

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

**\*\* AGENDA \*\***  
**May 9, 2024, 8:00 A.M.**

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

**PRESENTER**

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

Finance Items

- |     |   |  |
|-----|---|--|
| 4.1 | FY 23/24 Projected Actuals & FY 24/25 Proposed Budget | Andrea Tennyson                        |
| 4.2 | EV SELPA NonPublic School 3rd Quarter 2023-24 Report  | Elizabeth Coronel<br>Jennifer Brooksby |
| 4.3 | SBCSS Fee-for-Service FY 24/25 Proposed Rates         | Committee                              |
| 4.4 | EV SELPA FY 23/24 Fiscal Reporting Calendar           | Andrea Tennyson                        |

Program Items

- |     |   |                                 |
|-----|---|---------------------------------|
| 4.5 | EV SELPA Career Day 2024  | Helen Junker                    |
| 4.6 | EV SELPA United in Inclusion <ul style="list-style-type: none"><li>• All In, Reimagining Resources, Tools of EmPOWERment</li></ul>  | Patty Metheny                   |
| 4.7 | Compliance and Improvement Monitoring <ul style="list-style-type: none"><li>• CIM Plans Progress Monitoring</li><li>• IEP Implementation Data Collection</li><li>• Restraint &amp; Seclusion Data</li><li>• CALPADS 16.21 - Late IEPs</li></ul> | Jennifer Brooksby               |
| 4.8 | CALPADS Requirements <ul style="list-style-type: none"><li>• End-of-Year Checklist</li><li>• Plan Effective Date</li></ul>  | Jennifer Brooksby<br>Sonya Cain |
| 4.9 | SEIS Implementation Update <ul style="list-style-type: none"><li>• District Trainings Updates</li></ul>   | Jennifer Brooksby<br>Committee  |

- July 23, 2024 – Special Ed Admin & Data Clerk Training
- July 25 or July 26, 2024 Site Admin Training
- SEIS Conference – October 9-11, 2024

- |      |  |  |
|------|--|--|
| 4.10 | FY 24/25 EV SELPA Local Plan   | Patty Metheny<br>Andrea Tennyson<br>Sonya Cain |
|      | <ul style="list-style-type: none"> <li>• Section D – Annual Budget Plan</li> <li>• Section E – Annual Service Plan</li> </ul>                              |  |
| 4.11 | EV SELPA Due Process 2023-2024 Data, to-date   | Rick Homutoff                                  |
|      | <ul style="list-style-type: none"> <li>• Regional Due Process Comparison Data</li> </ul>   |  |
| 4.12 | EV SELPA Spring 2024 Events/Requirements Reminders   | Rick Homutoff                                  |
|      | <ul style="list-style-type: none"> <li>• Surrogate Parent Training – May 13, 2024</li> <li>• Private School Consultation Meeting – May 21, 2024</li> </ul> |  |
| 4.13 | EV SELPA Board of Directors Meeting May 22, 2024 Overview  | Patty Metheny                                  |
|      | <ul style="list-style-type: none"> <li>• Recognitions</li> <li>• EV SELPA Ribbon of Inclusion Board Presentation</li> </ul>                                |  |
| 4.14 | SBCSS East Valley Operations   | Scott Wyatt<br>Sheryl Schmidt                  |
|      | <ul style="list-style-type: none"> <li>• VI Services &amp; Assessment</li> </ul>   |  |
| 4.15 | Hot Topics   | Committee                                      |

## 5.0 OTHER

- |      |   |
|------|---|
| 5.1  | 2023-2024 EV SELPA Steering Committee Meetings & 2024-2025 EV SELPA Committee Meetings          |
| 5.2  | 2023-2024 EV SELPA Board of Directors Meetings & 2024-2025 EV SELPA Board of Directors Meetings |
| 5.3  | 2024-2025 EV SELPA CAC Meetings   |
| 5.4  | EV SELPA Professional Development – May 2024  |
| 5.5. | Next Meeting – June 13, 2024, 8:00 AM   |

**East Valley SELPA**  
**STEERING COMMITTEE MEETING MINUTES**  
April 11, 2024

**MEMBERS PRESENT:**

Dr. Patty Metheny	East Valley SELPA
Rob Pearson	Colton Joint Unified School District
Patti Buchmiller	Redlands Unified School District
Dr. Sonya Scott	Rialto Unified School District
Torri Burke	Rim of the World Unified School District
Leslie Burghardt	Yucaipa-Calimesa Joint Unified School District
Dr. Scott Wyatt	SBCSS East Valley Operations

**FISCAL STAFF PRESENT:**

Christina Bradley	Business Services, Redlands
Dr. Kristi Hubbard	Business Services, Redlands
Kirtan Shah	Business Services, Redlands
Valeria Estrella	Business Services, Rialto
Lorena Gutierrez	Internal Business, SB County Schools
Selina Hurley	Internal Business, SB County Schools
Anthony Warnecke	Internal Business, SB County Schools
Scott Whyte	Business Services, Rim of the World
Amber Tavis	Business Services, Yucaipa-Calimesa JUSD

**OTHERS PRESENT:**

Dr. Rick Homutoff	East Valley SELPA
Jennifer Brooksby	East Valley SELPA
Andrea Tennyson	East Valley SELPA
Rosalva Contreras	East Valley SELPA

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

2.0 PUBLIC COMMENTS: There were no public comments.

3.0 REVIEW/APPROVAL OF MINUTES: The minutes of the March 7, 2024, meeting were reviewed. A motion to approve the minutes was made by Rob Pearson and seconded by Patti Buchmiller. The minutes were approved by the consensus of the members present.

## 4.0 DISCUSSION/PRESENTATION

### Finance Items

#### 4.1 2024-25 SBCSS EV County Operated Special Education Fee-For-Service Budget & Proposed Rates

Selina Hurley provided both the 2023-2024 2<sup>nd</sup> Interim update and proposed fees for 2024-2025. She began with the 2<sup>nd</sup> Interim Fee-for-Service comparison to budget and noted there was a project ending fund balance of \$71,182. Dr. Scott Wyatt explained the fund balance comes from staff vacancies as finding permanent employees continues to be a challenge. Ms. Hurley also presented the proposed FY 24/25 FFS. Based on the projections presented the SAI rate will increase from \$51,590 to \$59,810. The low incidence rate will increase from \$7,745 to \$11,984 since the ESSR funds utilized to stabilize this rate in the past few years are now exhausted. The 1:1 Aide rate will see a potential decrease from \$64,075 to \$62,764. Estimated student count for FY 24/25 will be 105 SAI students, 280 Low Incidence Students, and 15 1:1 Aides. The Steering Committee will review these rates again during the May Steering Committee meeting prior to be presented to the EV SELPA Board of Directors Meeting for approval on May 22, 2024.

#### 4.2 2024-25 SBCSS Student Services Counseling Center

Ms. Hurley presented the SBCSS Student Services Counseling Center proposed rate of \$4,336 per student for the FY 24/25. This service is only for the students in the behavioral program housed at Barbara Phelps.

