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

** AGENDA **
<u>**APRIL 13, 2023, 8:00 A.M.**</u>

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PRESENTER

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

<u>Finance Issues</u>

4.1	2023-24 SBCSS EV County Operated Special Education Fee-For-Service Budget & Proposed Rates	Jennifer Alvarado
4.2	2023-24 SBCSS Student Services Counseling Center Intensive Therapeutic Services Fee-For-Service Rate	Jennifer Alvarado
4.3	SEMA-I 2nd Interim MOE Summary Report	Andrea Tennyson
4.4	EV SELPA 2022-2023 Fiscal Reporting Calendar	Andrea Tennyson

<u>Program Issues</u>

4.5	CAPTAIN Overview and Coaching	Courtney Beatty Tracy Schroeder
4.6	CDE Annual Requirements • Annual Service & Budget Plans	Rick Homutoff
4.7	Compliance and Improvement Monitoring • Late IEPs • Annual Determination Letters • CIM Team Creation • CIM Data Drill Down	Jennifer Brooksby
4.8	IEP Service Logs	Jennifer Brooksby
4.9	Planning for ESY 2023	Rick Homutoff
4.10	Alternate Pathway to HS Diploma	Rick Homutoff
4.11	CALPADS SpEd File Redesign • User Acceptance Testing • Gen Ed Participation Percentage	Jennifer Brooksby Sonya Cain

4.12   DRDP Data Collection and Planning   Jennifer Brooksby

4.13   Supporting Inclusive Practices   Jennifer Brooksby
- SIP Conference Presentation – May 5, 2023
- Zooming Out & Zooming In on Inclusive Practices – May 10 & 11, 2023

4.14   Spring 2023 Events/Requirements Reminders   Jennifer Brooksby
- TPP Back to the Future – April 21, 2023   Rick Homutoff
- Surrogate Parent Training – May 23, 2023
- Private School Consultation Meeting – May 25, 2023
- Personnel Data Report – Due May 26, 2023

4.15   EV SELPA CAC April 24, 2023 Meeting   Rick Homutoff

4.16   SBCSS East Valley Operations   Scott Wyatt

4.17   Hot Topics

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 Community Advisory Committee Meetings

5.4   EVSELPA Professional Development Opportunities – April & May 2023

5.5   EV SELPA Steering Committee Meeting Dates 2023-2024

5.6   EV SELPA Board of Directors Meetings 2023-2024

5.7   Next Meeting – May 18, 2023, 8:00 AM

East Valley SELPA
STEEERING COMMITTEE MEETING MINUTES
March 9, 2023

MEMBERS PRESENT:

      Rob Pearson   Colton Joint Unified School District
      Patti Buchmiller   Redlands Unified School District
      Jennifer Johnson   Rialto Unified School District
      Shannon Hansen   Rim of the World Unified School District
      Leslie Burghardt   Yucaipa-Calimesa Joint Unified School District
      Dr. Scott Wyatt   SB, County Schools

FISCAL STAFF PRESENT:

      Linda Resiwain   Business Services, Colton
      Fernanda Naves-Arias   Business Services, Redlands
      Kristy Hubbard   Business Services, Redlands
      Valeria Estrella   Business Services, Rialto
      Scott Whyte   Business Services, Rim
      Jennifer Alvarado   Internal Business, SB County Schools
      Grace Granados   Internal Business, SB County Schools
      Lacey Hall   Internal Business, SB County Schools
      Amber Tavis   Business Services, Yucaipa-Calimesa

OTHERS PRESENT:

      Jennifer Brooksby   East Valley SELPA
      Andrea Tennyson   East Valley SELPA
      Rick Homutoff, Ed.D.   East Valley SELPA
      Rosalva Contreras   East Valley SELPA
      Sonya (Hall) Cain   East Valley SELPA

1.0 CALL TO ORDER: Dr. Rick Homutoff, in Dr. Metheny's absence, called the meeting to order at 8:04 a.m. virtually via Zoom.

2.0 PUBLIC COMMENTS: There were no public comments.

3.0 REVIEW/APPROVAL OF MINUTES: The minutes of the February 23, 2023, meeting were reviewed. Motion to approve the minutes was made by Rob Pearson and seconded by Patricia Buchmiller. The minutes were approved by consensus of the members present.

4.0 DISCUSSION/PRESENTATION

Finance Items

4.1 2022-23 SBCSS – County Operated Special Education
Jennifer Alvarado from San Bernardino County Superintendent of Schools shared the Fee-For-Service 2nd Interim Comparison. Ms. Alvarado shared only 111 out of the 136 projected students materialized for the East Valley Operations programs and although there was decrease in funding, EV Ops was able to decrease expenditures based on vacant positions that have not been filled and other cost saving measures. A projected ending fund balance for FY 22/23 is $188,007. Any balance will be returned to districts proportionally.

4.2 Out-of-Home Funding
Andrea Tennyson provided the projected funding for Out-of-Home based on the Annual Certification dated 2/17/23. If additional information is needed, districts were encouraged to contact Ms. Tennyson directly as this data is confidential.

4.3 Projected Regional Services Proportionate Share Cost
Andrea Tennyson presented the projected regional services share cost for occupational therapy, physical therapy and educationally related mental health services. These numbers were based on student counts from March 7, 2022. Any ending fund balance will be returned to districts proportionally.

4.4 EV SELPA 2021-2022 Fiscal Reporting Calendar
Andrea Tennyson reviewed fiscal activities for the month of March and April. Ms. Tennyson remarked she is waiting on the SACS files to update the MOE.

Program Items

4.5 EV SELPA Local Plan 2023
Dr. Homutoff presented for its final reading the EV SELPA Local Plan. This plan will be presented to the EV SELPA Board of Director's meeting, for its second reading, on March 22, 2023. No changes have been suggested for this plan.

4.6 CDE Compliance Monitoring
Jennifer Brooksby presented the IEP annual and triennial compliance data for all East Valley SELPA districts. Districts should not hesitate to contact Ms. Brooksy or Sonya (Hall) Cain to assist with any IEP compliance questions or concerns. Ms. Brooksby reminded the directors the CDE determination letters are expected to be received March 20, 2023. She asks the directors to forward those letters to Ms. Brooksby to better assist with the activities needed. All East Valley SELPA districts are expected to be in the "targeted" category. As such, Compliance and Improvement Monitoring (CIM) plans will need to be developed. Information regarding the CIM process and how to read the determination letters was shared.

4.7 CALPADS Data

Jennifer Brooksby and Sonya (Hall) Cain shared information regarding the CALPADS file redesign. New codes, language and reports were reviewed. Faucette Micro Systems and CDE will meet on March 23, 2023 to work on these changes. Colton JUSD will pilot this file redesign in the Spring of 2023. Training for DA Users will be scheduled once the pilot has ended. When changes become effective, Ms. Brooksby will send a "cheat sheet" for reference. However, changes may become effective SY 24/25.

4.8 Supporting Inclusive Practices
The culminating event for the Zooming In and Zooming Out on Inclusive Practices event with Katie Novack and Shelley Moore will be at the Dorothy Inghram Learning Center on May 10, 2023. On May 11, 2023 Katie Novack and Shelley Moore will be doing in-district observations. A form to schedule the in-person district visit/observation was provided. Form is to be returned to Ms. Brooksby by March 17, 2023.

4.9 Personnel Data Report
Andrea Tennyson presented an overview of the requirements of the Personnel Data Report. This report is due to EV SELPA on May 26, 2023. Final SELPA certification of this report to CDE is due on June 30, 2023. CDE will offer a webinar on March 26, 2023 to assist with the completion of this report. Link to this webinar was provided.

4.10 SBCSS East Valley Operations
Dr. Wyatt was very pleased by the possible return of funds for districts from the SBCSS fee-for-service program. Dr. Wyatt also noted that although there has been some progress recruiting and hiring paraprofessionals for the programs, EV Ops is still searching for nine paraprofessionals.

Numbers for the potential elementary ED class were received. Dr. Wyatt will discuss the feasibility of this program with the business office. Due to the nature of this program, staffing considerations will have to be discussed at length. Dr. Wyatt will provide more information in the following months.

4.11 Hot Topics
Dr. Homutoff shared directors are not expected to move forward with the alternative pathway to high school diploma. This new pathway is on hold until further notice as new codes are being developed.

Dr. Homutoff reminded the directors the East Valley SELPA staff will be hosting the 2023 ADR Conference at the Riverside Convention Center next week. There will be limited staff at the East Valley SELPA office during this time. 850 attendees are expected for this conference.

Rob Pearson requested information for reporting the physical test in an IEP. Jennifer Brooksby will research best practices on this topic and report back.

Based on the current emergency conditions at the Rim of the World USD, Dr. Homutoff reminded the directors to update the emergency conditions languages in student's IEPs. Timelines are paused by five or more days of school closure. School closures over ten

days or more revert to a state similar to distance learning. Typically, CDE approval for the use of the temporary school closure code in an IEP is required, based on Rim of the World's snow conditions, the use of this code is permissible.

Patti Buchmiller reminded the directors of the need for a shared PCM training calendar. As the end of the school year is quickly approaching, there may be a need to train fewer staff. Shared PCM trainings would be time and cost effective for all districts.

Rob Pearson expressed his gratitude to Dr. Homutoff and Jennifer Brooksby for managing the East Valley SELPA in Dr. Metheny's absence.

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 – April 2023

6.0 ADJOURNMENT: Meeting adjourned at 9:31 am. Next meeting will be held on April 13, 2023.

FINANCE ITEMS

4.1 2023-24 SBCSS EV County Operated Special
    Education Fee-For-Service Budget & Proposed
    Rates

San Bernardino County Superintendent of Schools
East Valley County Operated Special Education Program
2023-24 FFS Budget Summary
April 2023

2023-24 Budget Assumptions

- 4% COLA on salary

- Step and Column included in contracted salaries

- 5% increase on Medical, Dental, Vision and Life

- Employer paid statutory rates as follows:

    - Medicare: 1.45%, SUI: .20%, Workers Comp: 2.63%

    - STRS: 19.10%, PERS: 27.00%, Alt. Retirement: 2.25%

- Indirect Cost Rate: 8.5%

	2023-24 Budget	
Program	**CERT FTE**	**CLASS FTE**
SAI/Self Contained	13.66	18.94
Low Incidence Itinerant	7.75	6.02
1:1 Aides	0.00	10.32
Early Start (includes direct charged Pupil Support & Admin)	7.69	1.41
Allocated Cost (Admin, Facilities, Pupil Support)	3.49	4.76
TOTAL	**32.59**	**41.45**

2023-24 Fee-For-Service Budget	
Total Budgeted Expenditures	$ 10,337,309
Less Budgeted Offsetting Revenue	$ 3,506,508
2023-24 Excess Cost	**$ (6,830,801)**

2023-24 Proposed Fee-For-Service Rates

RATES	SAI	Low Incidence	1:1 Aides
2023-24 Rate	$ 51,590	$ 7,745	$ 64,075
2022-23 Rate	$ 48,906	$ 9,387	$ 59,943

2023-24 Fee-For-Service Estimated Counts

Counts	SAI	Low Incidence	1:1 Aides
2023-24 Count	103	280	12
2022-23 Count	136	204	10

San Bernardino County Superintendent of Schools
East Valley County Operated Special Education Programs
2023-24 Projected Fee For Service Budget
April 2023

				1	2	3	4	5
				SAI SELF-CONTAINED	LOW INCIDENCE ITINERANT DHH, VI, OM	1:1 AIDE SERVICES	EARLY START	TOTAL
				SDC	ITINERANT	1:1 AIDES	No FFS - State /Grant Funded	
1	OBJECT	EXPENSE						
2	1000-1999	Certificated Salaries		1,800,411	775,506	-	989,103	3,565,020
3	2000-2999	Classified Salaries		802,816	285,903	397,034	33,146	1,518,899
4	3000-3999	Employee Benefits		1,330,001	530,103	310,360	389,257	2,559,721
5	4000-4999	Books & Supplies		12,585	6,350	-	4,200	23,135
6	5000-5999	Services & Other Operating Expenditures		60,220	35,394	1,269	11,303	108,186
7	6000-6999	Capital Outlay		-		-	0	0
8								
9		Sub total	$	4,006,033	$ 1,633,256	$ 708,663	1,427,009	7,774,961
10		% of Total		0.71038	0.28962		n/a	1.0000000
11								
12		Allocated Cost		1,163,460	474,341	-	114,712	1,752,513
13		Sub total	$	5,169,492.59	$ 2,107,597.41	$ 708,663.00	$ 1,541,721	$ 9,527,474
14								
15	7300-7380	Indirect Cost - 8.5%		439,407	179,146	60,236	131,046	809,835
16								
17		TOTAL EXPENSE	$	5,608,899	$ 2,286,743	$ 768,899	$ 1,672,767	$ 10,337,309

	Obj	RS	Revenue:	SAI SELF-CONTAINED	LOW INCIDENCE ITINERANT DHH, VI, OM	1:1 AIDE SERVICES	EARLY START	TOTAL
18				SDC	ITINERANT	1:1AIDES	No FFS - State /Grant Funded	
19	8181	3310	Federal Local Assistance	290,041	118,250			408,291
20	8182	3315	Federal Preschool - RS 3315	5,137				5,137
21	8182	3385	Infant Part C				57,745	57,745
22	8311	6510	Infant State Apportionment				1,708,646	1,708,646
23	8590	6515	Infant Discretionary				0	0
24	8677	9285	Parent Infant Program				600	600
25			2023-24 Beginning Balance				1,326,089	1,326,089
26			TOTAL REVENUE:	295,178	118,250	0	3,093,080	3,506,508
27								
28			Excess Cost (revenue minus expense)	$ (5,313,721)	$ (2,168,494)	$ (768,899)	$ 1,420,313	$ (6,830,801)
29								
30			Number of Estimated Services in 2023-24	103	280	12	N/A	
31			2023-24 Proposed Rates	$51,590	$7,745	$64,075	-	
32			2022-23 Rates	$48,906	$9,387	$59,943	N/A	

4/10/2023

4.2 2023-24 SBCSS Student Services Counseling Center

San Bernardino County Superintendent of Schools
Student Services Counseling Center
2023-24 Intensive Therapeutic Services Fee-For-Service

The Student Services Counseling Center (SSCC) offers school-based counseling services to SBCSS enrolled students and their families who are experiencing difficulties and distress with mental health, relationships, school behavior problems, substance use, and/or family difficulties. Our Mental Health Clinical Therapists utilize Evidence Based Practices and work in collaboration with staff, parents, probation, and district personnel to support students in reaching their personal and academic goals. Mental Health Clinical Therapists provide Educationally Related Mental Health Services (ERMHS) as written on Individualized Education Plan (IEP) in addition to a comprehensive assessment and treatment plan which addresses any functional impairment needs above and beyond what is written in in the IEP.

Services include individual, group, family, crisis intervention, conflict resolution and participation in any Child Family Treatment Team Meetings. Mental Health Clinical Therapists are embedded in the school setting and available on campus to provide services and consultation to students and staff. In addition, the students receive prevention and intervention services through the SSCC that include student Suicide Prevention Training, Synergy workshops, Career Days, Human Trafficking Prevention Presentations, Anti-Bullying Presentations, Sexual Harassment Prevention Presentations, Social Skills Training, Social Emotional Learning lessons, and Mental Health and stigma reduction activities.

2023-24 Intensive Therapeutic Services Fee	$4,336

4.3 SEMA-I 2nd Interim MOE Summary Report

2022-23 EAST VALLEY SELPA
SPECIAL EDUCATION MAINTENANCE OF EFFORT (MOE)
MONITORING SUMMARY REPORT- SEMAI (as of 2nd Interim)

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
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)
(Note: State & Local Expense INCLUDES PCRA for SEMAI comparison)	FY 22/23 Projected	COMPARISON YEAR	COMP. YEAR ACTUAL			FY 22/23 Projected	COMPARISON YEAR	COMPARISON ACTUAL	COMP. YEAR ACTUAL			CY Projected Oct-22	COMP. YEAR	
COLTON	41,820,631.62	2021-22	37,691,326.00	4,129,305.62	PASS	15,998.71	2021-22	37,691,326.00	14,569.51	1,429.20	PASS	2,614	2,587	27
REDLANDS	38,475,487.95	2021-22	32,100,789.98	6,374,697.97	PASS	12,308.22	2021-22	32,100,789.98	11,012.28	1,295.94	PASS	3,126	2,915	211
RIALTO	67,397,876.82	2021-22	60,222,040.98	7,175,835.84	PASS	24,348.94	2021-22	44,987,628.41	16,038.37	8,310.57	PASS	2,768	2,805	(37)
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)
YUCAIPA	21,708,198.51	2021-22	18,500,234.84	3,207,963.67	PASS	16,236.50	2021-22	19,018,521.78	14,663.47	1,573.03	PASS	1,337	1,297	40
SBCSS (EV Ops & SELPA)			0.00		FALSE	-		-		0.00	FALSE	290	271	19
CONSORTIUM TOTAL	176,046,396.90		154,862,930.05	21,183,466.85	PASS	16,720.14		139,894,249.44	13,601.77	3,118.37	PASS	10,529	10,285	244

P	Q	R	S	T	U	V	W	X	Y	Z	AA	BB	CC	DD
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)
(Note: State & Local Expense INCLUDES PCRA for SEMAI comparison)	FY 22/23 Projected	COMPARISON YEAR	COMP. YEAR ACTUAL			FY 22/23 Projected	COMPARISON YEAR	COMPARISON ACTUAL	COMP. YEAR ACTUAL			CY Projected Oct-22	COMP. YEAR	
COLTON	24,713,959.00	2021-22	25,468,894.00	(754,935.00)	(FAIL)	9,454.46	2021-22	21,062,348.95	8,141.61	1,312.85	PASS	2,614	2,587	27
REDLANDS	20,900,702.95	2021-22	16,348,114.98	4,552,587.97	PASS	6,686.09	2021-22	17,584,629.24	6,032.46	653.62	PASS	3,126	2,915	211
RIALTO	36,931,673.64	2021-22	39,085,987.14	(2,154,313.50)	(FAIL)	13,342.37	2021-22	32,268,533.24	11,503.93	1,838.43	PASS	2,768	2,805	(37)
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)
YUCAIPA	11,102,594.98	2021-22	11,138,081.70	(35,486.72)	(FAIL)	8,304.11	2021-22	9,951,216.67	7,672.49	631.62	PASS	1,337	1,297	40
SBCSS (EV Ops & SELPA)		2021-22	0.00		FALSE	-	2021-22		0.00	0.00	FALSE	290	271	19
CONSORTIUM TOTAL	97,554,561.57		95,716,242.82	1,838,318.75	PASS	9,265.32		84,041,272.48	8,171.25	1,094.07	PASS	10,529	10,285	244

4.4 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.

