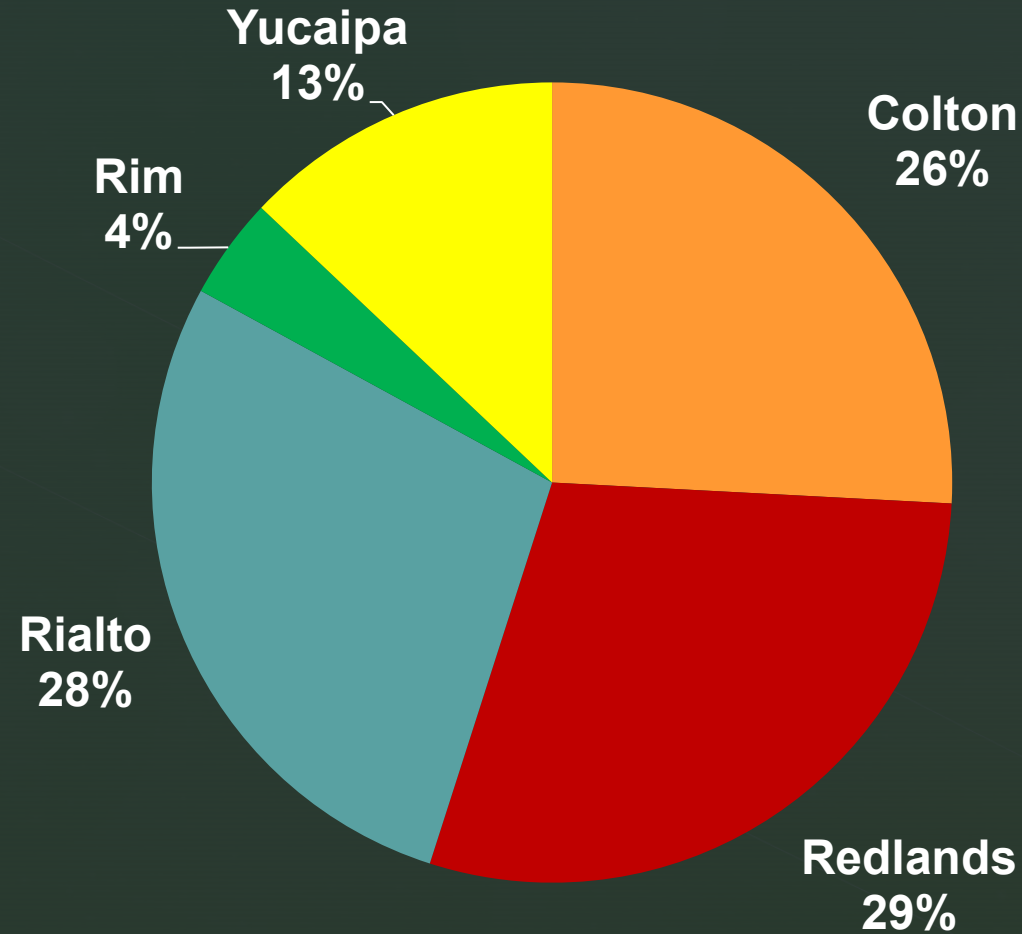
February 23, 2023



▀ 2022-2023 Due Process Cases Year to Date

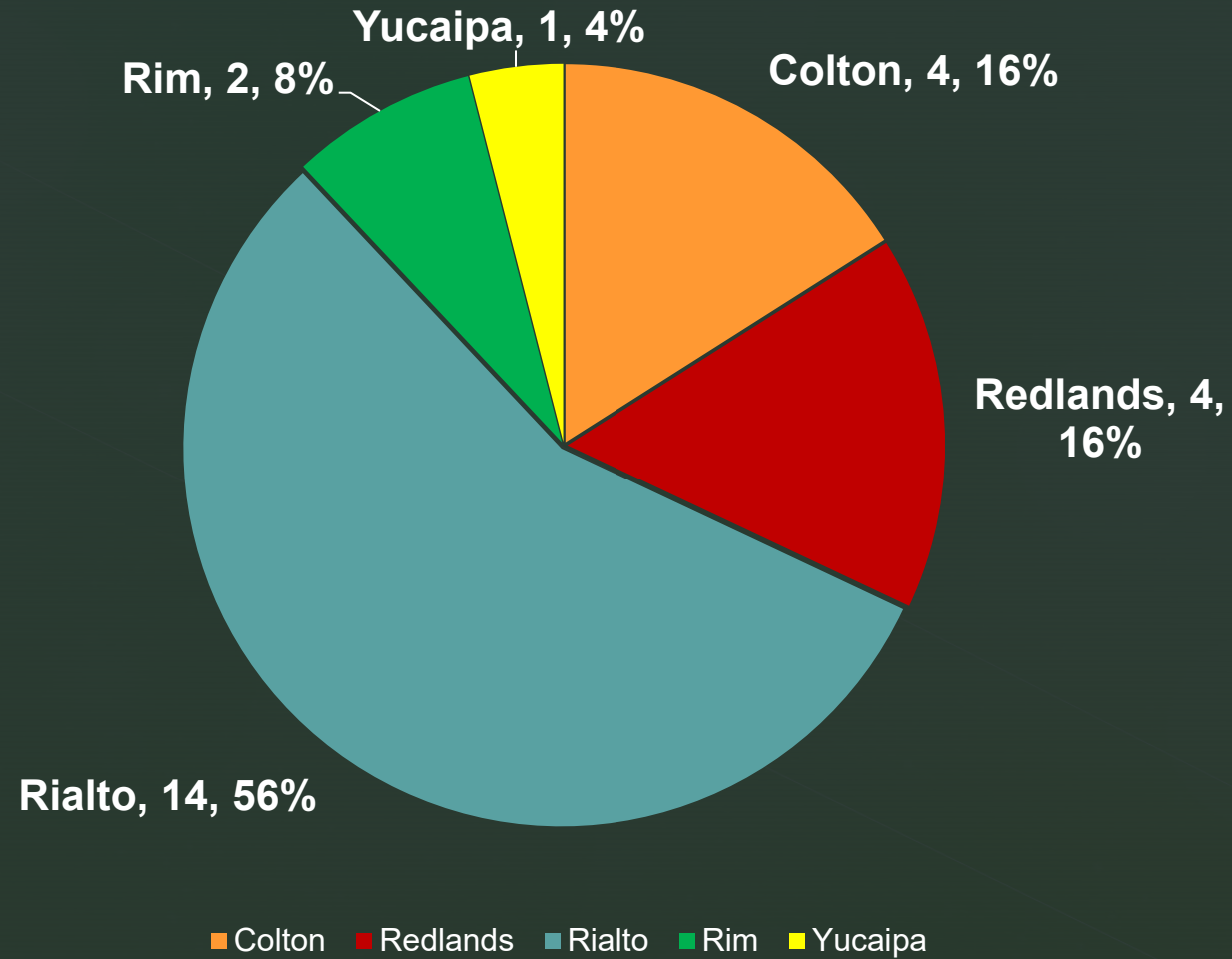
- To date we have received 19 cases for the 2022-2023 school year.
 - They have been coming in steady all year long.
- We currently have 6 active cases.
- In the past two months we have had as many as 11 cases open.
- Of the 19 cases, three are from families that have filed previously.
 - This is down from previous years.