#### 4.3 SEMA-I 2<sup>nd</sup> Interim MOE Summary Report

Information regarding SEMA-I projections SELPA wide resulting from 2<sup>nd</sup> Interim updates were presented. Ms. Tennyson explained this is now a practice for the EV SELPA to monitor MOE year-round to prevent any surprises at the end of the year. All EV SELPA member districts are on track to pass in at least one of the four areas. She was not able to calculate data for SBCSS as the data is collected for all three regions and must be separated.

#### 4.4 FCMAT Special Education Efficiency Tool

Dr. Metheny surveyed the committee as to the usefulness of the FMCAT Special Education Efficiency Tool. From the committee, the Redlands USD fiscal team is the only team that had an opportunity to use this tool and based on their observations the Efficiency Tool yielded the same information compiled already within other district reports. No additional follow-up for this item will be scheduled.

#### 4.5 EV SELPA 2023-2024 Fiscal Reporting Calendar

Ms. Tennyson reviewed the activities for April and May. Ms. Tennyson remarked SBCSS has not provided the low incidence inventory report as of yet. As soon as it is received from SBCSS it will be forwarded to the districts and the due date adjusted accordingly. Ms. Tennyson thanked the Committee members for the timely submission of the Personnel Data Report (PDR). The EV SELPA BOD Budget Ad Hoc Committee will meet later this month to provide input and guidance for the 2024-2025 EV SELPA Operating Budget.



## Program Items

### 4.6 SEIS Implementation Plan

Jennifer Brooksby reviewed the SEIS Implementation Plan presented to and approved by the EV SELPA Board of Directors on March 20, 2024. She reminded the directors that all SEIS trainings will be recorded and available to staff. Ms. Brooksby also reviewed the data transfer milestones that must be accomplished by the deadlines provided in order for SEIS to go live the week of July 22, 2024. She will be meeting weekly with the district special education data clerks starting in May to support this work.

Regarding the SEIS contracts, Ms. Brooksby explained the EV SELPA will have a contract for special education and IEP related data/functions, but that each district must also have a contract with SEIS for data integration between the district's student information system and SEIS. The directors had questions regarding the individual district's agreements and cost, Ms. Brooksby will reach out to SEIS and report back with clarification. EV SELPA will also continue to have an agreement with Faucette Micro Systems in 2024-2025, not only to ensure there is a smooth transition to SEIS, but also to allow all users to access as view only all current student files as well as to permit SELPA and district data staff to conduct CALPADS end-of-year reporting as well as any additional CALPADS reporting required through the school year. Currently, Faucette Micro Systems is working on data loads with SEIS. Ms. Brooksby was happy to report Faucette Micro Systems is ahead of schedule on successfully programing for this. Dr. Metheny shared Doug and Marlene Faucette from Faucette Micro Systems will be honored during the May 22, 2024, Board of Directors Meeting. Directors are encouraged to attend the meeting to honor their service of more than 20 years to the EV SELPA.

Finally, as part of the implementation milestones for the district, Ms. Brooksby provided the directors with a list of current WebIEP users per district. She indicated she has also emailed a digital copy of the list to the directors requesting they respond via email letting Sonya Cain know the level of access required for each in SEIS by April 30, 2024.

### 4.7 DRDP in 2024-25

Starting 2024-2025 all students in Transitional Kindergarten (TK) will be required to participate in DRDP. This will require staff serving those students be trained to administer the DRDP. Currently, the majority of the special education staff administering the DRDP have completed training in the three required modules of DRDP and will not need to do so annually. Ms. Jennifer Brooksby indicated she will work with the districts to ensure training is complete before the first DRDP administration period starts in November 2024.

### 4.8 Student Degree of Support – CALPADS Reporting

Ms. Brooksby explained how Student Degree of Support will be reported to CALPADS starting in 2024-2025. This data, while descriptive of student needs, is related to the teacher's credentials rather than the actual support the student receives. In other words, this reporting will verify that the teacher has the right type of credential to teach the student population in self-contained settings, only. This report will not be part of the IEP meeting as it is not a team decision. It will be an administrative task at the back end of the system.

This will have to be accomplished prior to the Census date in October. SELPA will work with the districts in the fall to ensure compliance on this issue. Documents with guidance on this matter were shared during the meeting.

#### 4.9 2023-2024 Personnel Data Report

As previously shared during the Fiscal portion of this meeting, Ms. Tennyson is very appreciative of the timely submission of the personnel data report. She shared she will review the reports for accuracy prior to the SELPA's final submission to CDE on April 30, 2024. A handout with reminders and deadlines was shared.

#### 4.10 Initial IEP Qualification Comparison Data 2022-23 to 2023-24

As previously shared since the COVID pandemic, EV SELPA districts have experienced growing numbers of special education students which follows a nation-wide trend. To better understand this trend at the district level, Dr. Metheny provided the directors with two-year initial qualification data for each district by school site. She clarified that this data reflects those students who qualified for special education services as a result of initial assessments and does not contain the number of initial assessments per school site conducted within a school district.

#### 4.11 Restrain and Seclusion Data Collection

Dr. Metheny shared Assembly Bill 1466 amended Education Code 49006 which requires school districts to report, no later than three months after the end of the school year, the number of times students were restrained and/or secluded. This data is to be disaggregated for all students, students with IEPs, and students with 504 plans. She encouraged directors to identify the process their district is using to track and record the data as it pertains to all students, not only those receiving special education services. Under this amendment, school districts are required to post this data on the district's website. Directors were encouraged to work with their respective technology departments to determine where on their websites the data will be posted. CDE has provided options as to the format in which this information can be posted. However, to facilitate this requirement, districts have the option to post the information downloaded directly from CDE. This information is used for the CALPADS End-of-Year 3 certification.

#### 4.12 EV SELPA Medi-Cal Collaborative Membership

Dr. Metheny shared the EV SELPA has begun to receive more money than expected from Medi-Cal Billing reimbursements due to billing backcasting and changes in allowable and/or billable services permitted by the Department of Health Care Services. She proposed an expansion of the EV SELPA Medi-Cal Collaborative to assist in identifying how funds can be used to support students in the SELPA's member districts. Directors were asked to send names of district representatives to Dr. Metheny by May 31, 2024 for a June 13, 2024 meeting.

#### 4.13 Progress on CDE Reporting Requirements

Dr. Metheny reminded the Committee that the IEP Implementation data collection window is currently open and will close on April 29, 2024. As a reminder, CDE does not impose a certain tracking mechanism for services and each district may choose how to track services. However, the information must be accurate and readily available for submission to CDE during the data collection period due June 30, 2024. Data regarding providing services at or above the 90% level will be reported in the Annual Determination Letters of compliance starting in 2025.

Dr. Metheny reminded the Committee that Ms. Brooksby provided a training for district staff on how to gather and read CALPADS report 16.21. She stressed the importance of using this report to monitor timeline compliance for annual and triennial IEP meetings as this data will also be part of the 2025 Annual Determination Letters.