4/5/2023

FY 2022-23 FISCAL REPORTING CALENDAR

MARCH 2023

3/9/23   SELPA to present CY (22/23) Regional services Proportionate Share Costs as of 2nd Interim related to OT, MH & PT at Steering/Finance
         SELPA to present 21/22 and 22/23 Out-of-Home Funding and proportionate Share savings distribution

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 <u>fund</u> quarterly reports**

3/30/23   **Districts to submit Alternate Dispute Resolution <u>fund</u> quarterly reports**

3/31/23   SELPA to submit January TPP Service and Certified Invoices to DOR

APRIL 2023

4/3/23   SELPA to provide Low Incidence Inventory Report to districts for review

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 present SEMAI 2nd Interim MOE monitoring/summary report at Steering

4/14/23   SELPA to provide P-2 NPS ADA to districts *District deadline to BAS April 24th

4/14/23   **Districts to return Low Incidence Inventory verification report to SELPA (Elizabeth Coronel)**

4/14/23   **Districts to complete and turn in final requests for Low Incidence materials (non-technological or furniture) purchases for FY 22/23**

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)

4/19/23   SELPA to present 23/24 Operating Budget to Board Budget Ad Hoc

4/28/23   SELPA to submit February TPP Service and Certified Invoices to DOR

MAY 2023

TBD   SELPA to provide District directors MAY count for SBCSS Fee-for-Service for review/verification

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

5/12/23   Districts to provide April PARs and PYR for TPP to SELPA

5/19/23   **Districts Spec Ed Directors to return SBCSS FFS MAY count signed verification forms 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

5/26/23   **Districts must send completed Personnel Data report submitted through CDE software to SELPA**

Subject to change, updated as needed.

FY 2022-23 FISCAL REPORTING CALENDAR

JUNE 2023

6/5/23 - **Districts to turn in any pre-approved Low Incidence reimbursements to SELPA (Elizabeth Coronel)**

6/8/23 - **SELPA to present final FY 22/23 EV County Operated Spec Education FFS average count/fees and Proportionate Share Programs student counts/costs**

6/8/23 - 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 claims with supporting documents**

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*

Subject to change, updated as needed.

PROGRAM ITEMS

4.5 CAPTAIN Overview and Coaching

EVIDENCE-BASED PRACTICES (EBPS) FOR ASD AND COACHING IN THE EV SELPA

Presented to Steering by Program Specialist Courtney Beatty and Program Manager Tracy Schroeder

EAST VALLEY
SELPA
Educating Together

APRIL IS AUTISM ACCEPTANCE MONTH
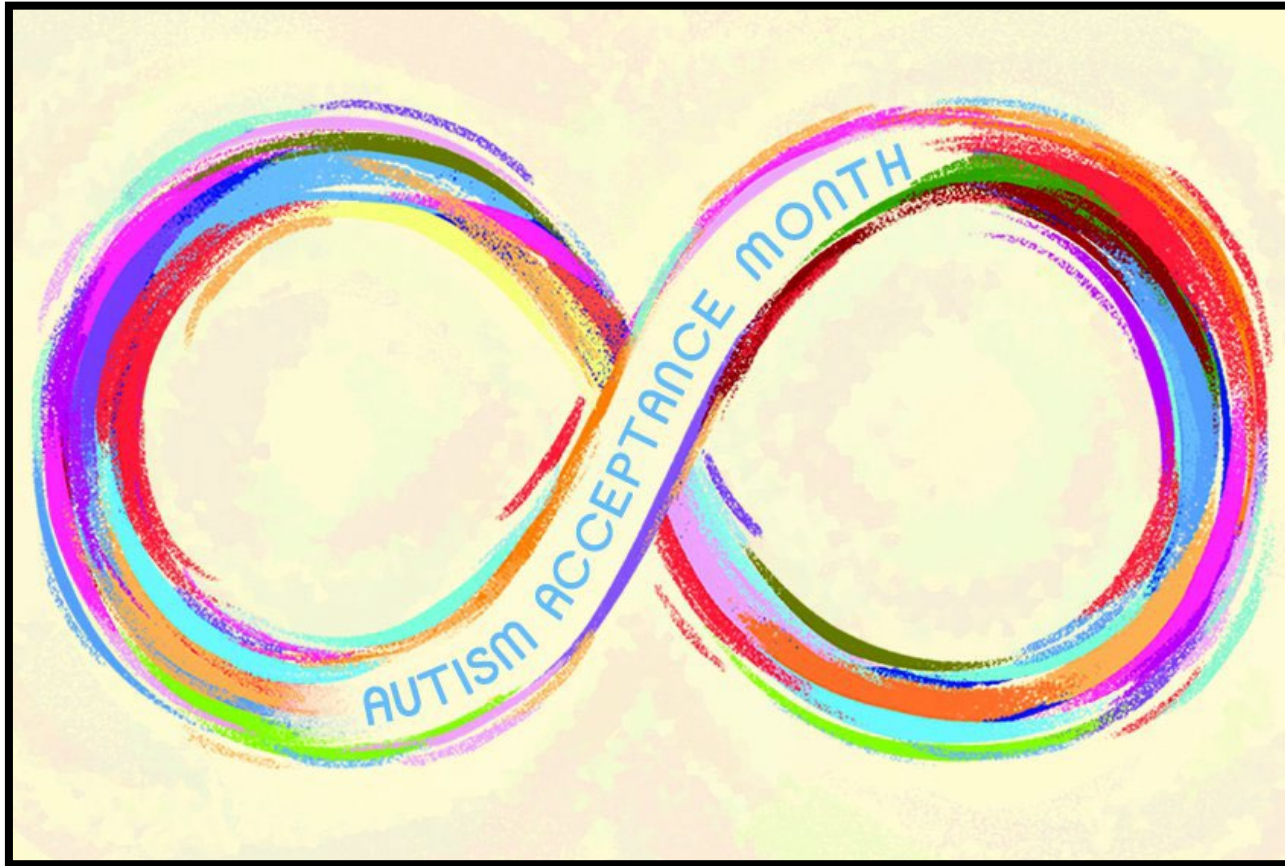
NUMBER OF STUDENTS WITH ASD IN EAST VALLEY SELPA

- According to Web IEP (CALPADS) as of 1-30-2023

District	ASD
Colton	445
Redlands	487
Rialto	451
Rim	60
SBCSS	22
Yucaipa	229

Year	Total Number of Students with ASD
2018	1196
2021	1315
2023	1694

California Students with Autism

English Language Learner	Autism (AUT)
LEP	23,388

1 IN 44 HAVE AUTISM SPECTRUM DISORDER
CDC December 2021

133,199 Students in CA Schools with Autism 2021

Autism is 16.97% of Students with Disabilities Population 2021

Year	Count
2010	69022
2011	75507
2012	82855
2013	89509
2014	96036
2015	102784
2016	110486
2017	118490
2018	126809
2019	125308
2020	127889
2021	133199
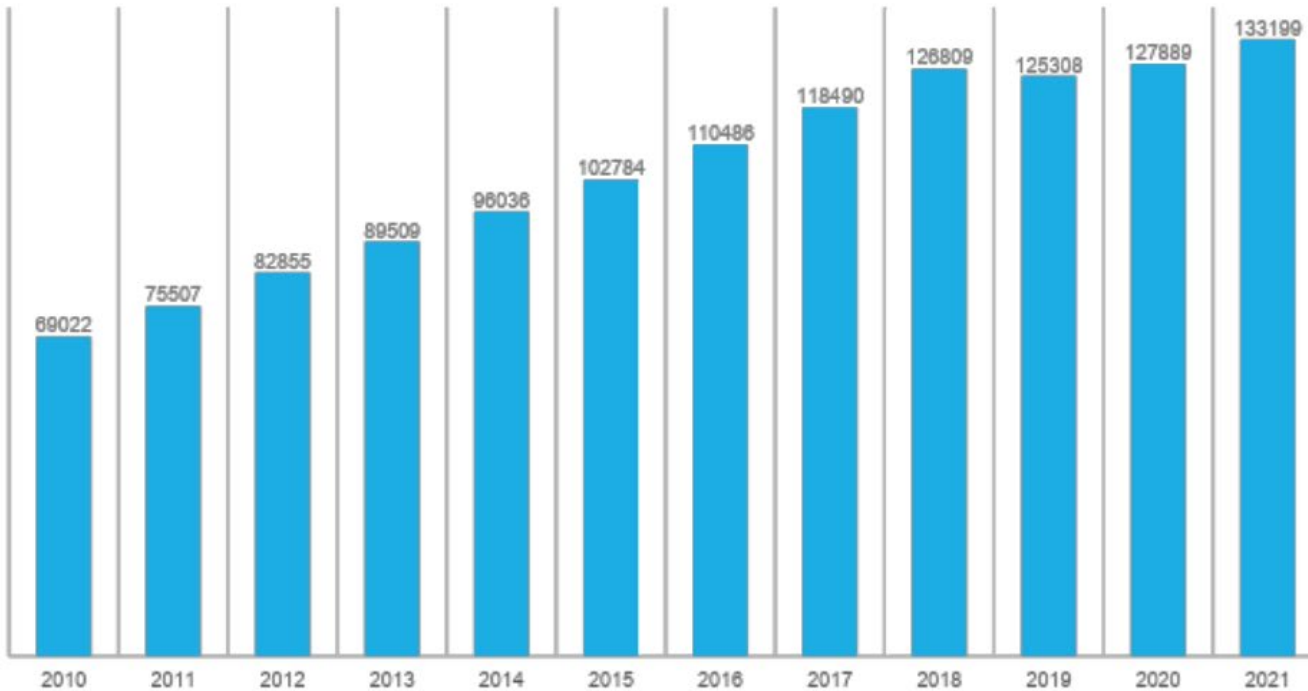
WHAT IS CAPTAIN AND EVIDENCE-BASED PRACTICES (EBPS) FOR ASD?

5
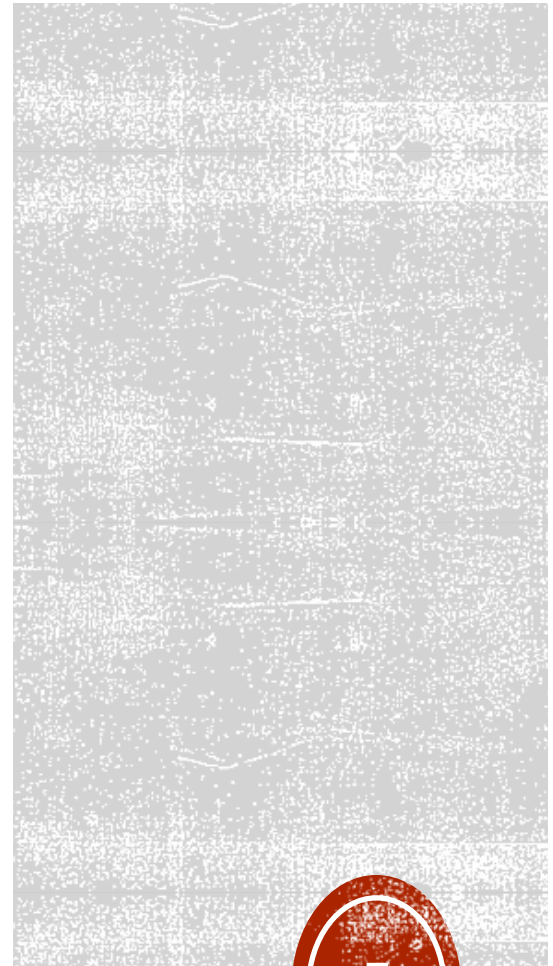
C. A. P. T. A. I. N.

- CAPTAIN or _California Autism Professional Training and Information Network_ is a statewide training and technical assistance network using the principles of implementation science with a focus on evidence-based practices (EBPs) for individuals with Autism.

- Regional collaboratives where stakeholders work on training and EBP use within their own communities.

- CAPTAIN X (Region 10 – Riverside & San Bernardino Counties) is the local group composed of cadre members nominated by SELPAs, Regional centers, and Family Resource/Family Empowerment Centers.

CAPTAIN GOALS

- Goal 1: Increase knowledge of autism and EBPs

- Goal 2: Improve implementation and fidelity of EBPs in schools and communities (families and providers of service)

- Goal 3: Improve interagency collaboration and coordination

Using Evidence-Based Practices

Evidence-based practices (EBP) for individuals with ASD:

* Are practices for which there is scientifically-based research that demonstrates efficacy for children and youth with ASD

* Rely on the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge for intervention and educational activities and program

* Have been shown to be effective with children and youth with ASD

WHY ARE THESE EBPS IMPORTANT?

IDEA: PART B

- Sec. 300.320 Definition of Individualized Education Program

- (4) A statement of the special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the child, or on behalf of the child, and a statement of the program modifications or supports for school personnel that will be provided to enable the child--

- (i) To advance appropriately toward attaining the annual goals;

- (ii) To be involved in and make progress in the general education curriculum in accordance with paragraph (a) (1) of this section, and to participate in extracurricular and other nonacademic activities; and

- (iii) To be educated and participate with other children with disabilities and nondisabled children in the activities described in this section;.....

IDEA: PART C

- Infants and Toddlers with Disabilities Sec. 635. Requirements for Statewide System
- In general- A statewide system described in section 633 shall include, at a minimum, the following components:

- (2) A State policy that is in effect and that ensures that appropriate early intervention services based on scientifically based research, to the extent practicable, are available to all infants and toddlers with disabilities and their families, including Indian infants and toddlers with disabilities and their families residing on a reservation geographically located in the State and infants and toddlers with disabilities who are homeless children and their families.

- Sec. 636. Individualized family Service Plan
- (d) Content of Plan- The individualized family service plan shall be in writing and contain

- (4) a statement of specific early intervention services based on peer-reviewed research, to the extent practicable, necessary to meet the unique needs of the infant or toddler and the family, including the frequency, intensity, and method of delivering services;

CA ED CODE 56345

- (4) A statement of the special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the pupil, or on behalf of the pupil, and a statement of the program modifications or supports for school personnel that will be provided to enable the pupil to do the following:

  - To advance appropriately toward attaining the annual goals.

  - To be involved in and make progress in the general education curriculum in accordance with paragraph (1) and to participate in extracurricular and other nonacademic activities.

  - To be educated and participate with other individuals with exceptional needs and nondisabled pupils in the activities described in this subdivision.

THE NATIONAL PROFESSIONAL DEVELOPMENT CENTER (NPDC) RESEARCH

- 24 evidence-based practices identified in 2010
  - Included studies from 1997-2007

- 27 evidence-based practices identified in 2014-15
  - Included studies from 1990-2011

2020 UPDATE IS HERE

- The National Clearinghouse on Autism Research & Practice updated the NPDC review in 2020
  - Included studies from 1990-2017

- 28 Evidence-based practices are now identified

Get the updated report here!

Evidence-Based Practices for
Children, Youth, and Young Adults with Autism

Jessica R. Steinbrenner, Kara Hume, Samuel L. Odom,
Kristi L. Morin, Sallie W. Nowell, Brianne Tomaszewski,
Susan Szendrey, Nancy S. McIntyre,
Şerife Yücesoy-Özkan, & Melissa N. Savage

The National Clearinghouse on
Autism Evidence & Practice

National Clearinghouse on Autism Evidence
and Practice Review Team

UNC | FRANK PORTER GRAHAM
CHILD DEVELOPMENT INSTITUTE

THE 28 EVIDENCE-BASED PRACTICES — PAGE 1
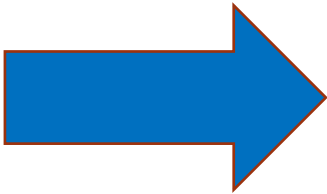
	Evidence-Based Practices for Children, Youth, and Young Adults with Autism National Clearinghouse on Autism Evidence and Practice Review 2020	
	Evidence-Based Practices	**DEFINITION**
ABI	**Antecedent-Based Interventions**	Arrangement of events or circumstances that precede an activity or demand in order to increase the occurrence of a behavior or lead to the reduction of the challenging/interfering behaviors.
AAC	**Augmentative and Alternative Communication**	Interventions using and/or teaching the use of a system of communication that is not verbal/vocal which can be aided (e.g., device, communication book) or unaided (e.g., sign language)
BMI	**Behavioral Momentum Intervention**	The organization of behavior expectations in a sequence in which low probability, or more difficult, responses are embedded in a series of high probability, or less effortful, responses to increase persistence and the occurrence of the low probability responses.
CBIS	**Cognitive Behavioral/ Instructional Strategies**	Instruction on management or control of cognitive processes that lead to changes in behavioral, social, or academic behavior.
DR	**Differential Reinforcement of Alternative, Incompatible, or Other Behavior**	A systematic process that increases desirable behavior or the absence of an undesirable behavior by providing positive consequences for demonstration/non-demonstration of such behavior. These consequences may be provided when the learner is: a) engaging in a specific desired behavior other than the undesirable behavior (DRA), b) engaging in a behavior that is physically impossible to do while exhibiting the undesirable behavior (DRI), or c) not engaging in the undesirable behavior (DRO).
DI	**Direct Instruction**	A systematic approach to teaching using a sequenced instructional package with scripted protocols or lessons. It emphasizes teacher and student dialogue through choral and independent student responses and employs systematic and explicit error corrections to promote mastery and generalization.
DTT	**Discrete Trial Training**	Instructional approach with massed or repeated trials with each trial consisting of the teacher's instruction/presentation, the child's response, a carefully planned consequence, and a pause prior to presenting the next instruction.
EXM	**Exercise and Movement**	Interventions that use physical exertion, specific motor skills/techniques, or mindful movement to target a variety of skills and behaviors.
EXT	**Extinction**	The removal of reinforcing consequences of a challenging behavior in order to reduce the future occurrence of that behavior.
FBA	**Functional Behavioral Assessment**	A systematic way of determining the underlying function or purpose of a behavior so that an effective intervention plan can be developed.
FCT	**Functional Communication Training**	A set of practices that replace a challenging behavior that has a communication function with more appropriate and effective communication behaviors or skills.
MD	**Modeling**	Demonstration of a desired target behavior that results in use of the behavior by the learner and that leads to the acquisition of the target behavior.

THE 28 EVIDENCE-BASED PRACTICES — PAGE 2

MMI	Music-Mediated Intervention	Intervention that incorporates songs, melodic intonation, and/or rhythm to support learning or performance of skills/behaviors. It includes music therapy, as well as other interventions that incorporate music to address target skills.
NI	Naturalistic Intervention	A collection of techniques and strategies that are embedded in typical activities and/or routines in which the learner participates to naturally promote, support, and encourage target skills/behaviors.
PII	Parent-Implemented Intervention	Parent delivery of an intervention to their child that promotes their social communication or other skills or decreases their challenging behavior.
PBII	Peer-Based Instruction and intervention	Intervention in which peers directly promote autistic children's social interactions and/or other individual learning goals, or the teacher/other adult organizes the social context (e.g. play groups, social network groups, recess) and when necessary provides support (e.g. Prompts, reinforcement) to the autistic children and their peer to engage in social interactions.
PP	Prompting	Verbal, gestural, or physical assistance given to learners to support them in acquiring or engaging in a targeted behavior or skill.
R	Reinforcement	The application of a consequence following a learner's use of a response or skills that increases the likelihood that the learner will use the response/skills in the future.
RIR	Response Interruption and Redirection	The introduction of a prompt, comment, or other distractors when an interfering behavior is occurring that is designed to divert the learner's attention away from the interfering behavior and results in its reduction.
SM	Self-Management	Instruction focusing on learners discriminating between appropriate and inappropriate behaviors, accurately monitoring and recording their own behaviors, and rewarding themselves for behaving appropriately.
SI	Sensory Integration	Interventions that target a person's ability to integrate sensory information (visual, auditory, tactile, proprioceptive, and vestibular) from their body and environment in order to respond using organized and adaptive behavior.
SN	Social Narratives	Interventions that describe social situations in order to highlight relevant features of a target behavior or skill and offer examples of appropriate responding.
SST	Social Skills Training	Group or individual instruction designed to teach learners ways to appropriately and successfully participate in their interactions with others.
TA	Task Analysis	A process in which an activity or behavior is divided into small, manageable steps in order to assess and teach the skill. Other practices, such as reinforcement, video modeling, or time delay, are often used to facilitate acquisition of the smaller steps.
TAII	Technology-Aided Intervention and Instruction	Instruction or intervention in which technology is the central feature and the technology is specifically designed or employed to support the learning or performance of a behavior or skill for the learner.
TD	Time Delay	A practice used to systematically fade the use of prompts during instructional activities by using a brief delay between the initial instruction and any additional instructions or prompts.
VM	Video Modeling	A video-recorded demonstration of the targeted behavior or skill shown to the learner to assist learning in or engaging in a desired behavior or skill.
VS	Visual Supports	A visual display that supports the learner engaging in a desired behavior or skills independent of additional prompts.