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

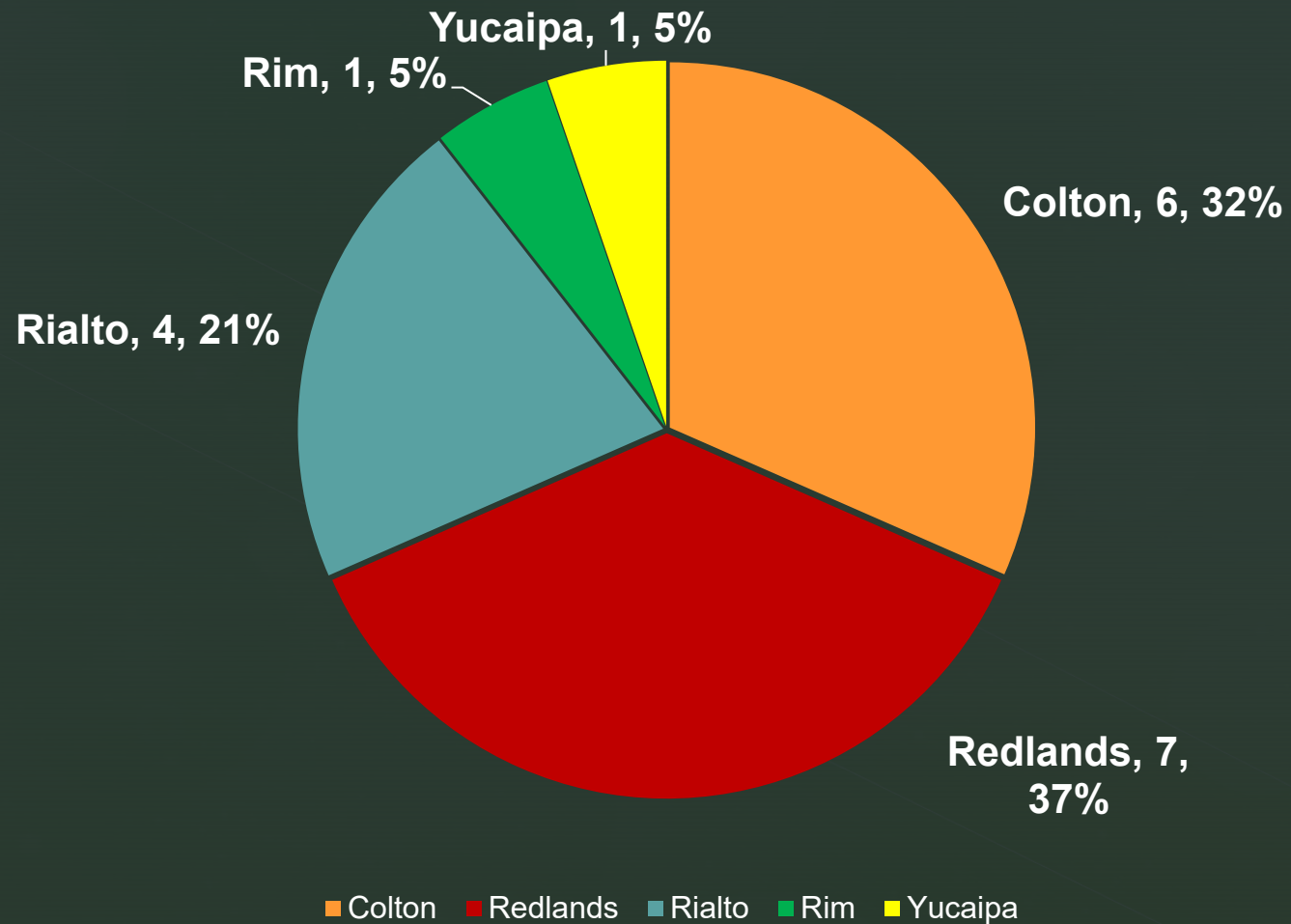


October 2021 Certified Pupil Count

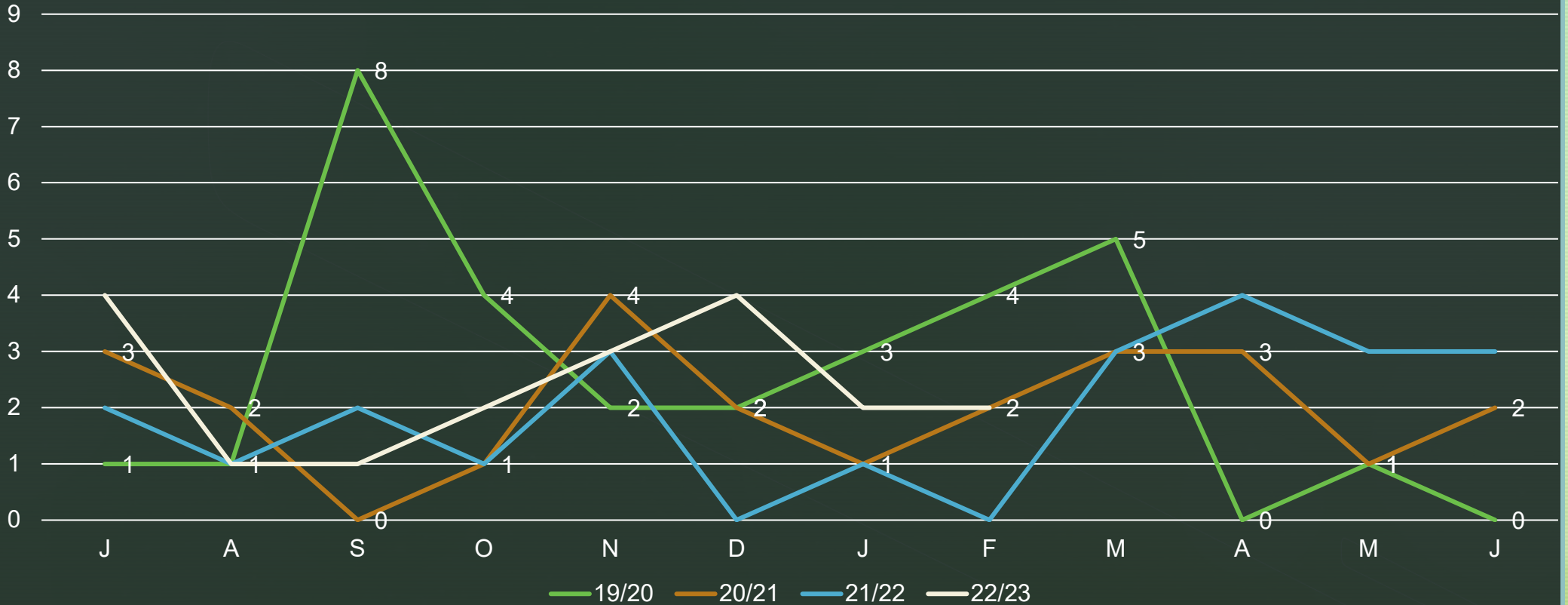
EV SELPA 2021-2022 Filings



EV SELPA 2022-2023 Filings



EV SELPA Due Process Filings by Month 2019 to Present



➤ 2022-2023 YTD - Due Process Case Trends

- Overall, due process cases are up. At this point last year, we had 10 cases, and we currently have 19.
- We have seen an increase in IEE requests, both prior to and during due process proceedings.
 - We are still seeing parents willing to allow districts to assess, but overall, we have seen a significant increase in IEE requests concurrent with district assessments.
- We have also seen an increase in ADR requests, both at the SELPA and in district.
 - This has helped keep our numbers down as many districts in our region have received more due process complaints in their district than we have had in our whole SELPA.
 - As a result of our ADR work, we have requests from at least three other districts and one other SELPA asking to help develop an ADR Cadre within their organizations.

Review of Current 2022-2023 Trends

- Denial of FAPE - Lack of assessment, including ERMHS and/or behavior intervention.
 - Many students coming back from the Covid closures need a closer look at mental health needs and this issue is not just an EVSELPA issue, it is a statewide issue.
 - Remember if there was not a comprehensive assessment done during Covid and promised to a parent the district needs to follow up.
- Denial of FAPE – Failure to assess in all areas.
 - This is currently a common reason parents have filed, as most of our cases raised this issue.
- Address bullying issues. This has come up in four cases just this year and this could become potential OCR/Section 504 complaints. Parent attorneys will not want comprehensive waivers when this issue is present.
- Respond to parent requests in a timely manner.

2021-2022 to Current – Attorney Fee Trends

- We have seen an increase in fee demands from attorneys.