4.14 ESY 2024 Planning

Dr. Metheny inquired about each district's plan for Extended School Year (ESY). The directors shared their plans and communicated with Dr. Wyatt in respect to ESY County classes. Dr. Wyatt indicated he will follow up with Rialto USD as they have not connected yet for their plans.

4.15 The Special Ed Administrator's Personal Trainer

Dr. Rick Homutoff facilitated the directors' engagement in a collegial and productive discussion about the legal challenges faced within special education. He provided examples of the systems the districts could implement to mitigate complaints and filings. These included: clear and open communication with parents to deescalate volatile situations even with complicated personalities, staff training of districts policies, professional and timely response to parent requests and concerns, and dissemination of settlement agreement requirements as well as tracking of agreement components. Dr. Metheny remarked on the extraordinary job Dr. Homutoff does for the East Valley SELPA in regard to legal compliance.

4.16 Supporting Inclusive Practices (SIP)

Dr. Metheny shared that planning for the May 1, 2024 United in Inclusion Summit is well underway. To date, sixty-three people have registered for a maximum capacity of one hundred attendees. Dr. Metheny reminded the directors this summit is in partnership with SIP and that SIP would like to address in the Summit the barriers to inclusion within the EV SELPA. Therefore, a survey has been developed for this purpose and is provided to each registrant. Dr. Metheny asked the Committee to encourage everyone registered to respond to the survey. At the request of the directors, a list of each districts registered participants and the link for the SIP survey will be sent after this meeting.

The Katie Novak and Shelley Moore in person training on May 7 and May 8, 2024, has been canceled due to low participation on the web training. This will be revisited at a later time if necessary.

Dr. Metheny shared one school that has been nominated for the EV SELPA Ribbon of Inclusion Recognition. The final day to submit nomination is Friday, April 19, 2024 in order to achieve the validation requirements needed and receive recognition during the May 22, 2024, Board of Directors Meeting.

4.17 EV SELPA ADR

The Committee reviewed that the next Key2Ed Facilitated IEP (FIEP) cohort training is April 17, 18 and 19, 2024, and that on Monday, April 15, 2024, Key2Ed will be providing an in-person FIEP Stakeholders training. Elements of the Stakeholder training will also be provided during the July 25 and 26, 2024 SEIS trainings for site administrators. Additionally, the statewide SELPA Leads, Pathways2Partnerships, are providing ADR trainings. These trainings are virtual and free of charge.

4.18 EV SELPA Career Day

Dr. Metheny shared the 23<sup>rd</sup> Annual EV SELPA Career Day will occur next week. Approximately, 500 students are expected to attend. Dr. Metheny expressed her gratitude to the planning team as well as to the districts sending volunteers to assist with the event. All directors are welcome to attend.

4.19 Hot Topics

Torri Burke from Rim of the World USD inquired if there was a guidance on aide support for the classroom. At the moment, Rim of the World USD has classrooms where the aides and teacher number surpassed the number of students in the classroom. Committee members shared their individual practices and staffing recommendations. .

District special education directors shared concerns about SBCSS service regarding students requiring DHH services and students requiring counseling services while in the Barbara Phelps behavior class. Without an SBCSS administrator present to discuss the concerns, it was agreed a separate meeting would be scheduled for this purpose. It was also agreed that the addition of any related services for students in SBCSS settings would result only from district assessments.

5.0 OTHER

5.1 2023-2024 EV SELPA Steering Committee Meetings

5.2 2023-2024 EV SELPA Board of Directors Meetings

5.3 2023-2024 EV SELPA Community Advisory Committee Meetings

5.4 EVSELPA Professional Development Opportunities – April & May 2024

6.0 ADJOURNMENT: Meeting adjourned at 12:12 pm. Next meeting will be held on May 9, 2024.

## FINANCE ITEMS

### 4.1 FY 2023/24 Projected Actuals & FY 2024/25 Proposed Budget



EAST VALLEY SELPA  
FY 2024-25  
Proposed Operating Budget

**April 19, 2024**

Patty Metheny, EdD., Chief Administrative Officer

Andrea Tennyson, Fiscal Consultant

**EAST VALLEY SELPA**  
**FY 2024/25 BUDGET INFORMATION**  
**TABLE OF CONTENTS**

---

SELPA REGIONALIZED SERVICES

Budget/Management 0273, 0474

REGIONAL STUDENT INFORMATION SYSTEM

Budget/Management 0273 Res 9273

CALIFORNIA CHILDRENS' SERVICES (CCS)

Budget/Management ESCS

DUE PROCESS/LEGAL

Budget/Management ESDP

LOW INCIDENCE

Budget/Management 0276

REGIONAL PROGRAM/MENTAL HEALTH BEHAVIORAL COUNSELORS

Budget/Management ESMH

REGIONAL PROGRAM/MENTAL HEALTH RESIDENTIAL OVERSIGHT

Budget/Management ESRM

REGIONAL PROGRAM/OCCUPATIONAL THERAPY (OT)