28 EBPS MATRIX AVAILABLE ON THE CAPTAIN WEBSITE

WWW.CAPTAIN.CA.GOV

The Matrix

THE EBP CHART

Table 3.7 Matrix of evidence-based practices, outcomes, and age categories

Tip: If there is a color in the space, there is evidence!

GREEN ages 15-22

BLUE ages 6-14

YELLOW ages 0-5

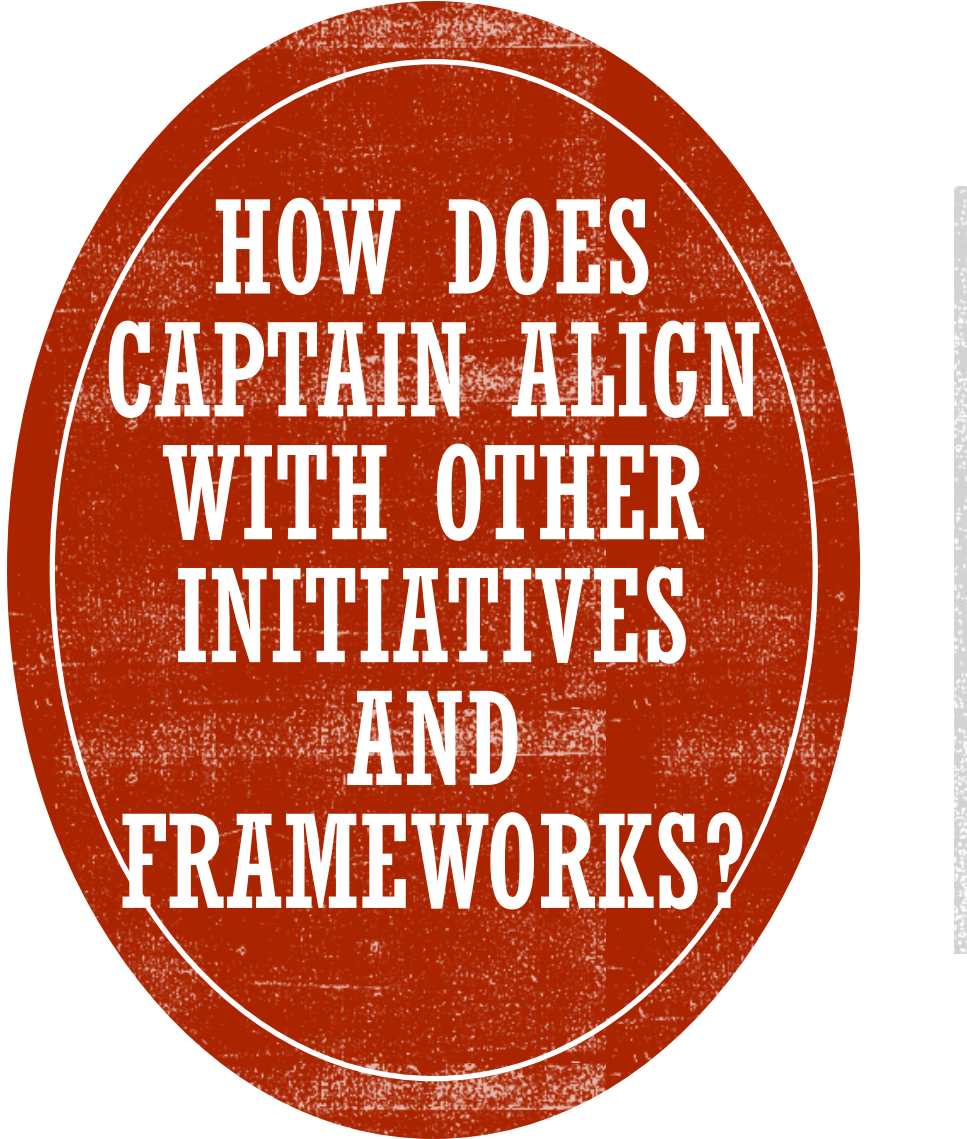Row with 13 domains and age ranges

EBP Column

East Valley SELPA 2023

19

AFIRM MODULES

CLICK HERE FOR WEBSITE

There are 28 free modules to help you learn how to plan for, use, and monitor EBPs for ASD from birth to 22 years of age

HOW DOES CAPTAIN ALIGN WITH OTHER INITIATIVES AND FRAMEWORKS?

EBPS ALIGN WITH PBIS, ESSA, AND UDL

EBPs Are Aligned with These Initiatives, too!

EBPs for ASD in the UDL Guidelines
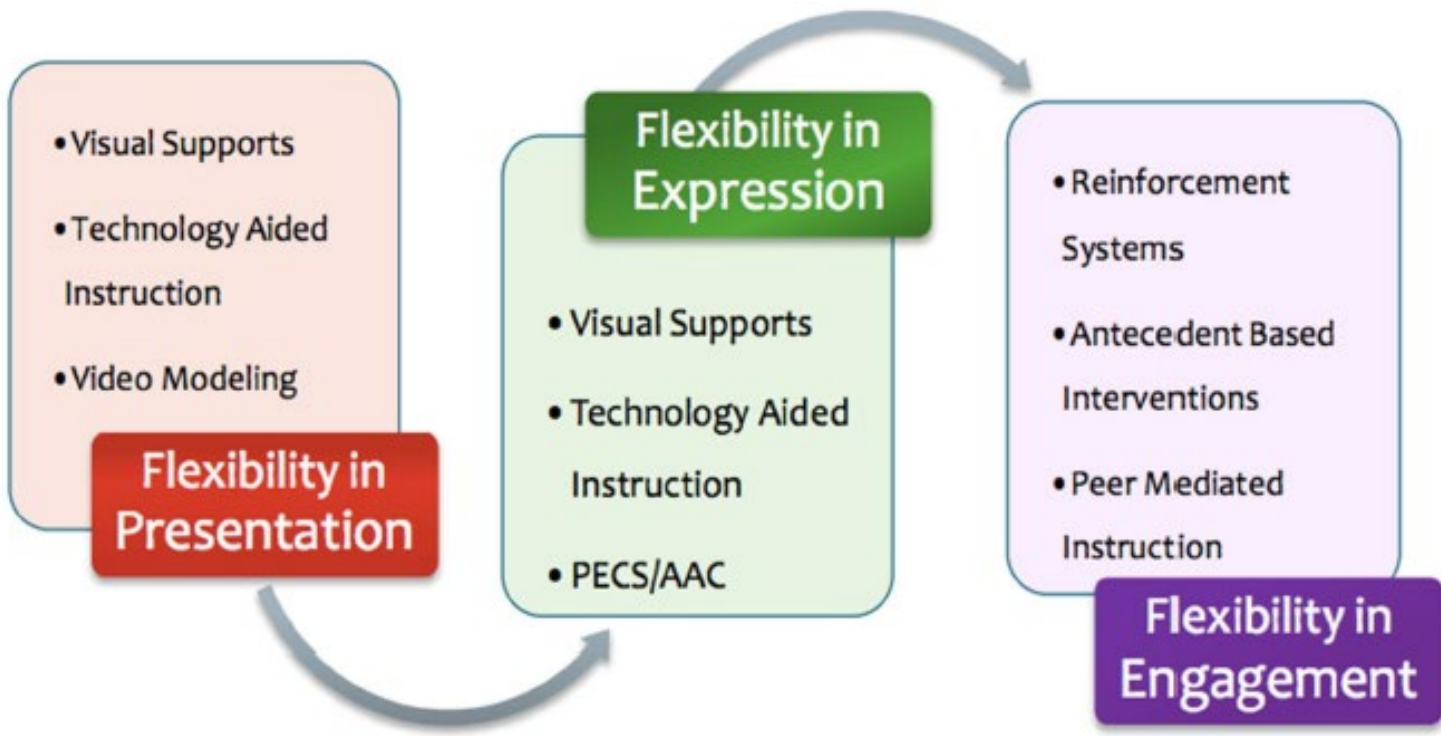
Flexibility in Presentation
- Visual Supports
- Technology Aided Instruction
- Video Modeling

Flexibility in Expression
- Visual Supports
- Technology Aided Instruction
- PECS/AAC

Flexibility in Engagement
- Reinforcement Systems
- Antecedent Based Interventions
- Peer Mediated Instruction
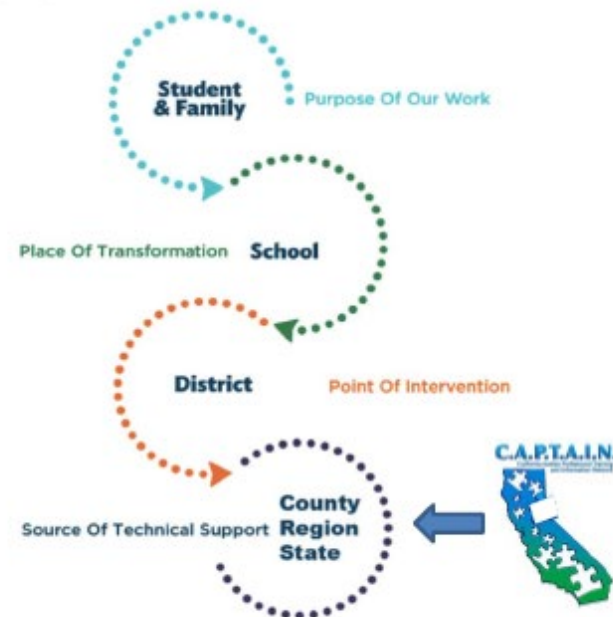
EBPS ALIGN WITH PBIS

CAPTAIN Aligns with PBIS

(Evidence Based Practices for Behavior)

INFOGRAPHIC ON CAPTAIN WEBSITE

www.captain.ca.gov

EBPs for Behavior*	EBPs for ASD*
Effectively design the physical environment of the classroom; maximize structure in classroom.	✓ Antecedent Based Interventions ✓ Visual Supports
Develop and teach predictable classroom routines Post, teach, review, monitor, and reinforce a small number of positively stated expectations.	✓ Visual Supports ✓ Task Analysis ✓ Reinforcement
Use active supervision and proximity. Prompt or remind students of expected behavior	✓ Antecedent Based Interventions ✓ Prompting
Establish a continuum of strategies to acknowledge appropriate behavior.	✓ Reinforcement
Make the problem behavior irrelevant with anticipation and reminders.	✓ Antecedent Based Interventions ✓ Self-Management ✓ Exercise ✓ Cognitive Behavior Intervention
Establish a continuum of strategies to respond to inappropriate behavior.	✓ Differential Reinforcement of Alternative, Incompatible or Other Behavior ✓ Response Interruption/Redirection ✓ Extinction
Help student learn appropriate behaviors	✓ Social Skills Training ✓ Structured Play Group ✓ Functional Communication Training ✓ Discrete Trial Training ✓ Modeling ✓ PECS ✓ Pivotal Response Training ✓ Scripting ✓ Social Narratives ✓ Video Modeling ✓ Parent-Implemented Intervention
Determine the function of the behavior to select a FERB (Functional Equivalent Replacement Behavior)	✓ Functional Behavior Assessment ✓ Functional Communication Training
Expectations and behavioral skills are taught and recognized in the natural context	✓ Naturalistic Instruction ✓ Pivotal Response Training
Provide a range of evidence based practices that promote active engagement in the classroom	✓ Technology-Aided Instruction and Intervention ✓ Peer-Mediated Instruction and Intervention ✓ Antecedent Based Interventions (e.g., Special Interests)

www.captain.ca.gov   England/Schetter

WHAT IS CAPTAIN'S COACHING PROCESS WITHIN EV SELPA?

THE COACHING PROCESS

Each cadre member will coach 1 district staff member each school year in EBP implementation

The staff selected staff member must be approved by the district's special education director and site administrator

The staff member must be allotted time for meetings and trainings

EBP COACHING WITHIN EV SELPA

Requirements for selected staff member:

Attend an "Overview of CAPTAIN" training

Attend a planning meeting with EV SELPA CAPTAIN team members

Complete an Afirm module

Pre-Conference Meeting

Observation

Post-Conference Meeting

PRE-OBSERVATION CONFERENCE

EBP Implementer's Role

- With coach
  Decide on EBP target
  Decide on data recording
  Decide on dates/times for observation and post observation

Coach's Role

- Complete coaching log
- Guide selection of coaching target
- Introduce mastery and maintenance criteria
- Summarize the pre-observation conference
- Negotiate date/times for observation and post observation conference

OBSERVATION

Coach will….

- Be a "fly-on-the-wall" during the observation
- Collect data
- Summarize data
- Complete observation portion of the coaching log
- Provide copy of data to implementer before post-observation conference

Not used for evaluation, just for staff member's educational growth

POST-OBSERVATION CONFERENCE

EBP Implementer's Role

- Review data and data summary
- Make self-evaluative statements based on the data
- Suggest methods to enhance skills
- Negotiate date/time for next pre-observation conference

Coach's Role

- Present data summary/notes
- Solicit self-evaluative statements
- Prompt IP to develop solutions and an action plan
- Provide feedback
- Invite sharing of ideas
- Decide on future plans
- Schedule next pre-observation conference/observation
- Complete coaching log

SELECTING STAFF MEMBERS FOR COACHING

The ideal EBP implementer is someone who…

- is able to implement EBPs consistently in a school setting (teacher, para, TOA, program specialist, etc.)

- is motivated and willing to learn and collaborate

- works in classroom that is stable enough to sustain EBP implementation

EV SELPA EBP IMPLEMENTER RECOMMENDATION FORM

- Fill out an EV SELPA EBP Implementer Recommendation Form and email to Rosalva Contreras

- Email form by May 31st, 2023

- Form must by signed by site principal and special education director

Why Do This Work?

"Children and families cannot benefit from evidence-based practices that they do not get to experience."

Dean Fixsen, Co-Director

NIRN | **NATIONAL IMPLEMENTATION RESEARCH NETWORK**

FRANK PORTER GRAHAM CHILD DEVELOPMENT INSTITUTE

East Valley SELPA 2023
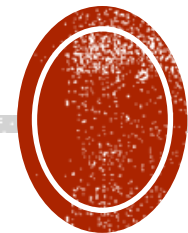
EV SELPA EBP IMPLEMENTER RECOMMENDATION FORM

<u>Directions</u>: To recommend a district staff member for Autism EBP coaching by an EV SELPA CAPTAIN team member please fill out the section below and scan to: Rosalva.Contreras@sbcss.net by May 31st, 2023

Name of EBP Implementer		**District**	
Title of EBP Implementer		**Site**	
Email & phone number of EBP Implementer	Phone: Email:	**Grade level(s)**	
Briefly describe the recommended EBP Implementer's skills and strengths as they relate to improving the outcomes of students with Autism and responding to coaching			

Signature of Site Principal:

_____ **Date: _____**

Signature of Special Education Director:

_____ **Date: _____**

4.6 CDE Annual Requirements

East Valley Special Education Local Plan Area
Board of Directors

NOTICE OF PUBLIC HEARING

The East Valley SELPA Board of Directors hereby give notice that a Public Hearing will be held on the following topic:

Review of East Valley SELPA 2023/24 Annual Service Plan

The documents may be inspected upon request at:

East Valley SELPA, 670 E. Carnegie Drive, San Bernardino, California

Hearing Date:	May 24, 2023
Time:	2:00 p.m.
Location:	Dorothy Inghram Learning Center
	670 E. Carnegie Drive
	San Bernardino, CA 92408

For additional information contact SELPA Chief Administrative Officer Dr. Patty Metheny at (909) 252-4507

Date Posted: April 10, 2023

East Valley Special Education Local Plan Area
Board of Directors

NOTICE OF PUBLIC HEARING

The East Valley SELPA Board of Directors hereby give notice that a Public Hearing will be held on the following topic:

Review of East Valley SELPA 2023/24 Annual Budget Plan

The documents may be inspected upon request at:

East Valley SELPA, 670 E. Carnegie Drive, San Bernardino, California

Hearing Date: May 24, 2023
Time: 2:00 p.m.
Location: Dorothy Inghram Learning Center
                   670 E. Carnegie Drive
                   San Bernardino, CA 92408

For additional information contact SELPA Chief Administrative Officer Dr. Patty Metheny at (909) 252-4507

Date Posted: April 10, 2023

4.7 Compliance and Improvement Monitoring

EV SELPA IEP Compliance Monitoring

Colton Late IEPs as of 4.5.23
Triennials & Annuals 30+ Days

	Initial	Triennial	Annual
3/1/2023	9	26	68
3/9/2023	8	31	90
3/22/2023	10	32	79
4/5/2023	10	40	91

■ 3/1/2023　■ 3/9/2023　■ 3/22/2023　■ 4/5/2023

Redlands Late IEPs as of 4.5.23
Triennials & Annuals 30+ Days

	Initial	Triennial	Annual
3/1/2023	31	19	35
3/9/2023	30	22	53
3/22/2023	24	19	41
4/5/2023	24	19	34

■ 3/1/2023　■ 3/9/2023　■ 3/22/2023　■ 4/5/2023

04.05.23
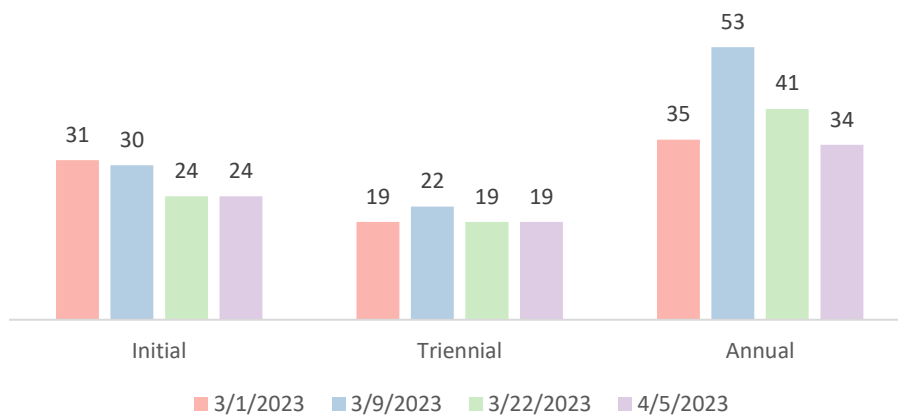
EV SELPA IEP Compliance Monitoring

Rialto Late IEPs as of 4.5.23
Triennials & Annuals 30+ Days

	Initial	Triennial	Annual
3/1/2023	26	83	145
3/9/2023	28	90	155
3/22/2023	10	103	191
4/5/2023	12	91	174