- For the 2021-2022 school year, the average attorney fees per case was \$8,295
- Removing the outliers, the average for attorney fees per case was \$6,221
- Currently the overall average for attorney fees per case is \$10,385
 - We have had two cases this year where the attorneys were unwilling to negotiate much on their fee demand, so the fees were significantly higher than average.
 - One additional case was settled without payment of attorney fees.
- Removing the outliers, the average for attorney fees per case is \$7,300



Questions?



4.16 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:	
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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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2022/2023
East Valley Special Education Local Plan Area

Community Advisory Committee

Meeting Schedule

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

SEPTEMBER 19, 2022

NOVEMBER 14, 2022

FEBRUARY 27, 2023

APRIL 24, 2023



4.17 SBCSS East Valley Operations

4.18 Hot Topics

5.0 OTHER

5.1 2022-2023 EV SELPA Steering Committee Meetings

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



5.2 2022-2023 EV SELPA Board of Directors Meetings

2022/2023
East Valley SELPA
BOARD OF DIRECTORS MEETING SCHEDULE

September 21, 2022

November 16, 2022

February 22, 2023

March 22, 2023

May 24, 2023

June 7, 2023

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



5.3 2022-2023 EV SELPA CAC Meetings

2022/2023
East Valley Special Education Local Plan Area

Community Advisory Committee

Meeting Schedule

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

SEPTEMBER 19, 2022

NOVEMBER 14, 2022

FEBRUARY 27, 2023

APRIL 24, 2023



5.4 EV SELPA Professional Development – February & March 2023

Structuring *the* Classroom for Student Success



Presented by:

Courtney Beatty, MA, BCBA, and Shannon Vogt, MA, *Program Specialists*
Jo-Ann Vargas, MA, OTR/L, *Lead Occupational Therapist*

This 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:

- ◆ 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!