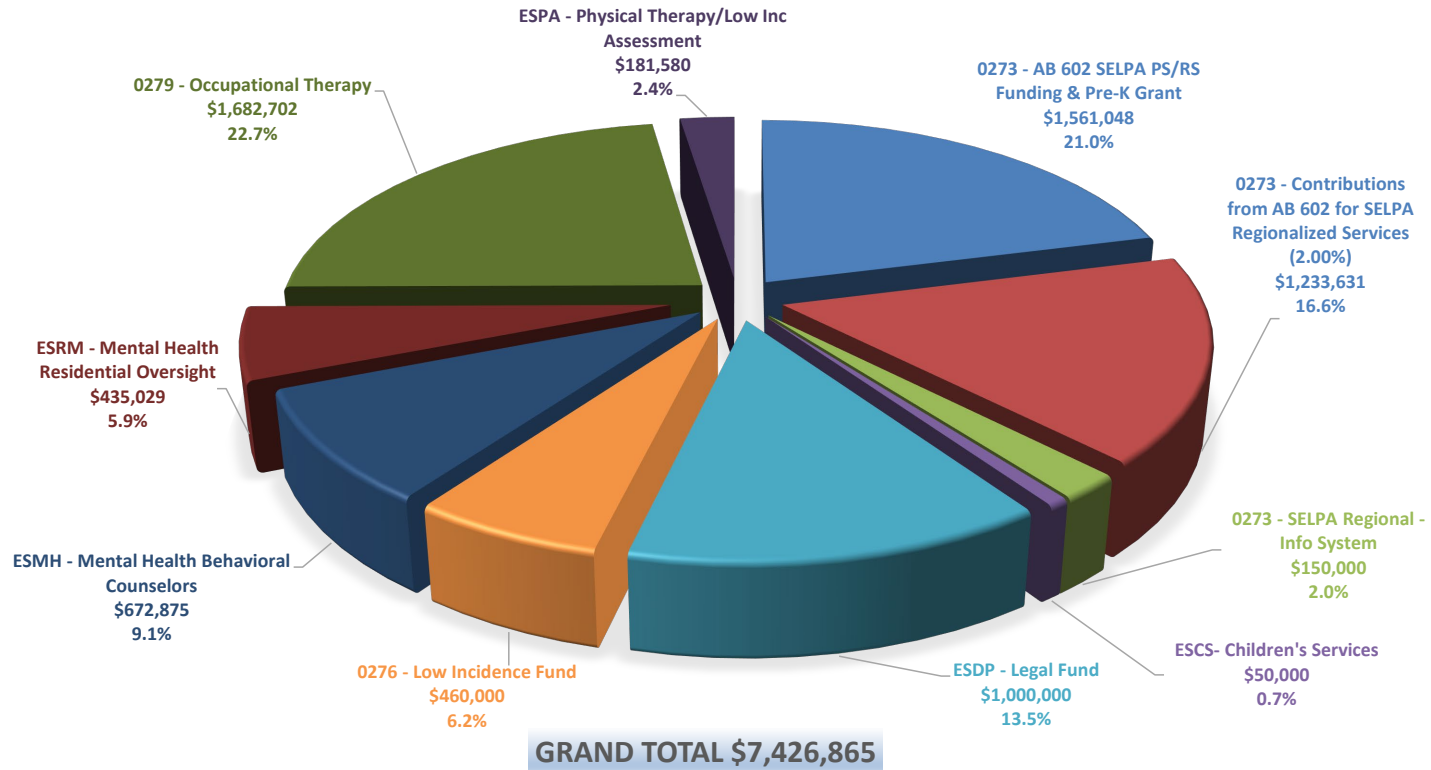
Budget/Management 0279

REGIONAL PROGRAM/PHYSICAL THERAPY & LOW INCIDENCE ASSESSMENT

Budget/Management ESPA

# EAST VALLEY SELPA

## FY 2024/25 OPERATIONS BUDGET



Program Description	Proposed Budget	Percentage of Total
0273 - AB 602 SELPA PS/RS Funding & Pre-K Grant	\$1,561,048	21.0%
0273 - Contributions from AB 602 for SELPA Regionalized Services (2.00%)	\$1,233,631	16.6%
0273 - SELPA Regional - Info System	\$150,000	2.0%
ESCS- Children's Services	\$50,000	0.7%
ESDP - Legal Fund	\$1,000,000	13.5%
0276 - Low Incidence Fund	\$460,000	6.2%
ESMH - Mental Health Behavioral Counselors	\$672,875	9.1%
ESRM - Mental Health Residential Oversight	\$435,029	5.9%
0279 - Occupational Therapy	\$1,682,702	22.7%
ESPA - Physical Therapy/Low Inc Assessment	\$181,580	2.4%
Grand Total	\$7,426,865	100.0%



EAST VALLEY SELPA  
**FY 2024/25 BUDGET INFORMATION**  
**SELPA REGIONALIZED SERVICES**

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The East Valley SELPA Regionalized Services budget is the operations budget for the SELPA administration.

**Revenue Sources:**

~ Funding is provided through AB 602 from two sources, the PS/RS apportionment and 2.00% of the adjusted AB 602 base grant entitlement. AB602 minimum base rate proposed increased from \$887.40 to **\$894.15** per average daily attendance (ADA) due to a projected **0.76%** COLA. The SELPA Board has authorized this distribution as "off the top" (Resource 6500).

~ Resource 3315 Preschool Local Entitlement estimated at \$19,406 (5% of total grant)

**Budget Developed with the following assumptions:**

~ The total amount of base AB 602 funds that the SELPA is entitled to receive was determined by identifying the greater of the current, prior year, or prior prior year K12 ADA for each district, taking those numbers and totaling them to determine a SELPA wide aggregate, and multiplying that aggregate by the statewide base rate per ADA.

~ 2.5% potential salary increase is estimated. Actual salary increase will be based on the average of 12 benchmark districts in the county who settle CTA salary schedule negotiations. Step and column fully funded.

~ Health & Welfare Rates Increases are: Medical - 7.75%, Dental, Vision, & Life - 2.0%

~ Employer paid statutory rates are as follows:

>STRS 19.10% (No increase)    >PERS 27.80% (.80 increase)

>Medicare 1.45%    >UI 0.05%    >W/C 2.51%

~ Information Technology user fee at \$2,976 from \$2,705 (\$271 increase)

~The 24/25 approved Indirect Cost Rate for County Schools is **7.56%** from 8.50%

# East Valley SELPA

## FY 2024/25 BUDGET INFORMATION

### REGIONALIZED SERVICES

					2022/23 ACTUALS	2023/24 ESTIMATED ACTUALS	2024/25 PROPOSED	Change from Prior Year Increase/(Decrease)
<b>REVENUE</b>								
Beginning Balance					635,998.79	\$642,465	\$577,902	(\$64,564)
Contributions from AB 602 for SELPA Regionalized Services					\$834,166	\$1,183,219	\$1,233,631	\$50,412
AB 602 SELPA PS/RS Funding					\$1,413,800	\$1,530,014	\$1,541,642	\$11,628
Preschool Grant (5%)					\$13,085	\$19,412	\$19,406	(\$6)
<b>TOTAL REVENUE</b>					<b>\$2,897,050</b>	<b>\$3,375,111</b>	<b>\$3,372,580</b>	<b>-\$2,530</b>
<b>EXPENDITURES</b>								
Certificated Salaries					\$985,200	\$1,101,666	\$1,211,939	<b>\$110,273</b>
Classified Salaries & Hourly					\$491,475	\$494,860	\$543,464	<b>\$48,604</b>
Benefits					\$565,580	\$668,445	\$675,769	<b>\$7,324</b>
<b>Sub-Total</b>					<b>\$2,042,255</b>	<b>\$2,264,971</b>	<b>\$2,431,172</b>	<b>\$166,201</b>
Materials & Supplies					\$18,545	\$42,000	\$27,000	<b>(\$15,000)</b>
ADR Contracted Services					\$0	\$40,000	\$40,000	<b>\$0</b>
Operations					\$8,576	\$233,141	\$141,346	<b>(\$91,795)</b>
<b>Sub-Total</b>					<b>\$27,121</b>	<b>\$315,141</b>	<b>\$208,346</b>	<b>(\$106,795)</b>
<b>TOTAL</b>					<b>\$2,069,376</b>	<b>\$2,580,112</b>	<b>\$2,639,518</b>	<b>\$59,406</b>
Indirect Cost					\$185,209	\$217,097	\$199,548	<b>(\$17,550)</b>
Indirect Cost Rate					8.95%	8.50%	7.56%	
<b>TOTAL EXPENDITURES</b>					<b>\$2,254,585</b>	<b>\$2,797,209</b>	<b>\$2,839,066</b>	<b>\$41,856</b>
<b>ENDING BALANCE</b>					<b>\$642,465</b>	<b>\$577,902</b>	<b>\$533,515</b>	
<b>STAFFING:</b>					1.0 Administrator 1.0 Prog Manager 1.0 Fiscal Consultant 4.0 Program Specialists 1.0 Admin. Assistant 1.0 SELPA Svc Specialist 1.0 Program Tech (MIS) .50 Accounting Tech 1.225 Hourly Student Worker Consultants	1.0 Chief Administrative Officer 1.0 Prog Manager (4 mos/8mos-reclassified) .95 Fiscal Consultant 3.90 Program Specialists 1.0 Prog Specialist (4 mos) 1.0 Admin. Assistant 1.0 SELPA Svc Specialist 1.0 Program Tech (MIS) 1.0 Program Tech (MIS) .80 Finance Specialist .73 Hourly Student Worker Contracts for ADR Services	1.0 Chief Administrative Officer 1.0 Program Manager 1.0 Fiscal Consultant 4.95 Program Specialists 1.0 Admin. Assistant 1.0 SELPA Svc Specialist 1.0 Program Tech (MIS) .80 Finance Specialist .73 Hourly Student Worker (vacant) Contracts for ADR Services	
<b>Total FTEs</b>					<b>11.725 FTEs</b>	<b>12.38 FTEs (Contracts)</b>	<b>12.48 FTEs (Contracts)</b>	
Districts' Contribution from AB 602 State Aid	2023/24 SELPA FUNDED ADA P-1	% OF SELPA FUNDED ADA	2024/25 Projected SELPA Funded ADA	% OF SELPA FUNDED ADA	2022/23	2023/24	2024/25	Change + or (-) from 23/24 to 24/25
Colton	17,853.09	25.78%	17,609.56	25.53%	\$222,494	\$305,084	\$314,911	\$9,827
Redlands	18,659.55	26.95%	18,659.55	27.05%	\$218,616	\$318,865	\$333,688	\$14,823
Rialto	21,797.20	31.48%	21,797.20	31.60%	\$263,086	\$372,483	\$389,799	\$17,316
Rim	2,625.77	3.79%	2,625.77	3.81%	\$31,813	\$44,871	\$46,957	\$2,086
Yucaipa	7,841.54	11.33%	7,828.27	11.35%	\$91,533	\$134,001	\$139,993	\$5,992
SBCSS, EV Ops	463.21	0.67%	463.21	0.67%	\$6,623	\$7,916	\$8,284	\$368
	<b>69,240.36</b>	<b>100.00%</b>	<b>68,983.56</b>	<b>100.00%</b>	<b>\$834,166</b>	<b>\$1,183,219</b>	<b>\$1,233,631</b>	<b>\$50,412</b>