■ 3/1/2023 ■ 3/9/2023 ■ 3/22/2023 ■ 4/5/2023

Rim Late IEPs as of 4.5.23
Triennials & Annuals 30+ Days

	Initial	Triennial	Annual
3/1/2023	46	26	47
3/9/2023	44	26	53
3/22/2023	42	30	46
4/5/2023	41	30	52

■ 3/1/2023 ■ 3/9/2023 ■ 3/22/2023 ■ 4/5/2023

04.05.23
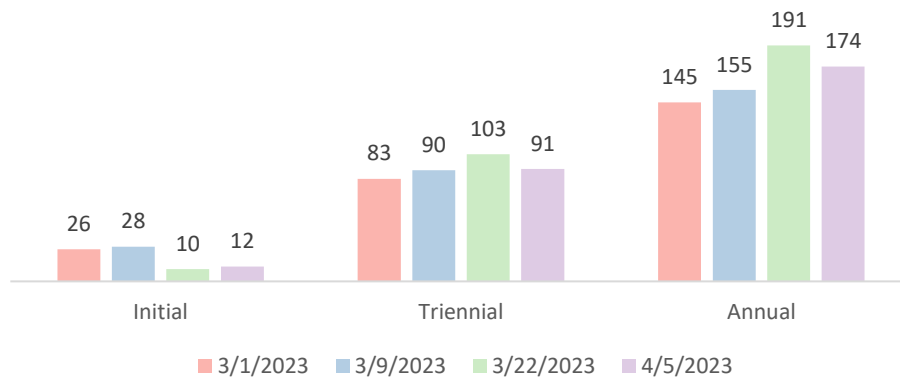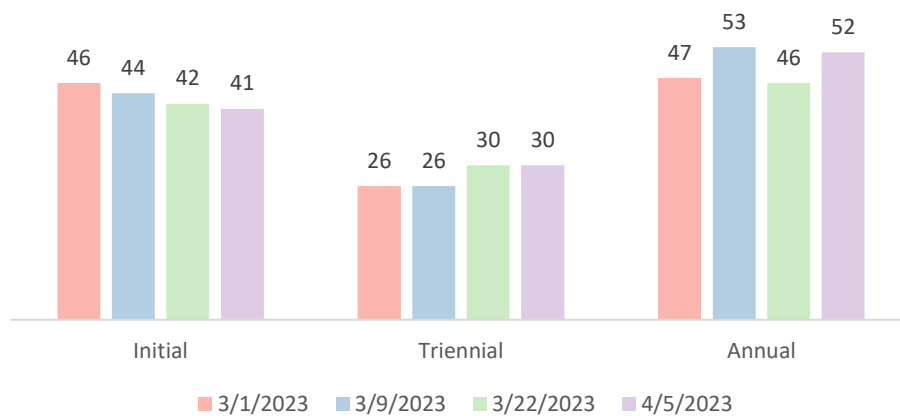
EV SELPA IEP Compliance Monitoring

SBCSS Late IEPs as of 4.5.23
Triennials & Annuals 30+ Days

	Initial	Triennial	Annual
3/1/2023	9	52	82
3/9/2023	7	50	73
3/22/2023	7	52	77
4/5/2023	7	51	79

■ 3/1/2023 ■ 3/9/2023 ■ 3/22/2023 ■ 4/5/2023
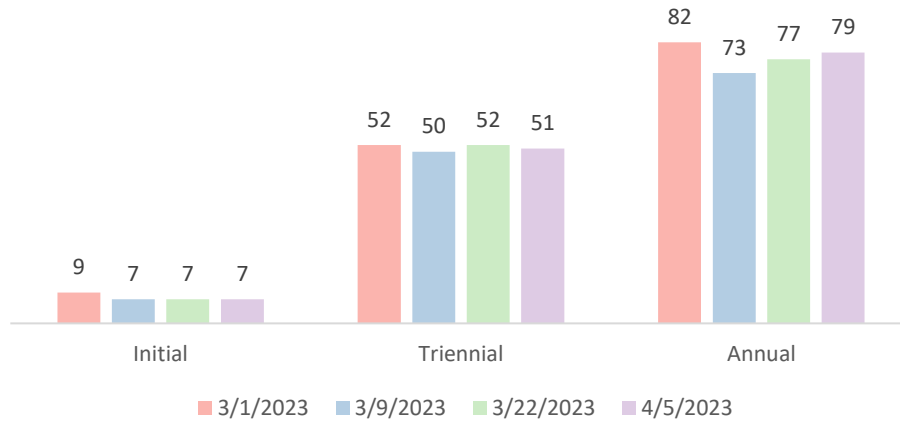
Yucaipa Late IEPs as of 4.5.23
Triennials & Annuals 30+ Days
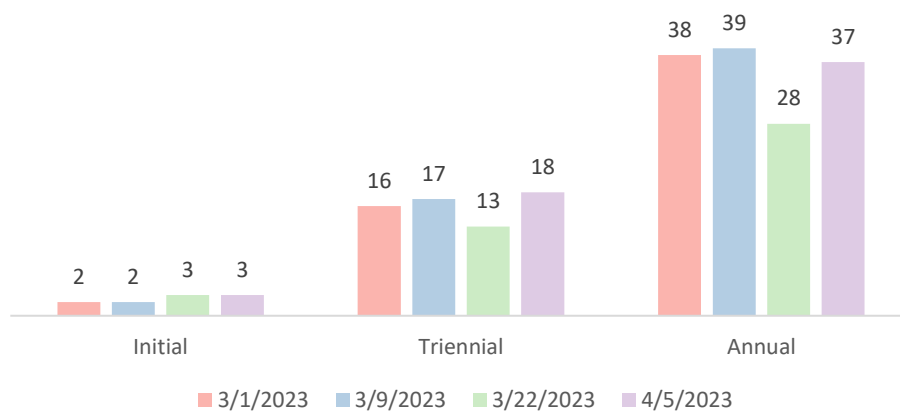
	Initial	Triennial	Annual
3/1/2023	2	16	38
3/9/2023	2	17	39
3/22/2023	3	13	28
4/5/2023	3	18	37

■ 3/1/2023 ■ 3/9/2023 ■ 3/22/2023 ■ 4/5/2023

04.05.23

IEP Compliance Monitoring

EV SELPA districts received Annual Determination Letters indicating Compliance-Only for Late IEPs/Initials or No Improvement. This resource describes the monitoring activities for Compliance-Only and indicates our districts are required to *access* resources on the CAL-TAN website.

Current data indicate patterns that are impacting district compliance. Commonalities of many of the late IEPs (Initials, Triennials, and Annuals) fall into basic categories:

- Delayed parent signature
- Delay in filing to history
- Student has moved
- Student has exited SpEd
- Student transferred in with an out-of-date IEP

Begin by researching students whose IEPs are over 120 days old. These are often the ones where a clerical step can resolve the error. Special care needs to be paid to the 120-day old IEPs since this is where CDE is focusing the compliance monitoring efforts. Develop district systems for obtaining parent consent in a timely manner and motivate case carriers to file IEPs to history. Remember: you may have held the IEP "on-time" but until it is filed to history and submitted to CALPADS it is considered late!

Data Resources:

CALPADS 16.7 Report – Easiest place to find the total number of late annuals and triennials

CALPADS 16.8 Report – All three data points available and drill down to individual students.

Data coming from EV-SELPA is taken from both reports. Late Plan Review and Overdue Eligibility Meeting totals come from 16.7. Exceeded 60-day comes from 16.8. Once you have totals, it is important to analyze for trends and identify specific student issues that can be resolved. The due date for corrections prior to the next CDE data pull is **June 30, 2022**. With CALPADS 16.7 and 16.8 reports in hand, now what?

1) Establish a Data Governance Team and systems to analyze the data
   a. Who are the members of your Data Governance Team?
   b. Who is responsible to run the reports?
   c. Who analyzes the reports?
   d. How is the data communicated to school sites?

2) Identify patterns (e.g. delayed parent consent, filing IEPs to history, CALPADS submissions, transfer students, SpEd exits, etc.)

For PDF directions on how to review and sort your 16.8 files click here. For video tutorials about how to filter your 16.8 files please click the links below.

Late Plan Review (Overdue Annuals) – *video*
Overdue Eligibility Meeting (Overdue Tris) – *video*
Exceeded 60-day (Overdue Initials) – *video*

To easily drill down to individual schools in search of patterns, create a Pivot Table following the link below.

Creating Pivot Tables

For a quick reference to a description of meeting delay codes, click the link below.

Meeting Delay Codes

For a summary of why your 16.8 doesn't match WebIEP, please access the link below.

Why Doesn't My 16.8 Match My IEP System?

ANNUAL DETERMINATION LETTERS: COMPLIANCE

CDE released the Annual Determination Letters on March 14, 2022. Based on the Performance and/or Compliance determination for each LEA, there may be some next steps for the LEA to take. In the area of Performance Monitoring, an LEA can be identified as Targeted, Intensive or Significantly Disproportionate. An LEA can be identified for Compliance Monitoring as: Any Late IEPs/Initials, Late IEPs/Initials or No Improvement, or Late IEPs/Initials and No Improvement. Please refer to the Annual Determination Letter summary for information on the performance monitoring information.

At this time, it is believed that an LEA identified in the area of Performance Monitoring would also need to address Compliance Monitoring, if they are identified for Compliance Monitoring. Some LEAs may only be identified in the area of Compliance, and would only need to conduct the Compliance activities with their associated level.

To assist LEAs with the Compliance Monitoring, CDE has identified four SELPAs to assist LEAs throughout the state: East County SELPA, Fresno County SELPA, Humboldt-Del Norte SELPA, and Riverside County SELPA.

ANY LATE IEPS/INITIALS

"ANY"

An LEA identified as ANY Late IEPs/Initials will need to review their Special Education Data System (SEDS) data and most importantly their CALPADS data to ensure IEPs and Initials are held in a timely manner by June 30, 2022.
These LEAs can access technical assistance resources. Resources can be found here, but will be posted on the CAL-TAN website in the near future.

LATE IEPS/INITIALS OR NO IMPROVEMENT

"OR"

An LEA identified as Late IEPs/Initials **OR** No Improvement will need to review their SEDS data and their CALPADS data to ensure IEPs and Initials are held in a timely manner by June 30, 2022. These LEAs should also target any meetings that are 120 or more days overdue to ensure these are held.
These LEAs need to *access* technical assistance resources which can be found here, but will be posted on the CAL-TAN website in the near future. Optional data coaching can be accessed through East County SELPA's ITSA grant.

LATE IEPS/INITIALS AND NO IMPROVEMENT

"AND"

An LEA identified as Late IEPs/Initials **AND** No Improvement will need to review their SEDS data and their CALPADS data to ensure IEPs and Initials are held in a timely manner by June 30, 2022. These LEAs should also target any meetings that are 120 or more days overdue to ensure these are held. Like those in the "OR" category, they can access all of the technical assistance resource, but these are LEAs are also required to receive technical assistance through the ITSA grantees. LEAs should register for this technical assistance here.

CDE MONITORING INFORMATION:

Targeted 2: https://www.cde.ca.gov/sp/se/qa/targetedlevel2.asp
Targeted 3: https://www.cde.ca.gov/sp/se/qa/targetedlevel3.asp
Intensive 1: https://www.cde.ca.gov/sp/se/qa/intensivelevel1.asp
Intensive 2: https://www.cde.ca.gov/sp/se/qa/intensivelevel2.asp
Intensive 3: https://www.cde.ca.gov/sp/se/qa/intensivelevel3.asp

TECHNICAL ASSISTANCE RESOURCES:

Significant Disproportionality: https://www.cde.ca.gov/sp/se/qa/sigdisp.asp
Equity, Disproportionality & Design: https://equityanddesign.com/
System Improvement Leads: https://systemimprovement.org/
SPP TAP: http://www.spptap.org/
CAL-TAN: www.caltan.info
East County ITSA: www.sdcoe.net/EastCountySELPA

Reviewing Accountability and Monitoring Report
16.8

Navigation menu (left sidebar):

- Home
- Online Maintenance
- Upload / View Submissions
- Certification Status
- Reports
  - Submission Reports
  - ODS Reports
  - Snapshot Reports
  - County/Authorizing LEA Reports
  - Accountability/Monitoring Reports
  - SELPA Reports
- Extracts
- Admin

Breadcrumb: Home > Reports > Accountability and Monitoring Reports

Accountability and Monitoring Rep

Cohort Outcome

| 15.1 | Count and Rates |
| 15.2 | Student Details |

Monitoring

| 16.7 | Students with Disabilities - Monitoring Counts |
| 16.8 | Students with Disabilities - Monitoring Student List |

At this time, these reports can only be seen when you are in your LEA view, not the SELPA level.

16.7 is good for a quick overview, but 16.8 will give you the detail needed to address monitoring issues.

Academic Year	2020-2021						View Report
As of Month:	October	As of Day:	23	LEA:	Cajon Valley Union		
Gender	F,M,X	Grade	01-First Grade,02-Second Grade	Ethnicity/Race:	Hispanic,Am Indian/Alskn Nat,As		
Primary Disability Category Code:	200-None,210-Intellectual Disab	Education Plan Type:	100-Individualized Education Pro	Monitoring Category:	IEP OnTime/Goals Populated,La		
English Language Acquisition Status:	ADEL-Adult English Learner,EL-E	Socio-economically Disadvantaged:	Y,N	Title I Part C Migrant:	Y,N		
Homeless:	Y,N	Foster Youth:	Y,N	Student Age:	3,4,5,6,7,8,9,10,11		
User Comments:							

Choose your filters. (Remember for LEAs who serve infants, you'll need to adjust the Grade and Student Age). You can also filter to see only those that are in the Noncompliant Monitoring Category. This will make it easier to review the targeted areas.

Ethnicity/Race:	Hispanic,Am Indian/Alskn Nat,As	∨
Monitoring Category:	IEP OnTime/Goals Populated,La	∨
Title I Part C Migrant:	☐ (Select All)	∨
	☐ IEP OnTime/Goals Populated	
Student Age:	☑ Late Annual Meeting	
	☑ Late Triennial Meeting	∨
	☑ Missing Transition Goals	
	☑ Exceeded 60-day Timeline	

SELPA Code	SELPA Name	District of Special Education Accountability	SSID
3314	Temecula Valley Unified	3375192	
3704	South County	3768023	
		6119119	
		6119119	
		3768395	
		6119119	
		3768023	
		3768023	
		3768023	
		3768031	
		6119119	
3712	San Diego Unified	3768338	
		3768338	
		3768338	
		3768338	
		3768338	
		3768338	
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		3768338	

You may see other SELPAs and DSEAs listed on 16.8.

CALPADS has shared that this is based on the last LEA that is tied to that last annual or triennial transaction in CALPADS.

First check to ensure that this student has a transfer transaction to identify your LEA as the DSEA.

If you look in the student record in CALPADS in the Special Education Container the DSEA it may be updated to your LEA, but it may still show up as a different DSEA based on the report logic.

If you have questions about the DSEAs being accurate, use the DSEA Extract from CALPADS to review that data.

Note: This view is of the report in CALPADS before it is downloaded as a CSV.

After you've run the report, you will get the report, for smaller districts, you may be able to just review the data in CALPADS. For a little bit larger districts, you may want to download as an CSV. To download the file click on the disk icon and choose CSV as your format. You will then be able to open the file from wherever your downloads appear.

16.8 Exceeded 60-Day Timeline

Filter the Monitoring Category column to show only the Exceeded 60-day Timeline column.

With the Monitoring Category still showing just those that Exceeded the 60-day timeline, also filter the SPED Meeting Date column to show only blanks. This will show the meetings that have yet to be held (or they may have been held but their Meeting Type 10 transaction has not been uploaded to CALPADS).

Check to make sure these meetings have been held and upload the transactions.

Clear the filter for the SPED Meeting Date column. With the filter still on in the Monitoring Category to show only those that "Exceeded 60-day timeline", go to the Meeting Delay Code column, filter to show "(Blanks)".

These are late meetings that need to have a delay code entered.

Also, filter for "90" delay codes. These are ones that are being reported as late without cause. Confirm this is accurate as this is noncompliant.

Once the new Initial IEP (Meeting Type 10) transaction is uploaded, they typically still show as "Exceeding 60-day timeline".

16.8 Late Annual

Filter the Monitoring Category column and select the "Late Annual Meeting", this will show the late annuals.

1. In the SPED Meeting Date column, check the filters. You can see the dates of the last meeting dates. For any that are later than 2020, these are ones that you will want to pay special attention to. Typically, this is as a result of not have a "transfer transaction" uploaded into CALPADS. You may want to filter to just show the older years at first to prioritize these.

2. Another way to look at the data, is with the filters still on, go to the Elapsed Days column, and sort by Descending order. This will show the most overdue Annual IEPs that need to be addressed.

Elapsed Days are calculated based on the number of days since the last Annual. It takes the date the report was run, minus the date the meeting was held and then to calculate the number of days overdue, subtracting 365.

Once the new meeting transaction has been uploaded, they should no longer show up as a Late Annual Meeting.

16.8 Late Triennial

Filter the Monitoring Category column and select the "Late Triennial Meeting", this will show the late triennial evaluations.

O	P	Q	R	S
SPEDMeetin gDate	MeetingDel ayCode	SPEDMeetin gTypeCod	EducationPl anAmendm entDate	SPED gAm ntId
9/26/16				
10/12/16				
10/18/16				
10/27/16				
11/2/16				
11/9/16				
11/15/16				
11/16/16				
12/14/16				
1/12/17				
1/13/17				
1/17/17				
1/20/17				
1/25/17				
1/31/17				
2/1/17				
2/16/17				
2/21/17				
2/24/17				
3/1/17				
3/2/17				
3/3/17				

SPEDMeetingDate

Sort

A→Z Ascending   Z→A Descending

By color: None

Filter

By color: None

Choose One

🔍 Search

☑ (Select All)
> ☑ 2018
> ☑ 2017
> ☑ 2016

K	L	M	N	O	P	Q
MonitoringCategory	ElapsedDay s	SPEDReferr alDate	InitialEvalPa rentalConse ntDate	SPEDMeetin gDate	MeetingDel ay	SPEDM gTypeC
Late Triennial Meeting	511					
Late Triennial Meeting	495					
Late Triennial Meeting	489					
Late Triennial Meeting	480					
Late Triennial Meeting	474					
Late Triennial Meeting	467					
Late Triennial Meeting	461					
Late Triennial Meeting	460					
Late Triennial Meeting	432					
Late Triennial Meeting	403					
Late Triennial Meeting	402					
Late Triennial Meeting	398					
Late Triennial Meeting	395					
Late Triennial Meeting	390					
Late Triennial Meeting	384					
Late Triennial Meeting	383					
Late Triennial Meeting	368					
Late Triennial Meeting	363					
Late Triennial Meeting	360					
Late Triennial Meeting	355					
Late Triennial Meeting	354					
Late Triennial Meeting	353					
Late Triennial Meeting	350					

ElapsedDays

Sort

A→Z Ascending   Z→A Descending

By color: None

Filter

By color: None

Choose One

🔍 Search

☑ (Select All)
☑ 3
☑ 4
☑ 6
☑ 11
☑ 12
☑ 21

Clear Filter

1. In the SPED Meeting Date column, check the filters. You can see the dates of the last meeting dates. For any that are later than 2018, these are ones that you will want to pay special attention to. You may want to filter to just show the older years at first to prioritize these.

2. Another way to look at the data, is with the filters still on, go to the Elapsed Days column, and sort by Descending order. This will show the most overdue Triennial IEPs that need to be addressed.