Location:

Dorothy Inghram Learning Center/EV SELPA
670 E. Carnegie Drive, San Bernardino, CA 92408

Wednesday

March 8, 2023

8:30 am - 3:00 pm

Register Online:

<https://sbcss.k12oms.org/46-219300>





Professional Crisis Management (PCM)

EV SELPA OFFERS THE FOLLOWING LEVELS IN PCM TRAINING:

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

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

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

INITIAL TRAINING SCHEDULE

LEVEL	DATES	TIMES	REGISTER ONLINE
Practitioner	August 18-19, 2022	8:30 am - 4:00 pm	https://sbcss.k12oms.org/46-216759
Practitioner	October 17-18, 2022	8:30 am - 4:00 pm	https://sbcss.k12oms.org/46-216761
Practitioner	February 23-24, 2023	8:30 am - 4:00 pm	https://sbcss.k12oms.org/46-216762
Practitioner	April 25-26, 2023	8:30 am - 4:00 pm	https://sbcss.k12oms.org/46-216777
Practitioner 1	November 15-16, 2022	8:00 am - 4:30 pm	https://sbcss.k12oms.org/46-216778
Practitioner 1	March 14-15, 2023	8:00 am - 4:30 pm	https://sbcss.k12oms.org/46-216779
Practitioner 2P	September 26, 27,28, 2022	8:30 am - 4:00 pm	https://sbcss.k12oms.org/46-222971
Practitioner 2P	October 24, 25, 26, 2022	8:30 am - 4:00 pm	https://sbcss.k12oms.org/46-216754
Practitioner 2P	January 17, 18, 19, 2023	8:30 am - 4:00 pm	https://sbcss.k12oms.org/46-216755
Practitioner 2P	April 18, 19, 20, 2023	8:30 am - 4:00 pm	https://sbcss.k12oms.org/46-216757

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



RECORDED ON-DEMAND TRAININGS

Diagnostic Center, Southern California California Department of Education

Sponsored by
Regional Coordinating Council 10 and the East Valley SELPA



RECORDED ON-DEMAND TRAINING
“BEHAVIOR IS COMMUNICATION”

Sponsored by
Regional Coordinating Council 10 and the East Valley SELPA

Presenter: Margot Johnson, M.A., BCBA, PENT Administrator, Diagnostic Center South, California Department of Education

Time: On-Demand Webinar 2.5 hours

Cost: Free

Content: Behavior is the earliest form of communication. While some students will develop verbal language, others will continue to communicate non-verbally using their behavior. This training will focus on students with moderate-severe intellectual disabilities who use behavior as communication and teach those who work with these students how to recognize, respond to, and shape more appropriate and comprehensible forms of communication. Attendees will learn how to utilize the Form and Function matrix to identify appropriate behavior intervention plans. Additional topics will include identifying the student’s level of symbolism and implementing developmentally appropriate supports.

Intended Audience: Individuals working with students with moderate-severe disabilities who primarily use non-verbal language and/or present with challenging behavior. This includes speech-language pathologists, special education teachers, school psychologists, paraeducators, and parents.

Outcomes: Participants will:

1. Increase awareness of the many forms of communication.
2. Utilize the Form and Function matrix through case studies to identify pre-symbolic vs. symbolic communication.
3. Understand how to identify functionally equivalent replacement behaviors (FERBs) based on current communication repertoire.
4. Fill out a Form and Function matrix to clarify a current student’s forms and functions of communication and identify behaviors to target for increase to expand a student’s communicative repertoire.

For the On-Demand Training Link - Send an Email Request to:
tami.goldstein@sbcss.net



RECORDED ON-DEMAND TRAINING
“WHAT SHOULD I DO?!”
EFFECTIVE STRATEGIES FOR PARAEducATORS
TO SUPPORT POSITIVE STUDENT BEHAVIOR”

Sponsored by
Regional Coordinating Council 10 and the East Valley SELPA

Presenter: Margot Johnson, M.A., BCBA, PENT Administrator, Diagnostic Center South, California Department of Education

Time: On-Demand Webinar 1.5 hours

Cost: Free

Content: This 90-minute webinar is designed for paraeducators who support students in all settings that want to expand their skill set of strategies to support positive behavior, prompting, visual supports, etc. will be reviewed. Additionally, how to set students up for success by developing positive rapport, responding consistently, and utilizing schedules will be discussed. Participants will receive handouts and additional resources to support learning.