EAST VALLEY SELPA

**FY 2024/25 BUDGET INFORMATION**

**EV SELPA REGIONAL PROGRAM STUDENT INFORMATION DATABASE SYSTEM**

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EV SELPA will contract with the Special Education Information System (SEIS) from the San Joaquin County Office of Education. \*The contract will cover expenses related to student information reporting via CALPADS as well as the creation and maintenance of student IEPs and other related special education records.

Additionally, EV SELPA will contract with Faucette Microsystems for access to the Web/IEP historical student data.

These combined expenses will be shared by the districts. Final costs will be shared proportionately based on CY special education pupil count (October Census Day) and are charged at year end.

*\*These costs do not include individual agreements each district will have to integrate student data with their specific student data systems and SEIS.*

# East Valley SELPA

## FY 2024/25 BUDGET INFORMATION

### EV SELPA REGIONAL PROGRAM STUDENT INFORMATION DATABASE SYSTEM

	2022/23 ACTUALS	2023/24 ESTIMATED ACTUALS	2024/25 PROPOSED	Change from Prior Year Increase/(Decrease)
<b>REVENUE</b>				
Beginning Balance	\$67,651	\$67,651	\$67,651	(\$0)
Colton	\$27,896	\$64,275	\$38,565	-\$25,710
Redlands	\$33,360	\$74,644	\$44,786	-\$29,858
Rialto	\$29,539	\$64,502	\$38,701	-\$25,801
Rim	\$4,205	\$9,098	\$5,459	-\$3,639
Yucaipa	\$14,268	\$31,695	\$19,017	-\$12,678
EV Ops	\$2,841	\$5,785	\$3,471	-\$2,314
<b>TOTAL REVENUE</b>	<b>\$179,760</b>	<b>\$317,651</b>	<b>\$217,651</b>	<b>(\$100,000)</b>
<b>EXPENDITURES</b>				
Operations	\$103,133	\$230,415	\$139,457	(\$90,958)
Total	\$103,133	\$230,415	\$139,457	(\$90,958)
Indirect	\$8,976	\$19,585	\$10,543	(\$9,042)
Indirect Rate	8.95%	8.50%	7.56%	
<b>TOTAL EXPENDITURES</b>	<b>\$112,109</b>	<b>\$250,000</b>	<b>\$150,000</b>	<b>(\$100,000)</b>
<b>ENDING BALANCE</b>	<b>\$67,651</b>	<b>\$67,651</b>	<b>\$67,651</b>	

EAST VALLEY SELPA  
**FY 2024/25 BUDGET INFORMATION**  
**CALIFORNIA CHILDRENS' SERVICES (CCS)**

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The East Valley SELPA is mandated by Education Code to provide support to California Children's Services Medical Therapy Units (CCS MTUs) housed in the region. There are two located in the EV SELPA region - one at San Salvador in Colton and another at Judson & Brown in Redlands.

Expenditures include office supplies, facilities related maintenance costs, including janitorial, and utilities

Actual costs at year-end are shared by member districts based on current year special education pupil count (October Census Day).

# East Valley SELPA

## FY 2024/25 BUDGET INFORMATION

### CALIFORNIA CHILDRENS' SERVICES (CCS)

		2022/23 ACTUALS	2023/24 ESTIMATED ACTUALS	2024/25 PROPOSED	Change from Prior Year Increase/(Decrease)
<b>REVENUES</b>					
	<b>Beginning Balance</b>	<b>\$1,800</b>	<b>\$1,800</b>	<b>\$1,800</b>	<b>\$0.00</b>
<b>CCS District Support</b>	Colton	\$8,131	\$10,528	\$13,160	<b>\$2,632</b>
	Redlands	\$9,724	\$12,226	\$15,282	<b>\$3,056</b>
	Rim	\$1,226	\$1,490	\$1,863	<b>\$373</b>
	Yucaipa	\$4,159	\$5,191	\$6,489	<b>\$1,298</b>
	Rialto	\$8,611	\$10,565	\$13,206	<b>\$2,641</b>
	<b>CCS Revenue</b>	<b>\$31,851</b>	<b>\$40,000</b>	<b>\$50,000</b>	<b>\$10,000</b>
<b>TOTAL REVENUE</b>		<b>\$33,650</b>	<b>\$41,800</b>	<b>\$51,800</b>	<b>\$10,000</b>
<b>EXPENDITURES</b>					
<b>Materials &amp; Supplies</b>		\$4,004	\$7,000	\$7,000	\$0
<b>Operations</b>		\$27,847	\$33,000	\$43,000	\$10,000
	<b>Sub-Total</b>	<b>\$31,851</b>	<b>\$40,000</b>	<b>\$50,000</b>	<b>\$10,000</b>
<b>TOTAL EXPENDITURES</b>		<b>\$31,851</b>	<b>\$40,000</b>	<b>\$50,000</b>	<b>\$0</b>
<b>ENDING BALANCE *</b>		<b>\$1,800</b>	<b>\$1,800</b>	<b>\$1,800</b>	

Note: Funded per Ed Code

EAST VALLEY SELPA  
**FY 2024/25 BUDGET INFORMATION**  
**LEGAL/DUE PROCESS**

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The Legal fund was developed and approved by the East Valley SELPA board to address due process related costs for OAH filings received by member districts. Final district contribution for legal support is based on actual costs using the CY October Census Day special education pupil count.