Elapsed Days are calculated based on the number of days since the last Triennial. It takes the date the report was run, minus the date the meeting was held and then to calculate the number of days overdue, subtracting 1095.

Once the new meeting transaction has been uploaded, they should no longer show up as a Late Triennial Meeting.

Pivot Data Directions- for your 16.8 data

When your CSV file is open in Excel, Click on Insert Pivot Table
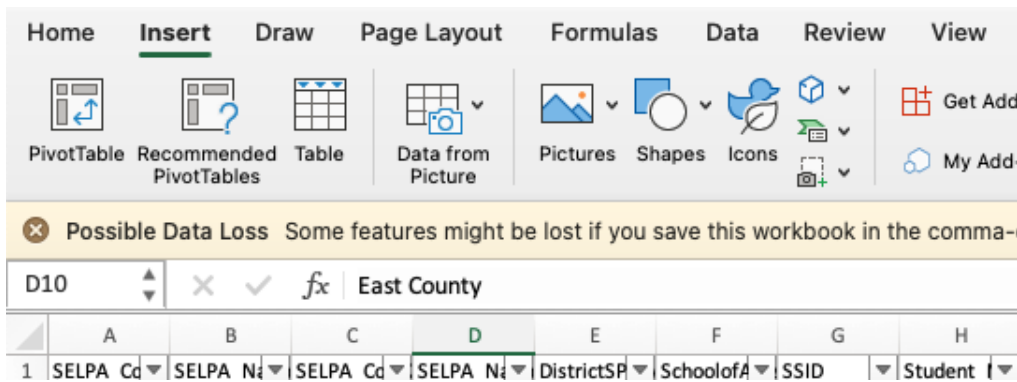
Make sure you click on any data cell
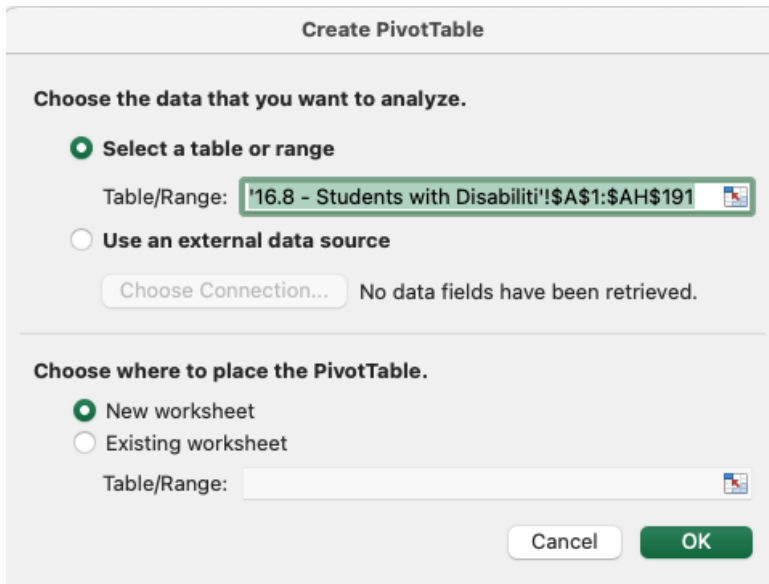
When the Pivot table is open, all of the headers will be in the field name section. You can choose how you want to sort the data.
For this example, choose the SSID in the value section by dragging it to that section. (Make sure it shows as count and not as sum)

This example below also has the School of attendance and Monitoring category placed in the rows.

Once you have chosen what data you want to display, you see your pivot table as shown below. If you click on the numbers on the left and side, it will open up the details about the students that data represents.

bels	Count of SSID
349	**26**
ceeded 60-day Timeline	23
te Eligibility Evaluation Meeting	2
te Plan Review Meeting	1
356	**27**
ceeded 60-day Timeline	21
te Eligibility Evaluation Meeting	5
te Plan Review Meeting	1
364	**13**
ceeded 60-day Timeline	11
te Eligibility Evaluation Meeting	1
te Plan Review Meeting	1
372	**9**
ceeded 60-day Timeline	8
te Plan Review Meeting	1
380	**15**
ceeded 60-day Timeline	13
te Eligibility Evaluation Meeting	2
406	**35**
ceeded 60-day Timeline	33
te Plan Review Meeting	2
159	**23**
ceeded 60-day Timeline	22
te Plan Review Meeting	1
153	**22**
ceeded 60-day Timeline	16
te Eligibility Evaluation Meeting	4
te Plan Review Meeting	2
161	**19**
ceeded 60-day Timeline	16
te Eligibility Evaluation Meeting	2
te Plan Review Meeting	1
041	**1**
ceeded 60-day Timeline	1
`otal	**190**

Here is another example of some drill down data that you can disaggregate.
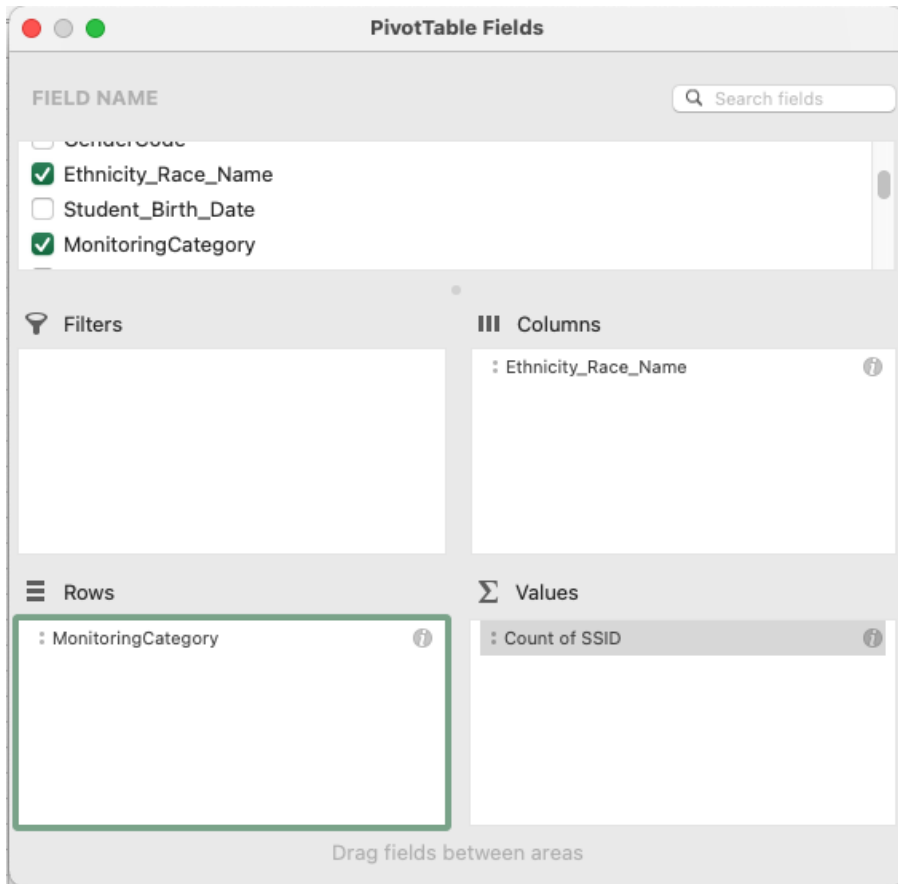
Row Labels	Asian	Black/African Am	Filipino	Hispanic	Multiple	White	Grand Total
Exceeded 60-day Timeline	1	2	2	57	19	83	164
Late Eligibility Evaluation Meeting				3	4	9	16
Late Plan Review Meeting				3		7	10
Grand Total	1	2	2	63	23	99	190

Sped Meeting Type	Special Education Meeting Type Name	Meeting Delay	Meeting Delay Name	Code Set Definition
			Combo Code Set* *This information is from the CALPADS Combo Code Set document.	**Code Set Definition*** *This information is from the CALPADS Code Set documents.
10	Part B Initial Evaluation Meeting	10	Parent Refused To Consent	The meeting was delayed because the parent refused to consent.
		20	Parent Did Not Make Child Available	The meeting was delayed because the parent did not make child available.
		40	School Break	The meeting was delayed because of an official school break of more than five days.
		50	Transfer	The meeting was delayed because the student transferred out of the school before the meeting occurred.
		60	School Emergency	The meeting was delayed due to circumstances beyond the staff's control such as a natural disaster (flood, earthquake), or other emergency situations where the students and staff must be evacuated.
		70	Student Emergency	The meeting was delayed because of hospitalization, parent incarceration, house burned down, or other emergencies involving the student that are not identified in other reasons for the delayed meeting.
		75	Temporary School Closure	The meeting was delayed due to the temporary closure of the school for reasons such as emergency maintenance or repairs.

		80	Due Process / Settlement Agreement	The meeting was delayed due to legal proceedings involving the child, the LEA, and or parents.
		85	Did not pass hearing and/or vision screening	The meeting was delayed because the student did not pass their hearing and/or vision screening.
		90	Late Without Cause	
15	Part C Initial Evaluation Meeting	20	Parent Did Not Make Child Available	The meeting was delayed because of an official school break of more than five days.
		60	School Emergency	The meeting was delayed due to circumstances beyond the staff's control such as a natural disaster (flood, earthquake), or other emergency situations where the students and staff must be evacuated.
		70	Student Emergency	The meeting was delayed because of hospitalization, parent incarceration, house burned down, or other emergencies involving the student that are not identified in other reasons for the delayed meeting.
		75	Temporary School Closure	The meeting was delayed due to the temporary closure of the school for reasons such as emergency maintenance or repairs.
		80	Due Process / Settlement Agreement	The meeting was delayed due to legal proceedings involving the child, the LEA, and or parents.
		85	Did not pass hearing and/or vision screening	The meeting was delayed because the student did not pass their hearing and/or vision screening.
		90	Late Without Cause	

20	Plan Review Meeting	30	Parent Contacted - Did Not Attend	The meeting was delayed because the parent, even though contacted, did not attend.
		50	Transfer	The meeting was delayed because the student transferred out of the school before the meeting occurred.
		60	School Emergency	The meeting was delayed due to circumstances beyond the staff's control such as a natural disaster (flood, earthquake), or other emergency situations where the students and staff must be evacuated.
		70	Student Emergency	The meeting was delayed because of hospitalization, parent incarceration, house burned down, or other emergencies involving the student that are not identified in other reasons for the delayed meeting.
		75	Temporary School Closure	The meeting was delayed due to the temporary closure of the school for reasons such as emergency maintenance or repairs.
		80	Due Process / Settlement Agreement	The meeting was delayed due to legal proceedings involving the child, the LEA, and or parents.
		90	Late Without Cause	
30 And 40	Pending Initial Evaluation And Eligibility Evaluation Meeting	10	Parent Refused To Consent	The meeting was delayed because the parent refused to consent.
		20	Parent Did Not Make Child Available	The meeting was delayed because the parent did not make child available.
		40	School Break	The meeting was delayed because of an official school break of more than five days.
		50	Transfer	The meeting was delayed because the student

				transferred out of the school before the meeting occurred.
		60	School Emergency	The meeting was delayed due to circumstances beyond the staff's control such as a natural disaster (flood, earthquake), or other emergency situations where the students and staff must be evacuated.
		70	Student Emergency	The meeting was delayed because of hospitalization, parent incarceration, house burned down, or other emergencies involving the student that are not identified in other reasons for the delayed meeting.
		75	Temporary School Closure	The meeting was delayed due to the temporary closure of the school for reasons such as emergency maintenance or repairs.
		80	Due Process / Settlement Agreement	The meeting was delayed due to legal proceedings involving the child, the LEA, and or parents.
		85	Did not pass hearing and/or vision screening	The meeting was delayed because the student did not pass their hearing and/or vision screening.
		90	Late Without Cause	

WHY DOESN'T MY 16.8 MATCH MY IEP SYSTEM?

As CDE continues to monitor the overdue annuals and initials, the best way for an LEA to review this data is to look at the CALPADS Accountability and Monitoring Report 16.8. As you are looking at 16.8, here are some things to keep in mind as to why this data does not align with data in your IEP system (Special Education Data System "SEDS").

EXIT REASON

Some students were exited with an enrollment Student Exit Reason as "E155". If the student was anticipated to return (E155), but didn't, update the Student Exit Reason on the SENR record.

SEDS ALERTS

Some IEP system alerts are generated by the Case Manager entering a "Next" date to denote when the next annual or triennial is due. Although that date may be entered, there may not have been an Annual or Triennial, so the alert isn't aware a meeting actually wasn't submitted.

MOVED IN

The student may have moved in to the new LEA and has not yet done a "transfer transaction" or adopted the transaction. Remember Meeting Type 20s and 40s may both need to be adopted.

MOVED OUT

The student may have moved out of the LEA, but the new LEA has not done the "transfer transaction" so the overdue is still showing on your 16.8 as CALPADS still thinks you are the DSEA.

UPLOADS

Meetings may have been held, but the transaction may be pending upload. Make sure to upload transactions.

TRANSACTIONS

Within your IEP system, you may need to affirm or lock meetings in order for your SEDS to create a transaction. Check within your SEDS system for any meetings where transactions haven't been created.

ADDITIONAL SUPPORT

For additional support in reviewing 16.8, see these links:
Exceeding 60 Day Timeline
Overdue Eligibility Evaluation
Late Plan Review

Compliance & Improvement Monitoring

2023

Special Education Division

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

What is the CIM Process?

Year 1

Step 1 Gather and Inquiry
- What is occurring?

Step 2- Investigate
- Why is this happening?

Step 3-Plan
- How can we address it?

Year 2

Year 3

Step 4- Implementation
- How is it going?
- Are we meeting expectations set forth in the plan

Implementation updates with CDE

Review local data

Update Plan

The 2023 Monitoring Year

Just starting CIM

March	March-June	July-September	October-November
Annual Determination Letter	CIM Step 1	CIM Step 2	CIM Step 3
	Gather and Inquire	Investigate	Plan
Instructional Webinars			November 1 Plans due

Continuing with CIM

March	March-June	July-September	October-December
Annual Determination Letter	Connecting with TA providers	Updating implementation with CDE	Review initial implementation data
		Measure milestones	

Annual Determination Letter

- Distributed to Superintendents on March 20th
- Includes Information on 4 Required Areas
  - Annual Determination (Lag Year)
  - Monitoring Tier and Level for 2023
  - Timeline Compliance
  - Official Significant Disproportionality
- Small LEAs did not receive an Annual Determination Letter this year unless they were Disproportionate or Significantly Disproportionate.

How to Read the Annual Determination Letter

How to Read the Annual Determination Letter

Annual Determination are lag year and based on activities from 2022

Categories are:
- Meet requirements
- Needs assistance
- Needs Intervention
- Needs Substantial Intervention

CALIFORNIA DEPARTMENT OF EDUCATION

TONY THURMOND
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

1430 N STREET, SACRAMENTO, CA 95814-5901 • 916-319-0800 • WWW.CDE.CA.GOV

March 20, 2023

FirstName LastName, Job Title
Company
Address
City, State ZipCode

Subject: Notification of 2022 Annual Determination Pursuant to the Individuals with Disabilities Education Act and Selection for 2023 Compliance and Improvement Monitoring Activities including Identification of Significant Disproportionality

Dear <<Title>> <<LastName>> :

The California Department of Education's (CDE) Special Education Division is providing this notification in accordance with the Individuals with Disabilities Education Act (IDEA), Section 616(e) and Title 34, *Code of Federal Regulations* (*CFR*) sections 300.600–604, and 34 *CFR* sections 300.646–300.647. The following will be addressed in this notification:

- 2022 Annual Determination under IDEA Part B
- Selection for 2023 Monitoring
- Official Significant Disproportionality Determination for the 2023–24 Budget Year

2022 Annual Determination under IDEA Part B

In accordance with IDEA Section 616(e) and 34 *CFR* Sections 300.600–300.604, the CDE is required to make an annual determination on the performance of each local educational agency (LEA). The CDE reviews LEA compliance, disproportionality and performance data related to the implementation of IDEA requirements. As a result, every LEA receives one of four possible annual determinations, as follows: Meets Requirements, Needs Assistance, Needs Intervention, or Needs Substantial Intervention.

The determination for **LEA Name** is **2022 Annual Determination** in meeting the requirements of the IDEA, Part B, for the 2021–22 school year. If the LEA did not meet requirements, the LEA will be monitored by the CDE in the 2023 Monitoring Year, described in greater detail below.

How to Read the Annual Determination Letter

How to Read the Annual Determination Letter

March 20, 2023
Page 3

Compliance and Timeliness Issues

As a factor for identification and selection for monitoring reflected above, CDE assesses an LEA in several key timelines areas. Related to an LEA's timeliness in individualized education programs (IEPs) and holding initial assessments, CDE compares previous school year to current school year student-level data to assess if an LEA fell into one of three areas of timeliness concern.

- Any Late IEPs/Initial Assessments: LEAs that have any overdue IEPs or assessments will need to review their local data systems to work to schedule the necessary IEPs, where applicable. The CDE will review the data again based on the End of Year Certified CALPADS submission. CDE expects the LEA to review any and all noncompliance within their local system and correct any noncompliance before the end of year for CALPADS. Any outstanding noncompliance will be considered overdue and your Focused Monitoring Technical Assistance consultant will work with you to correct noncompliance in accordance with 34 *CFR* section 300.600(e).

- Late IEPs/Initial Assessments or No Improvement: LEAs who have students waiting longer than 120 days past the deadline for IEPs and assessments or have not made progress to reduce the number of students waiting on IEPs or assessments since TBD will need to review their local data, access technical assistance resources provided by SELPAs to support LEAs, and hold the overdue IEP meeting. During that meeting, the IEP Team should consider comprehensive education.

- Late IEPs/Initials Assessments **and** No Improvement: LEAs who have students waiting longer than 120 days past the deadline for IEPs and assessments **and** have not made progress to reduce the number of students waiting on IEPs or assessments since TBD will need to review their local data, receive technical assistance provided by SELPAs to support LEAs, and hold the overdue IEP meeting. During that meeting, the IEP Team should consider comprehensive education.

Based on compliance data analyses, **<<LEA Name>>** if flagged for a timeliness issue in the following area:

Timeliness Issue Area
Any Late IEP or Initial Assessment

Timeline Compliance

The three categories of timelines that an LEA may be identified

The category for the LEA

How to Read the Annual Determination Letter

Significant Disproportionality

Categories for Significant Disproportionality

Notification of LEA Selection for 2023-24 Set Aside for Significant Disproportionality

March 20, 2023
Page 4

Official Significant Disproportionality Determination for the 2023–24 Budget Year

This section serves as official notification to those LEAs that have been identified as Significantly Disproportionate for 2023 Monitoring Year, impacting the 2023–24 budget year.

Each year, the CDE is required to complete calculations to identify disproportionate representation of students with disabilities (SWD) in the following areas:

- Disproportionate representation of SWD for suspension/expulsion by duration, setting, and race or ethnicity for discipline
- Disproportionate representation of SWD by race or ethnicity by placement
- Disproportionate representation of SWD by race or ethnicity overall
- Disproportionate representation of SWD by race or ethnicity within a specific disability category

Pursuant to federal requirements under the IDEA and 34 *CFR* sections 300.646–647, LEAs are identified as Significantly Disproportionate if the LEA is identified as disproportionate in the same area for three consecutive years.