Intended Audience: Paraeducators, teachers, service providers, administrators

Outcomes: Participants will:

1. Identify and describe key strategies to support positive behavior, engagement, and learning.
2. Select appropriate strategies to support students in the classroom.
3. Use information provided to increase communication between teachers and/or other paraeducators.

For the On-Demand Training Link - Send an Email Request to:
tami.goldstein@sbcss.net



RECORDED ON-DEMAND TRAINING
“THE TRAUMA-INFORMED SCHOOL”

Sponsored by
Regional Coordinating Council 10 and the East Valley SELPA

Presenter: Tim Halphide, M.A., L.M.F.T., School Psychologist and Licensed Marriage and Family Therapist, Diagnostic Center South, California Department of Education

Time: On-Demand Webinar 2 hours

Cost: Free

Content: Student emotional-behavioral disorders are on the rise at increasingly alarming rates. Traumatic stress is frequently one key factor in the formation of these disorders and can arise from complex issues such as school bullying, suicide, school safety threats, and day-to-day cumulative exposure to environmental stressors. Trauma-informed schools are prepared to recognize and respond to students impacted by traumatic and communication strategies to help students cope with extreme situations and ongoing stressors. But moreover, educators will learn how to establish a school wide culture of support and sensitivity to address the needs of students who are attending school in rapidly changing times.

Intended Audience: Special education teachers, school psychologists, administrators, school nurses, ERMHS staff, school counselors, and other mental health professionals

Outcomes: Participants will:

1. Learn the impact of trauma on students, including implications for learning and behavior.
2. Learn psychological “first-aid” methods for addressing trauma in students.
3. Learn stress-reduction methods known to restore emotional equilibrium for staff and students.
4. Learn skill-based Cognitive Behavioral Interventions for addressing trauma.

For the On-Demand Training Link - Send an Email Request to:
tami.goldstein@sbcss.net



RECORDED ON-DEMAND TRAINING
**“TEACHING STUDENTS WITH
MODERATE TO SEVERE
INTELLECTUAL DISABILITIES”**

Sponsored by
Regional Coordinating Council 10 and the East Valley SELPA

Presenter: Margot Johnson, M.A., BCBA, PENT Administrator, Diagnostic Center South, California Department of Education

Time: On-Demand Webinar 2.75 hours

Cost: Free

Content: This training will focus on increasing active engagement for students with moderate to severe intellectual disabilities, by providing differentiated instruction, developmentally appropriate instructional and behavioral supports, and using effective, evidence-based teaching strategies.

Intended Audience: Teachers, instructional assistants, and related service providers who work with students with moderate to severe intellectual disabilities

Outcomes: Participants will:

1. Review, practice identifying, and link appropriate behavioral and instructional strategies to developmental levels and symbolic vs. pre-symbolic communicators.
2. Develop curricular and instructional plans for their current caseload that emphasize differentiated instruction to increase active engagement in all students.
3. Learn about best practices for promoting generalization of skills.

For the On-Demand Training Link - Send an Email Request to:
tami.goldstein@sbcss.net



RECORDED ON-DEMAND TRAINING

“I DON’T HAVE TIME! HOW TO MAKE SCHOOL-BASED INTERVENTIONS WORK IN THE ELEMENTARY SCHOOL”

Sponsored by

Regional Coordinating Council 10 and the East Valley SELPA

Presenter: Scott Gutentag, Ph.D., LEP, NCSP, School Psychologist, Diagnostic Center South, California Department of Education

Time: On-Demand Webinar 2.75 hours

Cost: Free

Content: This training is geared to preschool and elementary school students. This training will address those things that get in the way of implementing school-based interventions and more importantly, approaches that can enhance the actual implementation of interventions with the resulting outcome being student progress. Simple ways to help students follow desired rules and skills will be discussed. The overall focus of this training is the process of, 1) build relationships to begin the implementation process, and 2) ways to implement supports and strategies in natural settings. Additionally, the implementation and effective outcome process may require non-traditional and out-of-the-box thinking, which will also be presented.

Intended Audience: Elementary school personnel involved in the process of implementing and helping to implement school-based interventions. The training does not include examples of middle school and high school students, although the concepts presented can be applied to those levels.

Outcomes: Participants will:

1. Become familiar with typical intervention implementation approaches that don’t work and why.
2. Learn strategies to build relationships necessary for successful implementation.
3. Develop simple approaches to implementing interventions.
4. Learn some of the keys to making interventions work once they have been implemented.

For the On-Demand Training Link - Send an Email Request to:
tami.goldstein@sbcss.net