FY 24/25 budget was developed using FY 23/24 2nd interim projection. 1.70 FTEs are paid out of this program, which include: 1 Program Manager and .70 SELPA Services Specialist.

Refer to the SELPA RS/PS Narrative for FY 24/25 health & welfare benefits, statutory rates, and indirect cost rates.

# East Valley SELPA

## FY 2024/25 BUDGET INFORMATION

### LEGAL/DUE PROCESS

	2022/23 ACTUALS	2023/24 ESTIMATED ACTUALS	2024/25 PROPOSED	Change from Prior Year Increase/(Decrease)
<b>REVENUES</b>				
<b>Beginning Balance</b>	<b>\$68,808</b>	<b>\$74,808</b>	<b>\$75,513</b>	<b>\$705</b>
Colton	\$216,661	263,192	263,192	\$0
Redlands	\$259,098	305,648	305,648	\$0
Rim	\$32,657	37,254	37,254	\$0
Yucaipa	\$110,817	129,784	129,784	\$0
Rialto	\$229,425	264,121	264,121	\$0
Contribution	\$6,000	\$0	\$0	
<b>TOTAL REVENUE</b>	<b>\$923,467</b>	<b>\$1,074,808</b>	<b>\$1,075,513</b>	<b>\$0</b>
<b>EXPENDITURES</b>				
<b>Certificated Salaries</b>	\$182,077	\$189,533	\$201,630	\$12,097
<b>Classified Salaries</b>	\$28,933	\$48,715	\$58,812	\$10,097
<b>Benefits</b>	\$74,711	\$81,151	\$90,936	\$9,785
<b>Sub-Total</b>	<b>\$285,721</b>	<b>\$319,399</b>	<b>\$351,378</b>	<b>\$31,979</b>
<b>Materials &amp; Supplies</b>	(\$58)	\$800	\$420	-\$380
<b>Operations</b>	\$562,995	\$679,096	\$648,202	-\$30,894
<b>Sub-Total</b>	<b>\$562,937</b>	<b>\$679,896</b>	<b>\$648,622</b>	<b>-\$31,274</b>
<b>TOTAL EXPENDITURES</b>	<b>\$848,658</b>	<b>\$999,295</b>	<b>\$1,000,000</b>	<b>\$705</b>
<b>ENDING BALANCE</b>	<b>\$74,808</b>	<b>\$75,513</b>	<b>\$75,513</b>	<b>\$0</b>
<b>STAFFING:</b>	1.0 Program Manager, DP 1.0 SELPA Services Specialist	1.0 Program Manager, DP .75 SELPA Services Specialist	1.0 Program Manager, DP .70 SELPA Services Specialist	
<b>Total FTEs</b>	<b>2.0 FTEs</b>	<b>1.75 FTEs</b>	<b>1.70 FTEs</b>	<b>\$0.00</b>

Note: Funded on a per Current Year Pupil Count Basis



EAST VALLEY SELPA

**FY 2024/25 BUDGET INFORMATION**

**LOW INCIDENCE MATERIALS, EQUIPMENT & SERVICES**

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Funding is provided through the AB 602 based on the prior year October Census Day special education pupil count of Low Incidence students (primary and secondary disability).

FY 2024/25 rate is estimated to be \$3,300 per pupil with a Low Incidence disability for materials, equipment, and services. EV SELPA retains 15% of Total SELPA LI Apportionment. The remainder is provided proportionately to districts based on October Census Day pupil count of students with primary and secondary disabilities.

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

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

Utilization is through application for eligible students based on the EV SELPA's Low Incidence Procedures and Guidelines.

EV SELPA Low Incidence Committee reviews current guidelines and procedures, as necessary.

# East Valley SELPA

## FY 2024/25 BUDGET INFORMATION

### LOW INCIDENCE MATERIALS, EQUIPMENT & SERVICES

	2022/23 ACTUALS	2023/24 ESTIMATED ACTUALS	2024/25 PROPOSED	Change from Prior Year Increase/(Decrease)
<b>REVENUES</b>				
Beginning Balance	\$499,736	\$378,743	\$176,348	(\$202,395)
AB 602 State Aid	\$297,029	\$300,000	\$460,000	\$160,000
Other Revenue	\$0	\$8,847	\$0	\$8,847
<b>TOTAL REVENUE</b>	<b>\$796,765</b>	<b>\$687,590</b>	<b>\$636,348</b>	<b>(\$51,242)</b>
<b>EXPENDITURES</b>				
Materials & Supplies	\$215,493	\$200,000	\$150,000	(\$50,000)
Operations & Contracts	\$111,188	\$180,200	\$185,000	\$4,800
<i>Sub-Total</i>	<b>\$326,681</b>	<b>\$380,200</b>	<b>\$335,000</b>	<b>(\$45,200)</b>
Equipment	\$63,451	\$100,000	\$101,186	\$1,186
Indirect	\$27,890	\$31,042	\$23,814	\$3,152
<i>Indirect Rate</i>	8.95%	8.50%	7.56%	
<b>TOTAL EXPENDITURES</b>	<b>\$418,022</b>	<b>\$511,242</b>	<b>\$460,000</b>	<b>(\$51,242)</b>
<b>ENDING BALANCE</b>	<b>\$378,743</b>	<b>\$176,348</b>	<b>\$176,348</b>	

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

EAST VALLEY SELPA

## **FY 2024/25 BUDGET INFORMATION**

### **EVSELPA REGIONAL PROGRAM/BEHAVIOR HEALTH COUNSELORS**

---

As authorized by the EV SELPA Board of Directors, the SELPA operates a Regional Program funded by a proportionate share model based on student counts for those students whose IEP teams determine behavior health counseling services are appropriate.

Staff includes .25 of Program Manager responsible for staff oversight, 2.40 Behavioral Health counselors, and .20 of SELPA Services Specialist.

Refer to the SELPA RS/PS Narrative for FY 24/25 health & welfare benefits, statutory rates, and indirect cost rates.