<<LEA Name>> has been identified as Significantly Disproportionate. Please follow the link to see the data associated with your identification. <<LINK>>

LEAs identified as Significantly Disproportionate are monitored under the Intensive monitoring tier and participate in the CIM described above. Additionally, LEAs who are significantly disproportionate are required to take mandatory actions including, but not limited to, reserving 15 percent of IDEA funds to provide Comprehensive Coordinated Early Intervening Services for the 2023-24 budget year. More information about the next steps for LEAs identified for Intensive monitoring and specifically for Significant Disproportionality, can be found at CIM Website, https://www.cde.ca.gov/sp/se/qa/cimprocess.asp.

How to Read the Annual Determination Letter

Next Steps
Introductory
Webinars

Website and contact
information

March 20, 2023
Page 5

Next Steps

The CDE will provide a detailed introduction to LEAs in each monitoring tier at the following webinars:

Monitoring Tier	Webinar Date and Time
Intensive ...	TBD
Targeted...	TBD

Please visit the CIM website at https://www.cde.ca.gov/sp/se/qa/cimprocess.asp for more information and the support team assigned to your LEA.

The CDE looks forward to supporting LEAs' efforts under the IDEA to improve outcomes for TBD. We hope this communication is a helpful overview of the monitoring expect to see from the CDE in the coming months. If you have any questions or s, please reach out to me by email at CDESPEDDIRECTOR@cde.ca.gov.

I look forward to our continued partnership and collaboration in the future and truly appreciate your dedication and support for all children in California.

Sincerely,

/s/

Heather Calomese, Director
Special Education Division

HC:sdb

cc: <<SELPA Director>>; FMTA

Targeted Tier Selection Criteria

Targeted Level 1
- Not meeting targets for 1 or 2 Elements

Targeted Level 2
- Not meeting targets for 3 or more Elements
  OR
- First year of Disproportionality

Targeted Level 3
- 2+ years of Disproportionality
  OR
- Bottom 11-20% of the Intensive Data Review (School Age) or Preschool Review
  OR
- Bottom 10% of any FAPE in the LRE Indicators

Targeted Monitoring

- Targeted Level 2
  - Rim of the World (8 Indicators – Not Met)
  - Yucaipa-Calimesa (6 Indicators – Not Met)

- Targeted Level 3
  - Redlands – School Age (7 Indicators – Not Met)
  - Rialto – School Age (9 Indicators – Not Met)

- Disproportionality
  - Rialto – African American Discipline <10 Days Out of School

Targeted Review Data

2022-23 Targeted Review Data

Indicator	Selection Element	Data Year (21-22)	Target	Target Met
Dashboard	Graduation Rate	High	> Very Low	YES
2	Dropout Rate	0.00%	≤10 %	YES
Dashboard	ELA Academic Performance	Low	> Very Low	YES
Dashboard	Math Academic Performance	Low	> Very Low	YES
Dashboard	Suspension	Low	> Very Low	YES
5a	LRE Regular Class 80% or more	61.92%	≥60%	YES
5b	LRE Regular Class less than 40%	6.41%	<18%	YES
5c	LRE Separate School	4.27%	<3.2%	NO
6a	LRE Regular Class	0.00%	≥41%	NO
6b	LRE Separate Schools	85.71%	<31%	NO
6c	LRE Home	14.29%	<3.5%	NO
8	Parent Involvement	100.00%	95.5%	YES
14a	Higher Education	90.91%	≥56.0%	YES
14b	Competitive Employment	100.00%	≥76.5%	YES
14c	Any Education/Employment	100.00%	≥87.5%	YES
	Child Find	10.51%	>8.07%	YES
	Total Target Not Met	4 Not Met		

REVIEW - LEVEL 2

Unmet Targets

NOTE: "-" means that the LEA had no data in the Data Source and the corresponding Target Met and Selection will be blank.

Intensive Review Data
(School Age)

2022-23 Intensive Review Data			
Indicator	**Selection Element**	**Data Year (21-22)**	**Rank**
3c	ELA Proficiency	20.46%	7
3c	Math Proficiency	15.07%	8
5a	LRE Regular Class 80% or more	55.51%	4
5b	LRE Regular Class less than 40%	20.39%	1
Dashboard	Suspension Rate	6.04%	7
DataQuest	Chronic Absenteeism Rate	30.17%	7
Sum of Ranking			34
Total Possible (Number of Valid Indicators multiplied by 10)			60
Percent (Sum of Ranking divided by Total Possible)			56.67%
			Targeted_Level_3

NOTE: "No Data" means that the LEA had no data in the Data Source.

Preschool Review Data

	2022-23 Preschool Review Data		
Indicator	**Selection Element**	**Data Year (21-22)**	**Rank**
6a	LRE Regular Class	6.14%	2
6b	LRE Separate School	75.00%	1
6c	LRE Home	2.19%	6
7	Preschool Skills		7.33
7a	Positive social-emotional skills: Substantially Increased	74.29%	
7a	Positive social-emotional skills: Functioning within age expectations	76.92%	
7b	Acquisition and use of knowledge and skills: Substantially Increased	76.60%	
7b	Acquisition and use of knowledge and skills: Functioning within age expectations	63.64%	
7c	Use of appropriate behaviors to meet their needs: Substantially Increased	80.65%	
7c	Use of appropriate behaviors to meet their needs: Functioning within age expectations	74.03%	
	Discipline Rate	0.17%	3
Sum of Ranking			19.33
Number of Valid Indicators			5
Total Possible (Number of Valid Indicators multiplied by 10)			50
Percent (Sum of Ranking divided by Total Possible)			38.67%
		Targeted Level 3 for Preschool Age	

NOTE: "No Data" means that the LEA had no data in the Data Source and the corresponding Rank will be blank.

Disproportionality Data

Disproportionality Data for Indicator 9 and 10 for _____[LEA name]_____
2022–2023

CDS Code		Special Education Local Plan Area	

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

	Native American	Asian	African American	Hispanic	Multiple Ethnicities	Pacific Islander	White
Students with Disabilities	8	96	34	411	98	3	902
Total Enrollment	25	2,355	93	2,109	1,039	12	7,121
Risk Ratio (Max 3)	NC	0.29	3.05	1.82	0.76	NC	1.10
Disproportionate?	---	---	OVR	---	---	---	---

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

Autism	Native American	Asian	African American	Hispanic	Multiple Ethnicities	Pacific Islander	White
Students with Disabilities	3	45	5	28	19	1	132
Risk Ratio (Max 3)	NC	1.06	NC	0.69	1.00	NC	1.03
Disproportionate?	---	---	---	---	---	---	---

Emotional Disturbance	Native American	Asian	African American	Hispanic	Multiple Ethnicities	Pacific Islander	White
Students with Disabilities	0	3	2	22	8	0	56
Risk Ratio (Max 3)	NC	NC	NC	1.61	NC	NC	1.27
Disproportionate?	---	---	---	---	---	---	---

Disproportionality Data Page 2

Intellectual Disabilities	Native American	Asian	African American	Hispanic	Multiple Ethnicities	Pacific Islander	White
Students with Disabilities	0	9	0	5	4	0	19
Risk Ratio (Max 3)	NC	NC	NC	NC	NC	NC	0.83
Disproportionate?	---	---	---	---	---	---	---

Other Health Impairments	Native American	Asian	African American	Hispanic	Multiple Ethnicities	Pacific Islander	White
Students with Disabilities	1	12	14	109	28	0	304
Risk Ratio (Max 3)	NC	0.12	4.20	1.53	0.72	NC	1.47
Disproportionate?	---	---	OVR	---	---	---	---

Specific Learning Disability	Native American	Asian	African American	Hispanic	Multiple Ethnicities	Pacific Islander	White
Students with Disabilities	4	8	12	201	32	2	313
Risk Ratio (Max 3)	NC	NC	2.92	2.73	0.67	NC	0.96
Disproportionate?	---	---	---	---	---	---	---

Speech or Language Impairment	Native American	Asian	African American	Hispanic	Multiple Ethnicities	Pacific Islander	White
Students with Disabilities	0	13	1	41	4	0	53
Risk Ratio (Max 3)	NC	0.58	NC	2.91	NC	NC	0.71
Disproportionate?	---	---	---	---	---	---	---

Activity Summary Chart for the Targeted Monitoring Tier

Activities and Roles by Monitoring Tier and Level

Targeted Monitoring Tier Activity Summary Chart

MONITORING TIER	TARGETED		
DIFFERENTIATED MONITORING LEVEL	Targeted Level 1	Targeted Level 2	Targeted Level 3
ANNUAL DETERMINATION	Needs Assistance	Needs Assistance	Needs Assistance
CIM PROCESS PARTICIPATION AND ENGAGEMENT LEVEL	Required Independent	Required Independent	Required Assisted
STEP 1: Gather and Inquire			
Team Creation	Required Independent	Required Independent	Required Assisted
Data Drill Down	Required Independent	Required Independent	Required Assisted
Assessment of Infrastructure	Optional	Optional	Optional
Policies, Practices, Procedures Review	Required Independent	Required Independent	Required Independent
Educational Benefit Review	Optional	Optional	Optional
Parent Input	Optional*	Optional*	Required Independent
STEP 2: Investigate			
Root Cause Analysis	Required Independent	Required Independent	Required Assisted
Prioritization	Optional	Optional	Required Independent
Initiative Inventory	Optional	Optional	Optional
Theory of Action/Improvement Framework	Optional	Optional	Optional
STEP 3: Planning			
Plan	Required Independent+	Required Independent+	Required Assisted
Approval	SELPA	SELPA	SELPA+CDE
Step 4: Monitoring Implementation Plan	N	SELPA	SELPA+CDE

CIM PROCESS STEPS > ACTIVITIES

CIM Tools, Instructions, & Resources

- All CIM tools and instructions are available at:
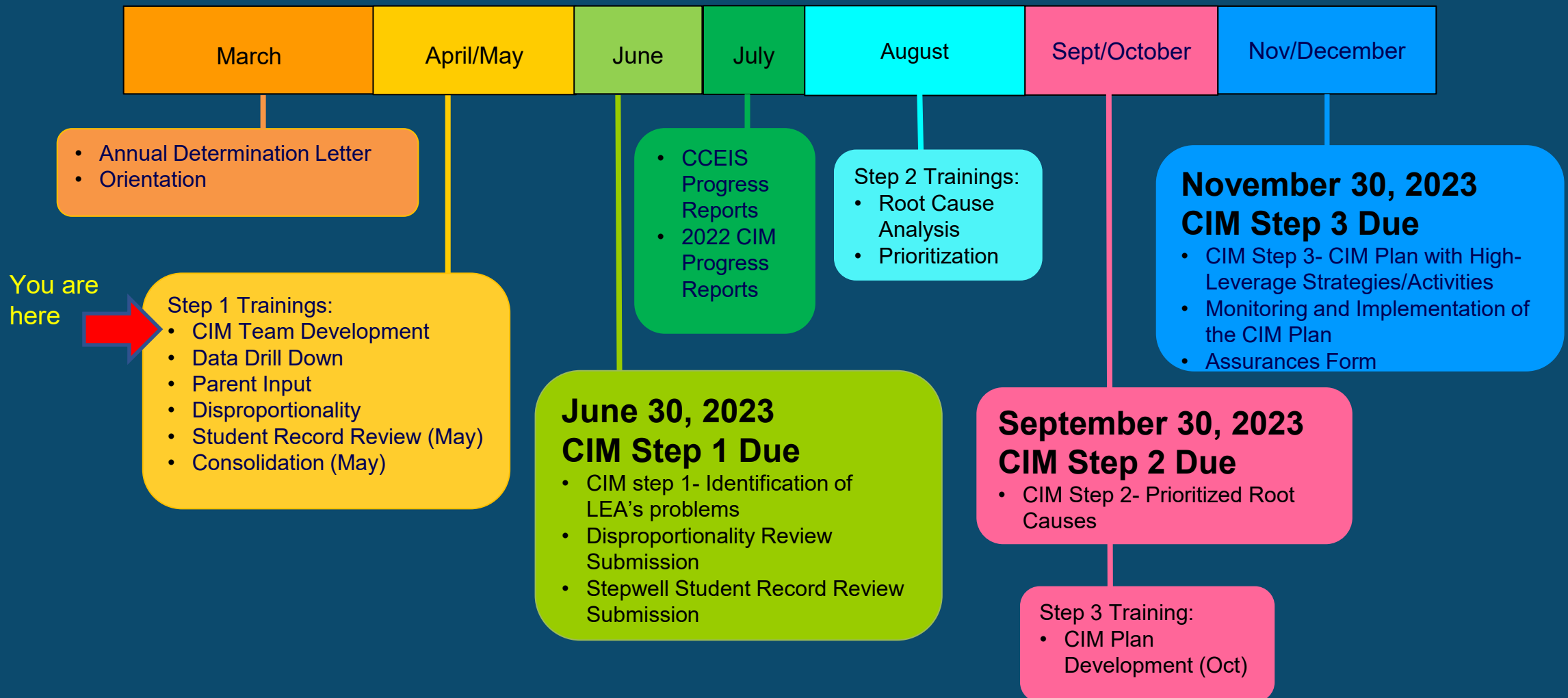
  Resources for Targeted Monitoring Padlet

- California Department of Education (CDE) Compliance and Improvement Monitoring (CIM) Process Website

  a)   Targeted Level 1 and 2 Monitoring Webpage

  b)   Targeted Level 3 Monitoring Webpage

  East Valley SELPA CIM Timelines & Resources

Timeline

March | **April/May** | **June** | **July** | **August** | **Sept/October** | **Nov/December**

- Annual Determination Letter
- Orientation

You are here →

Step 1 Trainings:
- CIM Team Development
- Data Drill Down
- Parent Input
- Disproportionality
- Student Record Review (May)
- Consolidation (May)

- CCEIS Progress Reports
- 2022 CIM Progress Reports

June 30, 2023
CIM Step 1 Due
- CIM step 1- Identification of LEA's problems
- Disproportionality Review Submission
- Stepwell Student Record Review Submission

Step 2 Trainings:
- Root Cause Analysis
- Prioritization

September 30, 2023
CIM Step 2 Due
- CIM Step 2- Prioritized Root Causes

Step 3 Training:
- CIM Plan Development (Oct)

November 30, 2023
CIM Step 3 Due
- CIM Step 3- CIM Plan with High-Leverage Strategies/Activities
- Monitoring and Implementation of the CIM Plan
- Assurances Form

Engagement Level for Team Development

Targeted Levels 1 and 2

Required Independent

The CDE requires the LEA to complete this activity independently. The LEA may request the support of their SELPA. The CDE will provide the training and tools to complete this CIM activity and will provide individualized assistance to the LEA upon request.

- Targeted Level 1 and 2 LEAs are required to create a CIM Team and maintain documentation of the CIM Team members/roles.

Targeted Level 3

Required Assisted

The CDE requires the LEA to complete this activity with assistance. The CDE will provide the training and tools to complete this CIM activity and will provide individualized assistance to the LEA upon request.

- Targeted Level 3 LEAs are required to create a CIM Team and maintain documentation of the CIM Team members/roles.
- Targeted Level 3 LEAs are required to complete and submit a Team Creation Summary in Stepwell as part of CIM: Step 1, for review by the CDE.

CIM Team Responsibilities

- The CIM Team needs to be in place by Tuesday, April 18, 2023, for all members to attend the Data Drill Down Training.

- Establishment of the CIM Team is required as an initial step in CIM development work.

- The CIM Team may be an existing or newly formed group.

- The group will develop an understanding of the Elements and/or areas that were not met, and the factors that resulted in the LEA's Targeted determination.

- Collectively, they will discuss and analyze data, determine root causes for prioritized problem areas, and contribute to development and implementation of the LEA's CIM Plan.

CIM Team Members
The CIM Team must include:

- LEA general education administrator
- LEA special education administrator
- Site-level administrator
- General education teacher
- Special education teacher
- SELPA representative
- Other

Support

Targeted Levels 1 and 2

SELPA may support the CIM Team Development process, if requested by the LEA.

Targeted Level 3

SELPA or the **CDE** are available to support the CIM Team Development process. The CDE will assess the CIM Team using the CIM Team Rubric.

Overall Goal of the CIM Process

- By November 30, 2023, the LEA is required to have a fully developed CIM Plan that seeks to implement high-leverage strategies which will improve outcomes for students with disabilities.

- CIM Plan development, implementation, and revision is a multi-year process.

CIM Preparation

- Review the Annual Determination Letter
- Establish access to and begin to gather current, relevant data
- Establish a system to maintain up-to-date documentation throughout the CIM process.
- If using Seeds of Partnership for Parent Input, LEAs need to create a primary user account by filling out a *Request for Access Form*

CIM: Step 1

Step 1: Gather and Inquire

- CIM Team Development
- Data Drill Down
- Disproportionality Review (Required for LEAs identified as Disproportionate)
- Parent Input (Required for all Targeted Level 3 LEAs and Targeted Level 1 and 2 LEAs who did not meet the target for Element 8)
- Student Record Review in Stepwell
- Consolidation

CIM Team Development Training

Tuesday, April 4, 2023, from 10:00am – 11:00am
   Registration Link

- The CDE FMTA units will review the required CIM Team members, CIM Team responsibilities, CIM Team Rubric, and CIM Team resources.

- For SELPAs and Targeted Level 1, 2, and 3 LEAs.

Data Drill Down Training (Required)

Tuesday, April 18, 2023, from 9:00am – 12:00pm

- System Improvement Leads (SIL) will train on the Improvement Data Center and its tools.

- For SELPAs and Targeted Level 1, 2, and 3 LEAs.

Disproportionality Review Training (Required for Disproportionality)

A recorded training will be available on the <u>Resources for Targeted Monitoring Padlet</u>

- For SELPAs and Targeted Level 2 and 3 LEAs who are identified as disproportionate.

Parent Input Training
(Required for Targeted Level 3 or if Not Meeting Element 8)

Tuesday, April 25, 2023, from 10:00am – 11:00am

- The CDE FMTA units will provide options for gathering sufficient parent input to enhance the development of the CIM Plan.

- For SELPAs, Targeted Level 3 LEAs, and Targeted Level 1 and 2 LEAs who did not meet Element 8.

Student Record Review Training (Required)

Tentatively scheduled for
Monday, May 1, 2023, from 10:00am – 12:00pm

- The CDE FMTA units will explain how to conduct the Student Record Review in Stepwell.

- For SELPAs and Targeted Level 1, 2, and 3 LEAs.

Consolidation of CIM Step 1 Findings Training (Optional)

Wednesday, May 31, 2023, from 10:00am – 11:00am

- The CDE FMTA units will provide guidance on how to summarize what the CIM Team learned during the Step 1 activities.

- For SELPAs and Targeted Level 1, 2, and 3 LEAs.
  - Targeted Level 3 will use Stepwell to submit their Consolidation of CIM Step 1 Findings to the CDE.

CIM Step 1 Due Dates

All CIM Step 1 activities are due on **Friday, June 30, 2023.**

Targeted Levels 1 and 2

1. Disproportionality Review due in Special Education Compliance Monitoring System (SECMS) – *Disproportionate Level 2 LEAs only*
2. Student Record Review due in Stepwell

Targeted Level 3

1. Disproportionality Review due in Special Education Compliance Monitoring System (SECMS) – *Disproportionate LEAs only*
2. Student Record Review due in Stepwell
3. CIM Activities due to the CDE
   a) Team Creation Summary
   b) Policy and Procedure Review Summary
   c) Parent Input Summary
   d) Data Drill Down Summary
   e) Student Record Review Summary
   f) Consolidation Summary

CIM: Step 2

Step 2: Investigate
- Root Cause Analysis
- Prioritization of Root Causes

Root Cause Analysis Training (Required)

Tuesday, August 8, 2023, from 10:00am – 12:00pm

- The CDE FMTA units will explain how to conduct a root cause analysis using the data from CIM Step 1, with a focus on the identified problem areas.

- For SELPAs and Targeted Level 1, 2, and 3 LEAs.

Prioritization of Root Causes Training
(Required for Targeted Level 3)

Tuesday, August 22, 2023, from 10:00am – 12:00pm

- The CDE FMTA units will explain how to prioritize root causes to identify a maximum of 3 that will be the focus for CIM Step 3: Plan.

- For SELPAs and Targeted Level 1, 2, and 3 LEAs.

CIM Step 2 Due Dates

All CIM Step 2 activities are due on **Friday, September 29, 2023.**

Targeted Levels 1 and 2

- Check-in with SELPA

Targeted Level 3

1. CIM Activities due to the CDE
   a) Root Cause Analysis Summary
   b) Prioritization of Root Causes Summary

CIM Plan: Step 3

Step 3: Plan
- Plan Development
- Establish Implementation and Monitoring

Plan Development Training (Required)

Tuesday, October 10, 2023, from 10:00am – 12:00pm

- The CDE FMTA units will provide guidance on identifying high-leverage strategies with supporting activities that seek to improve the outcomes for students with disabilities. Guidance provided will also include identifying measurable outcomes during implementation and monitoring.

- For SELPAs and Targeted Level 1, 2, and 3 LEAs.

Review and Submission of the CIM Plan
CIM Step 3: Plan is due on **Thursday, November 30, 2023.**

Targeted Levels 1 and 2
CIM Plan submitted to SELPA for review

Targeted Level 3
CIM Plan submitted to the CDE for review

CIM: Step 4

Step 4: Implementation and Monitoring

- Progress Reports
- Updating the CIM Plan

Progress Report Training
(Required for Targeted Level 3 LEAs)

TBD

- The CDE FMTA units will provide guidance on how to complete and submit the Progress Report form, including documentation.

- For SELPAs and Targeted Level 1, 2, and 3 LEAs.

Updating the CIM Plan

The CIM Plan Cycle begins in 2023 with the development of the CIM Plan.

The CIM Plan Cycle continues through 2025.

- LEAs will receive a new Annual Determination Letter each year.
- LEAs will review local data to determine progress.
- LEAs will update their CIM Plan based on new data.
- LEAs in Targeted Level 3 will be required to submit Progress Reports to the CDE.

Technical Assistance

CDE consultants will be checking in monthly with Targeted Level 3 LEAs.

If any Targeted LEA requires technical assistance, please contact the regional CDE FMTA consultant.

Intensive Monitoring

- Intensive Level 1
  - Colton – Preschool Age (7 Indicators – Not Met)

How is Intensive Determined: School Age

Achievement

- Percent of **SWDs** meeting or exceeding standards in Math
- Percent of **SWDs** meeting or exceeding standards in English Language Arts (ELA)

School Climate

- Percent of **SWDs** suspended
- Percent of **SWDs** chronically absent

Placement

- Percent of **SWDs** in a regular class greater than 80%
- Percent of **SWDs** in a regular class less than 40%

School Age Determination

2022-23 Intensive Review Data

Indicator	Selection Element	Data Year (21-22)	Rank
3c	ELA Proficiency	7.14%	2
3c	Math Proficiency	4.25%	1
5a	LRE Regular Class 80% or more	39.97%	1
5b	LRE Regular Class less than 40%	32.97%	4
Dashboard	Suspension Rate	5.78%	2
DataQuest	Chronic Absenteeism Rate	56.28%	2
Sum of Ranking			12
Total Possible (Number of Valid Indicators multiplied by 10)			60
Percent (Sum of Ranking divided by Total Possible)			20.00%
			Intensive_Level_3

NOTE: "No Data" means that the LEA had no data in the Data Source.

How is Intensive Determined: Preschool

Least Restrictive Environment (LRE) Ind. 6

- LRE Regular Early Childhood Program
- LRE Separate School
- LRE Home

Preschool Skills Ind. 7

- Each of the six areas are calculated separately and then averaged

Discipline Rate

- Discipline for 3, 4, and 5-year old
- Number of Students with any suspension or expulsions divided by the total number of students

Preschool Determination

2022-23 Preschool Review Data

Indicator	Selection Element	Data Year (21-22)	Rank
6a	LRE Regular Class	12.85%	3
6b	LRE Separate School	55.03%	4
6c	LRE Home	28.77%	1
7	Preschool Skills		3.17
7a	Positive social-emotional skills: Substantially Increased	64.71%	
7a	Positive social-emotional skills: Functioning within age expectations	65.07%	
7b	Acquisition and use of knowledge and skills: Substantially Increased	57.14%	
7b	Acquisition and use of knowledge and skills: Functioning within age expectations	52.25%	
7c	Use of appropriate behaviors to meet their needs: Substantially Increased	64.47%	
7c	Use of appropriate behaviors to meet their needs: Functioning within age expectations	56.92%	
	Discipline Rate	0.42%	2

Sum of Ranking	13.17
Number of Valid Indicators	5
Total Possible (Number of Valid Indicators multiplied by 10)	50
Percent (Sum of Ranking divided by Total Possible)	26.33%
	Intensive Level 3 for Preschool Age

NOTE: "No Data" means that the LEA had no data in the Data Source and the corresponding Rank will be blank.

Intensive Percentile Ranking Table

INTENSIVE		
Level 1	Level 2	Level 3
Bottom 8%-10%	Bottom 4%-7.99%	Bottom 0%-3.99%

CDE Consultant Contacts

[FMTA Consultant Assignments by Region - Quality Assurance Process (CA Dept of Education)](#)

1	Del Norte, Humboldt, Lake, Mendocino, Sonoma	Jill Whitehair	JWhitehair@cde.ca.gov	916-322-0373
2	Butte, Glenn, Lassen, Modoc, Plumas, Shasta, Siskiyou, Tehama, Trinity	Bernd Reynolds	BReynolds@cde.ca.gov	916-445-0789
3	Alpine, Colusa, El Dorado, Nevada, Placer, Sacramento, Sierra, Sutter, Yolo, Yuba	Jim Durgin	JDurgin@cde.ca.gov	916-327-3537
3	El Dorado Charter	Bernd Reynolds	BReynolds@cde.ca.gov	916-445-0789
4	Alameda (Dublin Unified and Pleasanton Unified), Marin, Solano	Bernd Reynolds	BReynolds@cde.ca.gov	916-445-0789
4	Alameda (all other LEAs), Napa	Jasmine Ayten	JAyten@cde.ca.gov	916-322-1849
4	Contra Costa	Jim Durgin	JDurgin@cde.ca.gov	916-327-3537
4	San Francisco, San Mateo	Aaron Christensen	AaChristensen@cde.ca.gov	916-323-3308
5	Monterey, San Benito, Santa Clara, Santa Cruz	Kishaun Thorntona	KThorntona@cde.ca.gov	916-445-5727
5	Santa Clara	Josh Rucker	JRucker@cde.ca.gov	916-323-2491
6	Amador, Calaveras, San Joaquin, Stanislaus, Tuolumne	Jill Whitehair	JWhitehair@cde.ca.gov	916-322-0373
7	Fresno, Kings, Madera, Mariposa, Merced, Tulare	Andrea Gallagher	AGallagher@cde.ca.gov	916-327-3684
8	Kern, San Luis Obispo, Santa Barbara, Ventura	Andrea Gallagher	AGallagher@cde.ca.gov	916-327-3684
9	Imperial, Orange, San Diego	Sean Howland	SHowland@cde.ca.gov	916-445-4547
10	Inyo, Mono, Riverside, San Bernardino	Jack Brimhall	JBrimhall@cde.ca.gov	916-445-9772
11	Los Angeles	Bret Galeste	BGaleste@cde.ca.gov	916-445-7303
11	Los Angeles	Katrina Tupper	KTupper@cde.ca.gov	916-327-3535

System Improvement Leads

The purpose of the SELPA **System Improvement Leads (SIL) project** is to work collaboratively within the Statewide System of Support to build the capacity of SELPAs, County Offices of Education, and LEAs in the areas of:

      - continuous improvement
      - data best practices, and
      - high leverage change ideas.

These foundational processes ground organizations in system alignment and coherence, ultimately resulting in meaningful, sustainable improvement in outcomes for SWDs.

System Improvement Leads

Email: info@systemimprovement.org

https://systemimprovement.org/info/technical-assistance

The CIM Process:

Step 1 Gather and Inquire	Step 2- Investigate	Step 3- Plan	Step 4- Implementation

- What is occurring?
- *April– June 2023*
- **DUE: June 30, 2023**

- Why is this happening?
- *July– September 2023*
- **DUE: September 30, 2023**

- How can we address it?
- *October– November 2023*
- **DUE: November 30, 2023**

- Monitoring Implementation Plan
- *Implementation Timeline:*
- **December, 2023– December, 2025**

Timeline

March

April/May

June

July

August

Sept/October

Nov/December

- Annual Determination Letter
- Orientation

You are here →

Step 1 Trainings:
- CIM Team Development
- Data Drill Down
- Parent Input
- Disproportionality
- Student Record Review (May)
- Consolidation (May)

- CCEIS Progress Reports
- 2022 CIM Progress Reports

June 30, 2023
CIM Step 1 Due
- CIM step 1- Identification of LEA's problems
- Disproportionality Review Submission
- Stepwell Student Record Review Submission

Step 2 Trainings:
- Root Cause Analysis
- Prioritization

September 30, 2023
CIM Step 2 Due
- CIM Step 2- Prioritized Root Causes

Step 3 Training:
- CIM Plan Development (Oct)

November 30, 2023
CIM Step 3 Due
- CIM Step 3- CIM Plan with High-Leverage Strategies/Activities
- Monitoring and Implementation of the CIM Plan
- Assurances Form

What are the monitoring activities in each step?

Step 1-Gather and Inquire

- Create CIM Team
- Data Drill Downs
- Infrastructure Assessment
- Educational Benefit Review
- Parent Input
- Policies and Procedures Review
- Practices-Student Record Review

Step 2-Investigate

- Root Cause Analysis
- Initiative Inventory
- Prioritization
- Theory of Action – Problem of Practice

Step 3-Planning

- Development of the Plan
- CDE Acceptance

Step 4-Implementation

- Implement Plan
- Evaluation Cycle
- Based on data; Revisit and Revise Plan
- Quarterly Reports to CDE

Intensive Tier Activity Summary Chart

Intensive Tier Activity Summary Chart

MONITORING TIER	INTENSIVE		
DIFFERENTIATED MONITORING LEVEL	Intensive Level 1	Intensive Level 2	Intensive Level 3
ANNUAL DETERMINATION	Needs Intervention	Needs Intervention	Needs Intervention
CIM PROCESS PARTICIPATION AND ENGAGEMENT LEVEL	Required Assisted	Required Directed	Required Directed

CIM PROCESS STEPS > ACTIVITIES			
STEP 1: Gather and Inquire			
Team Creation	Required Assisted	Required Directed	Required Directed
Data Drill Down	Required Assisted	Required Directed	Required Directed
Assessment of Infrastructure	Required Assisted	Required Directed	Required Directed
Policies, Practices, Procedures Review	Required Directed	Required Directed	Required Directed
Educational Benefit Review	Required Independent	Required Assisted	Required Directed
Parent Input	Required Independent	Required Directed	Required Directed
STEP 2: Investigate			
Root Cause Analysis	Required Assisted	Required Directed	Required Directed
Prioritization	Required Assisted	Required Directed	Required Directed
Initiative Inventory	Required Independent	Required Assisted	Required Directed
Theory of Action/Improvement Framework	Required Independent	Required Assisted	Required Directed
STEP 3: Planning			
Plan	Required Directed	Required Directed	Required Directed
Approval	CDE	CDE	CDE
Step 4: Monitoring Implementation Plan	CDE	CDE	CDE

LEA Resources

CDE Intensive Website

2023 Intensive CIM (padlet.com)

East Valley SELPA CIM Timelines & Resources

LEA Next Steps:

- **Register with Seeds of Partnership**
- Go to www.seedsofpartnership.org to register your LEA
  - Beginning March 31, 2023, register and request access to obtain your unique user name and password.

- **Upload your LEA's data into the Improvement Data Center** Improvement Data Center (systemimprovement.org)
  - Complete CALPADS data upload no later than April 21, 2023

CDE Next Steps

Training will be provided for all Intensive Steps 1, 2, & 3 Activities:

CDE will be offering future webinars and office hours that will address:

- Step 2-in depth
- Steps 3 and 4-in depth
- Stepwell Training
- Data Drill Down
- EBR

CDE Consultants and SIL will follow up with each LEA regarding CIM Step 1 activities and registrations.

4.8 IEP Service Logs

4.9 Planning for ESY 2023

4.10 Alternative Pathway to HS Diploma

4.11 CALPADS SpEd File Redesign

4.12 DRDP Data Collection

DRDP Timeline *for* Early Intervention and Preschool Special Education

Get Started:

- Identify eligible children to assess. Children must begin special education services before November 1 for the fall assessment and before April 1 for the spring assessment.
- Check with your administrator about when and where to submit your DRDP (2015) Rating Records.

Complete the DRDP (2015) for Each Eligible Child:

- Observe and document children's skills on the DRDP (2015) measures throughout the fall and spring.
- In the six-week period before your SELPA's fall and spring deadlines, focus on the measures for which you do not have sufficient observations and documentation. Observations should be current with a child's skills.
- Complete an Information Page/Rating Record for each eligible child.

Produce Reports of Results:

- Using SEIS or SIRAS? Your DRDP results will automatically transfer nightly to **DRAccessReports.org** if you enter your Reports account email while entering DRDP records.
- Produce DRDP (2015) reports for children at any time to plan instruction; inform goals, outcomes, and learning targets; share with families; and track progress.

draccess.org

info@draccess.org

800-673-9220

2020

4.13 Supporting Inclusive Practices

INCLUSION: FROM THE GROUND UP

MAY 4-5 2023

CULTIVATING A STRONG FOUNDATION FROM BIRTH TO ADULTHOOD

SUPPORTING INCLUSIVE PRACTICES IN ACTION! A MULTI-DISTRICT SELPA APPROACH

MAY 5, 2023 | 10:00 - 11:00 AM

DR. PATTY METHENY
Dr. Patty Metheny is a long-time special educator having worked as a teacher, school psychologist and special education administrator over the past 37 years. Her expertise and interests include parent education, early childhood education, Multi-Tiered System of Supports, inclusive education, assessment practices, and special education compliance/policies and procedures.

JENNIFER BROOKSBY
A Speech-Language Pathologist by trade, Jennifer has 19 years of experience working with individuals with communication-related disabilities. Her areas of interest in special education include early childhood education, inclusive practices, ADR to preserve relationships between families and districts, compliance, and data management.

JIM STOLZE
Jim has been an educator for over thirty years. He has focused on key initiatives such as inclusion, IDEA best practices, social-emotional learning (SEL), and alternative dispute resolution (ADR). During his time as a Principal, he led his schools to a number of prestigious awards. Mr. Stolze is a graduate of UC San Diego, where he earned his Bachelor of Arts degree in history, and UCLA where he earned his teaching credential and Master of Arts in Education.

DR. CHERINA BETTERS
Cherina serves as an adjunct professor in the Teacher Education Credential Program for the College of Education at CSUSB. The first in her family to graduate from college, Dr. Betters has a deep appreciation for education and the educational process. Dr. Betters is committed to advocating for students and educational excellence through equity.

DR. PATTY METHENY
Chief Administrative Director
East Valley SELPA

JENNIFER BROOKSBY
Program Manager
East Valley SELPA

JIM STOLZE
Assistant Superintendent, HR
Yucaipa-Calimesa Joint USD

DR. CHERINA BETTERS
Chief of Equity and Access
San Bernardino County
Superintendent of Schools

EDCOE
EL DORADO COUNTY
OFFICE OF EDUCATION

RIVERSIDE COUNTY OFFICE OF EDUCATION

For more information, view our agenda

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Speakers' Contact Information/Socials

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Speakers' Contact Information/Socials

EV SELPA SIP Actions: Envisioning

2020-2021

2020-2021 Book Study & Goal Setting
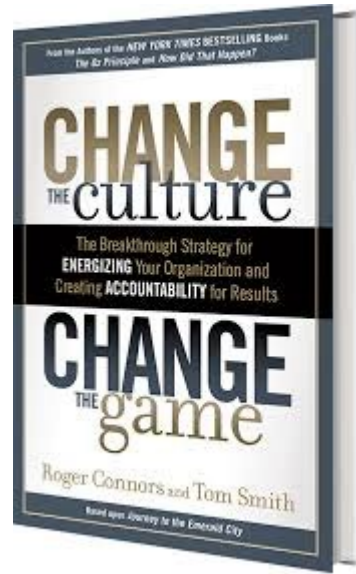
Dr. Cherina Betters
SBCSS Chief of Equity & Access
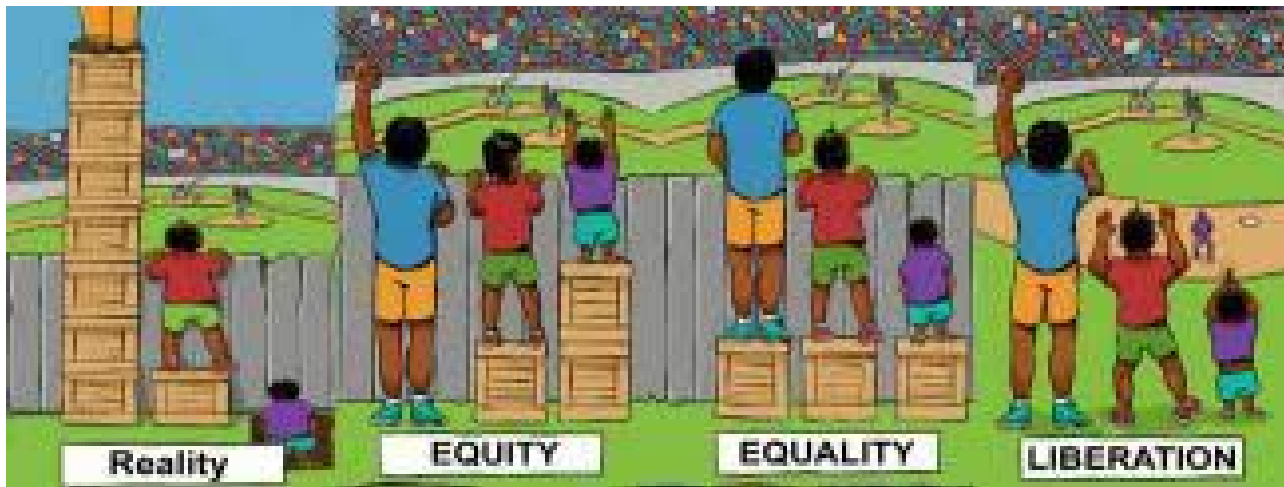
How **knowledge** is organized is culturally derived. **Culture** is the software to the brain's hardware, meaning it tells you how to **make meaning** of what you're **seeing**, **experiencing**, and **feeling**.