# East Valley SELPA

## FY 2024/25 BUDGET INFORMATION

### EVSELPA REGIONAL PROGRAM/BEHAVIOR HEALTH COUNSELORS

		2022/23	2023/24	2024/25	Change from Prior Year
		ACTUALS	ESTIMATED ACTUALS	PROPOSED	Increase/(Decrease)
<b>REVENUES</b>					
<b>Beginning Balance</b>		<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>DISTRIBUTION OF COST BASED ON PROPORTIONATE SHARE OF STUDENT COUNT</b>	Colton	\$369,066	\$309,254	\$322,980	\$13,726
	Redlands	\$30,757	\$25,771	\$26,915	\$1,144
	Rim	\$215,289	\$283,483	\$296,065	\$12,582
	Yucaipa	\$0	\$25,771	\$26,915	\$1,144
	<b>Total</b>	<b>\$615,112</b>	<b>\$644,279</b>	<b>\$672,875</b>	<b>\$28,596</b>
<b>TOTAL REVENUE</b>		<b>\$615,112</b>	<b>\$644,279</b>	<b>\$672,875</b>	<b>\$28,596</b>
<b>EXPENDITURES</b>					
<b>Classified Salaries</b>		\$398,773	\$412,876	\$421,091	\$8,215
<b>Benefits</b>		\$156,944	\$168,066	\$184,195	\$16,129
	<b>Sub-Total</b>	<b>\$555,717</b>	<b>\$580,942</b>	<b>\$605,286</b>	<b>\$24,344</b>
<b>Materials &amp; Supplies</b>		\$0	\$500	\$200	(\$300)
<b>Operations</b>		\$8,865	\$9,911	\$20,095	\$10,184
	<b>Sub-Total</b>	<b>\$8,865</b>	<b>\$10,411</b>	<b>\$20,295</b>	<b>\$9,884</b>
	<b>Total</b>	<b>\$564,582</b>	<b>\$591,353</b>	<b>\$625,581</b>	<b>\$34,228</b>
<b>Indirect</b>		<b>\$50,530</b>	<b>\$52,926</b>	<b>\$47,294</b>	<b>(\$5,632)</b>
	<i>Indirect Rate</i>	<i>8.95%</i>	<i>8.50%</i>	<i>7.56%</i>	<i>-0.94%</i>
<b>TOTAL EXPENDITURES</b>		<b>\$615,112</b>	<b>\$644,279</b>	<b>\$672,875</b>	<b>\$28,596</b>
<b>ENDING BALANCE</b>		<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>STAFFING:</b>					
	.25 Program Manager, BHC	.25 Program Manager, BHC	.25 Program Manager, BHC	.25 Program Manager, BHC	
	2.40 Behavior Health Counselors II	2.40 Behavior Health Counselors II	2.40 Behavior Health Counselors II	2.40 Behavior Health Counselors II	
	.33 SELPA Services Specialist	.30 SELPA Services Specialist (July-Jan) Vacant as of 3/31/22	.20 SELPA Services Specialist		
<b>Total FTEs</b>	<b>2.98 FTEs</b>	<b>2.95 FTE</b>	<b>2.85 FTE</b>	<b>0.00</b>	

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

EAST VALLEY SELPA

## **FY 2024/25 BUDGET INFORMATION**

### **EVSELPA REGIONAL PROGRAM/OVERSIGHT OF RESIDENTIAL MENTAL HEALTH**

---

As authorized by the EV SELPA Board of Directors, the SELPA operates an Off-the-top residential mental health oversight program. Funding is provided through AB602 based on districts' average daily attendance (ADA).

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

Refer to the SELPA RS/PS Narrative for FY 24/25 health & welfare benefits, statutory rates, and indirect cost rates.

# East Valley SELPA

## FY 2024/25 BUDGET INFORMATION

### EVSELPA REGIONAL PROGRAM/OVERSIGHT OF RESIDENTIAL MENTAL HEALTH

	2022/23 ACTUALS	2023/24 ESTIMATED ACTUALS	2024/25 PROPOSED	Change from Prior Year Increase/(Decrease)
<b>REVENUES</b>				
Beginning Balance	\$96,963	\$101,966	\$101,966	(\$0)
Off-the-top	\$379,493	\$409,539	\$430,029	\$20,490
	\$7,525	\$4,550	\$5,000	\$450
<b>TOTAL REVENUE</b>	<b>\$483,981</b>	<b>\$516,055</b>	<b>\$536,995</b>	<b>\$20,940</b>
<b>EXPENDITURES</b>				
Classified Salaries	\$234,288	\$244,218	\$254,305	\$10,087
Benefits	\$94,610	\$101,875	\$109,954	\$8,079
<b>Sub-Total</b>	<b>\$328,898</b>	<b>\$346,093</b>	<b>\$364,259</b>	<b>\$18,166</b>
Materials & Supplies	\$113	\$500	\$500	\$0
Operations	\$21,621	\$35,056	\$39,693	\$4,637
<b>Sub-Total</b>	<b>\$21,734</b>	<b>\$35,556</b>	<b>\$40,193</b>	<b>\$4,637</b>
<b>Total</b>	<b>\$350,632</b>	<b>\$381,649</b>	<b>\$404,452</b>	<b>\$22,803</b>
Indirect	\$31,382	\$32,440	\$30,577	(\$1,864)
Indirect Rate	8.95%	8.50%	7.56%	-0.94%
<b>TOTAL EXPENDITURES</b>	<b>\$382,015</b>	<b>\$414,089</b>	<b>\$435,029</b>	<b>\$20,939</b>
<b>ENDING BALANCE</b>	<b>\$101,966</b>	<b>\$ 101,966</b>	<b>\$ 101,966</b>	
<b>STAFFING:</b>	.75 Program Manager, BHC .60 Behavioral health counselors .20 Accounting Technician	.75 Program Manager, BHC .60 Behavioral health counselor .20 Accounting Technician	.75 Program Manager, BHC .60 Behavioral health counselor .20 Finance Specialist	
<b>Total FTEs</b>	<b>1.55 FTE</b>	<b>1.55 FTEs</b>	<b>1.55 FTEs</b>	<b>0.00</b>

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

EAST VALLEY SELPA

**FY 2024/25 BUDGET INFORMATION**

**EVSELPA REGIONAL PROGRAM/OCCUPATIONAL THERAPY (OT)**

---

As authorized by the EV SELPA Board of Directors, the SELPA operates a Regional Program funded by a proportionate share based on students whose IEP teams determine occupational therapy services are necessary. Actual costs are charged to districts at year-end. Any unspent money taken off-the-top are returned to the districts proportionately.

Staff includes 4.90 FTEs for Occupational Therapists II, 1.0 FTE for Certified Occupational Therapist Assistant (COTA), 2 contract COTAs, and .50 of a SELPA Services Specialist.

Refer to the SELPA RS/PS Narrative for FY 24/25 health & welfare benefits, statutory rates, and indirect cost rates.