– Zaretta Hammond

Figure 1. Results Pyramid. Connors, R., & Smith, T. (2011)
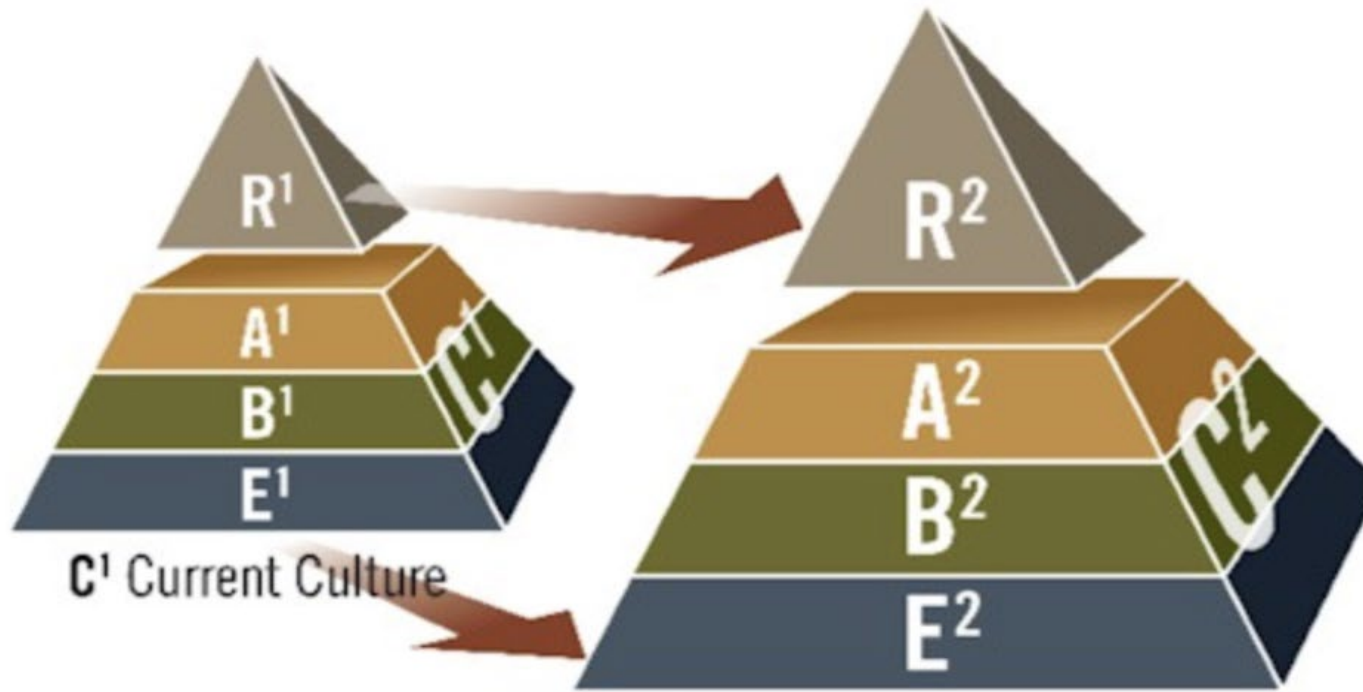
C² Desired Culture

Figure 2. Results Pyramid adapted from Connors, R., & Smith, T. (2011)

See It - Own It - Solve It - Do It

Accountability

Non-Accountability

Culture is ALWAYS Being **Taught**, **Honored**, and **Affirmed**

"**Culture** is not something you can do once and then leave alone."

– Connors & Smith;
Change the Culture, Change the Game
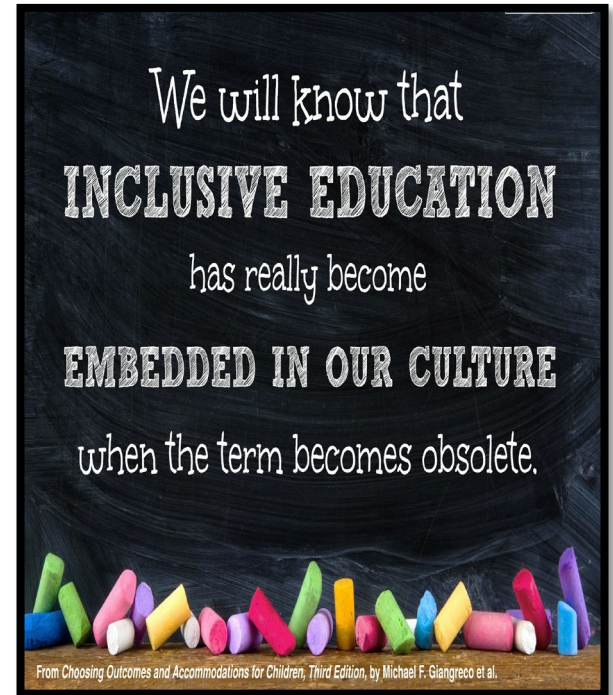
We will know that **INCLUSIVE EDUCATION** has really become **EMBEDDED IN OUR CULTURE** when the term becomes obsolete.

From *Choosing Outcomes and Accommodations for Children, Third Edition*, by Michael F. Giangreco et al.

EV SELPA SIP Actions: Building & Implementing

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

SIP

2021-2023

Colton – Director
Rob Pearson

- Co-teaching at Grand Terrace High School
- Exploring Elementary Options
- Developing In-District SIP Team
- CHIME Visit
- SIP PDs – mind set shifts

Redlands – Executive Director Patti Buchmiller

- CHIME Visit
- Book Study
- SIP Committee Work – Mind Set Shifts (TK-22)
- Elementary Focus Group
- BER Training – Self-Paced
- 3-Year PD Plan
- State Preschool Collaboration
- Guided Collaboration in Secondary – Gen Ed/SpEd
- Master Schedule Work
- Elementary Road Shows
- All M/S Students at Secondary Now Attend Home School
- All Secondary Schools Now Have Inclusion Classes

Rialto – Lead Special Agent Jennifer Johnson

- Professional Development on Inclusion
- Inclusion Sites: 4 Preschool Classes, 11 Elementary Sites, 1 MS, 1 HS
- Inclusion Planned for Additional School Sites
- Coaching at Inclusion Sites
- Task Force
- Internal Professional Development
- CHIME Visit
- Inclusion Conferences
- Equity Committee
- UDL Trainings
- SIP Trainings

Rim of the World – Assistant Superintendent Shannon Hansen

- Contracting of an ABA to Assist with FBAs and BIPs
- Contracting a SLPA
- Inclusion Planning Meetings
- Extra Time for IEP Trainings
- Site-Specific Professional Development

San Bernardino County Superintendent of Schools – Area Director Dr. Scott Wyatt

- Aligning/Developing Communication Between Student Information Systems
- Addressing Physical Space Needs – Signage, Fencing, Gates
- Ensuring Safety – Campus & Playground
- Engaging in Collaborative Meetings with LEA Staff that are Purposeful & Planned
- Training SBCSS Staff in LEA Site PBIS Models – Teacher Training & Implementation
- Including Students in School Assemblies & Celebrations – Reading the Daily Bulletin
- Having SBCSS Staff on Site Leadership Teams
- ROTC/Cadet Program at Rialto High School
- Students Participating in Elective Courses
- Staff Professional Development Through SIP Website
- Alt Ed Sites Include Special Education Students in All Events, Activities, and Sports
- Alt Ed Sites Offer Push-In Services
- County-Wide Equity Committee – Will Add Inclusion to Equity Plan

Yucaipa-Calimesa – Executive Director Leslie Burghardt

- Exploring Co-teaching
- M/M Students Rostered to Gen Ed Teachers
- Monthly Collaboration Meetings with Elementary Teachers
- Keeping M/M Students at Home Schools
- Planned Inclusion Visits
- 1 Preschool Inclusion Classes
- Middle School Behavior Class Mainstreaming
- SIP Training for Gen Ed & SpEd

East Valley SELPA – Program Manager Jennifer Brooksby

- SIP Leadership Team – Plan Events and Support Member Districts, Professional Development Opportunities on EV SELPA Website
- EV SELPA Professional Development – Focus on In-District Collaborative Trainings
- EV SELPA & Ventura County SELPA Joint Professional Development
- EV SELPA Ribbon of Inclusion

Zooming Out & Zooming In On Inclusive Practices

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

Call to Action – The Moral Imperative for Inclusion
- April 25, 2022

2022-2023
- September 20, 2022 – IEP Development & Collaboration the UDL Way
- February 7, 2023 – LCAP Development to Shift Culture
- May 10, 2023 – Making it Work: Our Need for Equity & Inclusion for All
- May 11, 2023 – Katie & Shelley in EV SELPA District Schools & Classrooms

United in Inclusion Ribbon
Process Overview

- Four Levels/Tiers for Recognition
- Districts Nominate School(s) and Identify the Level/Tier
- School(s) Engage in an Internal Evaluation of their Process
- Cross-SELPA Validation of Progress
- Board Recognition

EV SELPA
United in Inclusion Ribbon

1

Tier I – Bronze
Envisioning & Building

2

Tier II – Silver
Implementing

3

Tier III – Gold
Scaling

4

Tier IV – Platinum
Sustaining

EV SELPA
United in Inclusion Ribbon

Areas of Measurement

Professional Development

Site Leadership Team

Cultural Change

LRE Achievement

Progressive Change
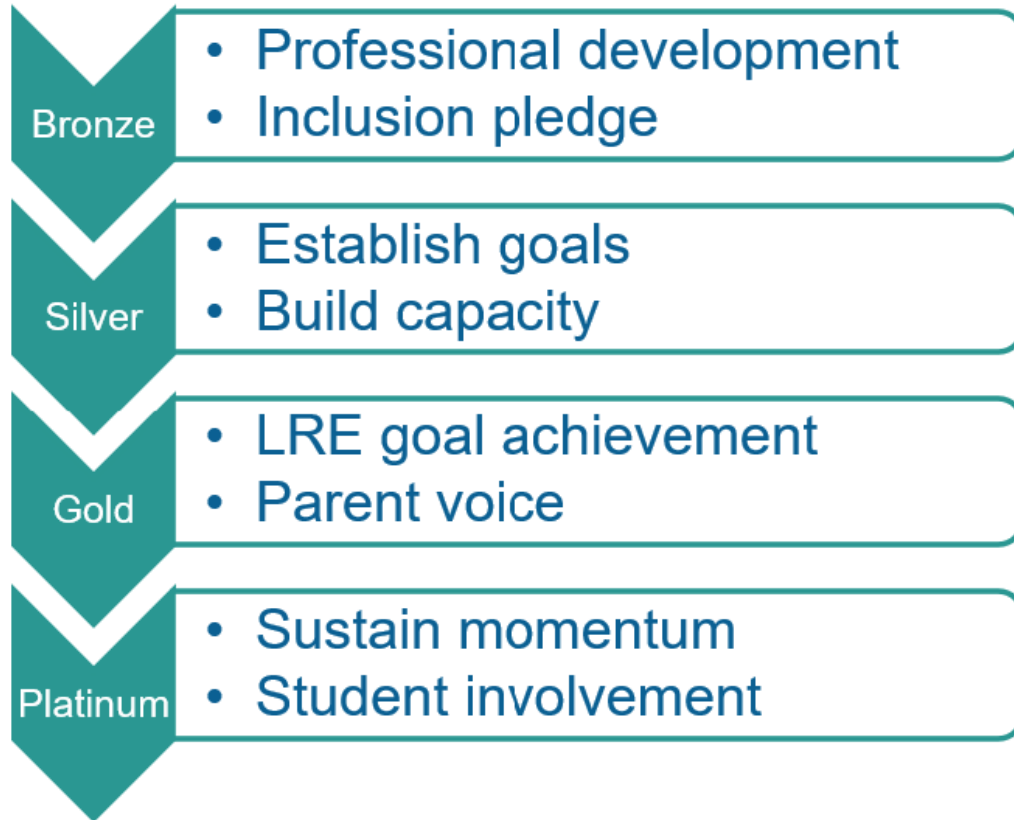
Bronze
- Professional development
- Inclusion pledge

Silver
- Establish goals
- Build capacity

Gold
- LRE goal achievement
- Parent voice

Platinum
- Sustain momentum
- Student involvement

Q & A

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

SIP

@SIPInclusion   /SIPInclusion   /c/SupportingInclusivePractices

Zooming In & Zooming Out
On Inclusive Practices
with
Katie Novak & Shelley Moore

In District Observations
May 11, 2023

EV-SELPA District Scheduling Form

First Choice	
District:	School Site:
Contact Person:	Classroom:
District Staff to be Present:	
Visit Focus: e.g. UDL, Special Education, Leadership	

Backup Site	
District:	School Site:
Contact Person:	Classroom:
District Staff to be Present:	
Visit Focus: e.g. UDL, Special Education, Leadership	

Please email completed form to Jennifer Brooksby by 3.17.22: **jennifer.brooksby@sbcss.net**

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

SEVEN DAY NOTICE NEEDED FOR SPANISH TRANSLATION

Katie Novak Ed.D
Consultant
Internationally renowned education consultant

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

EAST VALLEY SELPA
Educating Together

Alejar y acercar la práctica inclusion

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

Regístrese:

- **9 de mayo 9am to 11am VC SELPA sesion 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 session 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

4.14 Spring 2023 Events/Requirements Reminders

EAST VALLEY
SELPA
Educating Together

Workforce
SBCSS

presents

BACK to the Future
Tomorrow's Possibilities

FRIDAY, APRIL 21
@ THE DOROTHY INGHRAM LEARNING CENTER

FEATURING:

HOMEBOY GOES TO HARVARD: RICHARD SANTANA

BTTF highlights career and educational opportunities for graduating seniors who have completed or are currently enrolled in the Transition Partnership Project (TPP) Class.

IF YOU HAVE ANY QUESTIONS, PLEASE CONTACT A MEMBER OF THE TPP STAFF AT 909.252.4514

San Bernardino County
Superintendent of Schools

EAST VALLEY SELPA
Educating Together

SURROGATE PARENTS *TRAINING*

Thursday, May 23, 2023

8:30 – 10:30 am

This meeting will cover an overview of the
federal and state laws, regulations, rules and responsibilities for Surrogate
Parents. This training will include:

- **Surrogate Parents Role and Activities**
- **Foster Care/Education Outcome**
- **Educational Rights for Students Living Foster Care**

Intended Audience:
**Current and Prospective Surrogate Parents,
Educational Rights Holders for Foster Youths, Foster Parents, Caregivers, and
Social Workers**

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

Register Online:

https://sbcss.k12oms.org/46-233079

Registration Deadline: 5/20/23

Questions – please call East Valley SELPA 909.252.4507

Please Join Us
for a

Private School Consultation Meeting

Thursday, May 25, 2023
1:30 pm

East Valley SELPA
670 E. Carnegie Drive
San Bernardino, CA 92408
Conference Room D

Representatives from private schools located within the boundaries of the East Valley Special Education Local Plan Area's member school districts (Colton Joint Unified, Redlands Unified, Rialto Unified, Rim of the World Unified, and Yucaipa-Calimesa Joint Unified) are invited to attend. The meeting will include a presentation of federal and state regulations regarding parentally placed private school students. Additionally, the range of equitable services available through public education will be discussed. For further information or to register, please call (909) 252-4507.

4.15 EV SELPA CAC April 24, 2023 Meeting

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

Approved by EV SELPA CAC 4.25.22

4.16 SBCSS East Valley Operations

4.17 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 Community Advisory Committee 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

Approved by EV SELPA CAC 4.25.22

5.4 EV SELPA Professional Development – April & May 2023

SPECIAL EDUCATION LEADERSHIP DEVELOPMENT SERIES

Facilitators:

Jennifer Brooksby & Rick Homutoff

Special Education staff will develop practical leadership skills to support their district needs.

Monday, August 22, 2022
8:00—10:00 am
Monday, November 14, 2022
2:00—4:00 pm
Wednesday, February 15, 2023
8:00—10:00 am
Monday, May 15, 2023
2:00—4:00 pm

Location:

DILC/EV SELPA, 670 E. Carnegie Drive, SB, 92408

Register Online for the series:

https://sbcss.k12oms.org/46-217343

AAC IN THE CLASSROOM:
Empowering All Students to Communicate

Presented by
Courtney Beatty & Shannon Vogt
EV SELPA Program Specialists

Do you work with students who have difficulty communicating verbally?
Would you like to know more about how to give your students a "voice"?

This two-day training is an introduction to Augmentative and Alternative Communication (AAC) for teachers, paraprofessionals, Speech-Language Pathologists, and others who work in-person within the classroom settings. Through lecture and interactive activities, we will cover many objectives, including:

- The guiding principles of AAC and its forms
- Basic language development and communication modes
- Core and fringe vocabularies
- How to model communication for an AAC learner
- Engineering the classroom for visual communication
- Planning and integrating AAC throughout the day
- Selecting vocabulary and creating a lesson plan
- Team collaboration for success
- Resources for communication systems, activities, and lesson plans
    *This training does not cover assessment or programming of high-tech devices or their systems

Location:
Dorothy Inghram Learning Center/EV SELPA, 607 E. Carnegie Drive, San Bernardino, 92408

Tuesday & Wednesday **October 18 & 19, 2022** 8:30 am - 3:00 pm Register Online: **https://sbcss.k12oms.org/46-216802**	Tuesday & Wednesday **May 9 & 10, 2023** 8:30 am - 3:00 pm Register Online: **https://sbcss.k12oms.org/46-216803**

DISTRICT ACCESS (DA) USERS COLLABORATIVE MEETINGS

Facilitated by:
Dr. Patty Metheny, Chief Administrative Officer
Jennifer Brooksby, Program Manager
Sonya Hall, Program Technician (MIS)

District Access (DA) users and district representatives are invited to learn more about the latest CALPADS information, including updates and/or changes to District Access. Attendees are encouraged to bring questions, ideas, and suggestions to share with the group.

Intended Audience:
District Access Users and District Special Education Administrators

Date & Time:	Register Online:
Thursday, August 4, 2022 2:00—3:30 pm	https://sbcss.k12oms.org/46-217295
Thursday, October 20, 2022 2:00—3:30 pm	https://sbcss.k12oms.org/46-217296
Thursday, January 19, 2023 2:00—3:30 pm	https://sbcss.k12oms.org/46-217297
Thursday, April 27, 2023 2:00—3:30 pm	https://sbcss.k12oms.org/46-217298

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

EAST VALLEY
SELPA
Educating Together

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

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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

<p style="text-align: center;">*RECORDED ON-DEMAND TRAINING*</p>

"BEHAVIOR IS COMMUNICATION"

<p style="text-align: center;">*Sponsored by*
Regional Coordinating Council 10 and the East Valley SELPA</p>

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.

<p style="text-align: center;">**For the On-Demand Training Link - Send an Email Request to:**
tami.goldstein@sbcss.net</p>

"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

"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 t 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

"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 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

5.5 EV SELPA Steering Committee Meeting Dates 2023-2024

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

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

JULY 13, 2023

AUGUST 2023 – NO MEETING

SEPTEMBER 14, 2023

OCTOBER 12, 2023

NOVEMBER 9, 2023

DECEMBER 7, 2023

JANUARY 2024 – NO MEETING

FEBRUARY 8, 2024

MARCH 7, 2024

APRIL 11, 2024

MAY 9, 2024

JUNE 13, 2024

5.6 EV SELPA Board of Directors Meeting 2023-2024

2023/2024
East Valley SELPA
BOARD OF DIRECTORS MEETING SCHEDULE

September 20, 2023

November 15, 2023

February 21, 2024

March 20, 2024

May 22, 2024

June 12, 2024

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