# East Valley SELPA

## FY 2024/25 BUDGET INFORMATION

### EVSELPA REGIONAL PROGRAM/OCCUPATIONAL THERAPY (OT)

		2022/23	2023/24	2024/25	Change from Prior Year
		ACTUALS	ESTIMATED ACTUALS	PROPOSED	Increase/(Decrease)
<b>REVENUES</b>					
AB 602 "Off the Top" Funding	Colton	\$743,160	\$835,842	\$1,039,316	\$203,474
	Redlands	\$1,333,520	\$1,267,031	\$0	(\$1,267,031)
	Rim	\$138,908	\$232,178	\$280,450	\$48,272
	Yucaipa	\$333,380	\$305,149	\$362,936	\$57,787
<b>TOTAL REVENUE</b>		<b>\$2,548,968</b>	<b>\$2,640,200</b>	<b>\$1,682,702</b>	<b>(\$957,498)</b>
<b>EXPENDITURES</b>					
Classified Salaries		\$1,177,959	\$1,347,977	\$916,508	(\$431,469)
Benefits		\$499,644	\$581,377	\$411,697	(\$169,681)
	<b>Sub-Total</b>	<b>\$1,677,603</b>	<b>\$1,929,354</b>	<b>\$1,328,205</b>	<b>(\$601,150)</b>
Materials & Supplies		\$205	\$500	\$500	\$0
Operations		\$87,801	\$53,121	\$62,204	\$9,083
5110 Sub-agreements for Services		\$465,089	\$489,599	\$186,640	(\$302,959)
	<b>Sub-Total</b>	<b>\$553,096</b>	<b>\$543,220</b>	<b>\$249,344</b>	<b>(\$293,876)</b>
	<b>Total</b>	<b>\$2,230,699</b>	<b>\$2,472,574</b>	<b>\$1,577,549</b>	<b>(\$895,025)</b>
Trf Refund to Districts		\$160,247	\$0	\$0	\$0
Indirect		\$158,022	\$167,626	\$105,153	(\$62,473)
	Indirect Rate	8.95%	8.50%	7.56%	
<b>TOTAL EXPENDITURES</b>		<b>\$2,548,968</b>	<b>\$2,640,200</b>	<b>\$1,682,702</b>	<b>(\$957,498)</b>
<b>ENDING BALANCE</b>		<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>STAFFING:</b>		7.92 Occupational Therapist II 4.0 Contract OT (hourly) 2.0 Certified OT Asst.(COTA) .60 SELPA Services Specialist		7.92 Occupational Therapist (OT) II 1.0 Certified Occcpational Therapy Assistant (COTA) 1.0 SELPA Services Specialist 2.0 Contract OT (hourly) 5.0 Certified OT Asst.(COTA)	
<b>Total FTEs</b>		<b>8.52 FTEs (6.00 Contracts)</b>	<b>9.92 FTEs (7.00 Contracts)</b>	<b>6.40 FTEs (2.00 Contracts)</b>	

NOTE: Funded proportionately based on actual pupil service counts as of Fall & Spring



EAST VALLEY SELPA

**FY 2024/25 BUDGET INFORMATION**

**PHYSICAL THERAPY SERVICES & LOW INCIDENCE ASSESSMENT**

---

As authorized by the EV SELPA Board of Directors, the SELPA operates a Regional Program funded by a proportionate share model based on student counts for those students whose IEP teams determine the need for physical therapy services, as appropriate, or a low incidence assessment the districts cannot provide.

Staff includes a .667 FTE for a School Physical Therapist II and .10 FTE of an Occupational Therapist.

Refer to the SELPA RS/PS Narrative for FY 24/25 health & welfare benefits, statutory rates, and indirect cost rates.

# East Valley SELPA

## FY 2024/25 BUDGET INFORMATION

### PHYSICAL THERAPY SERVICES & LOW INCIDENCE ASSESSMENT

	2022/23 ACTUALS	2023/24 ESTIMATED ACTUALS	2024/25 PROPOSED	Change from Prior Year Increase/(Decrease)
<b>REVENUES</b>				
Beginning Balance	\$0	\$0	\$0	\$0
Colton	\$48,957	\$53,255	\$57,775	\$4,520
Redlands	\$88,122	\$76,078	\$82,536	\$6,458
Rim	\$4,896	\$11,412	\$12,380	\$968
Yucaipa	\$19,583	\$26,627	\$28,888	\$2,261
<b>TOTAL</b>	<b>\$161,558</b>	<b>\$167,372</b>	<b>\$181,580</b>	<b>\$14,208</b>
<b>TOTAL REVENUE</b>	<b>\$161,558</b>	<b>\$167,372</b>	<b>\$181,580</b>	<b>\$14,208</b>
<b>EXPENDITURES</b>				
Classified Salaries	\$109,112	\$107,243	\$116,885	\$9,642
Benefits	\$37,973	\$40,448	\$44,591	\$4,143
<b>Sub-Total</b>	<b>\$147,085</b>	<b>\$147,691</b>	<b>\$161,476</b>	<b>\$13,785</b>
Materials & Supplies	\$0	\$0	\$0	\$0
Operations	\$1,201	\$6,569	\$7,341	\$772
<b>Sub-Total</b>	<b>\$1,201</b>	<b>\$6,569</b>	<b>\$7,341</b>	<b>\$772</b>
<b>TOTAL</b>	<b>\$148,286</b>	<b>\$154,260</b>	<b>\$168,817</b>	<b>\$14,557</b>
Indirect Cost	\$13,272	\$13,112	\$12,763	-\$350
Indirect Rate	8.95%	8.50%	7.56%	-0.94%
<b>TOTAL EXPENDITURES</b>	<b>\$161,558</b>	<b>\$167,372</b>	<b>\$181,580</b>	<b>\$14,207</b>
<b>ENDING BALANCE</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
STAFFING:	.667 Physical Therapist .08 Occupational Therapist	.667 Physical Therapist .08 Occupational Therapist	.63 Physical Therapist .10 Occupational Therapist	
Total FTEs	.667 FTE	.747 FTE	.73 FTE	0.00

## 4.2 EV SELPA NonPublic School 3<sup>rd</sup> Quarter 2023-24 Report



**EAST VALLEY  
SELPA**

*Educating Together*

**NonPublic School Report  
Third Quarter 2023-2024**

East Valley SELPA Board of Directors  
May 22, 2024

Patty Metheny, Ed.D.  
Chief Administrative Officer

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

## 2023-2024

Non-Public Schools							
Name of Facility	Location	Number of EV SELPA Students					
		Colton	Redlands	Rialto	Rim	YCJUSD	Total
Altus Academy	Rialto, CA	2	1			2	5
Beacon Day	La Palma, CA	1					1
Canyon View	San Dimas, CA		1				1
Joan Macy	La Verne, CA		1	3	1		5
Leroy Haynes	La Verne, CA	3	1	1			5
Port View Prep	Ontario, CA	1	1	1			3
Precious Hearts	San Bernardino, CA	1	1		2		4
Sierra of East Valley	Colton, CA		1		1	3	5
Spectrum	Chino Hills, CA			4			4
Stone Ridge Academy	Upland, CA	5	1	1	1		8
<b>TOTAL</b>		<b>13</b>	<b>8</b>	<b>10</b>	<b>5</b>	<b>5</b>	<b>41</b>

Residential Treatment Centers							
Name of Facility	Location	Number of EV SELPA Students					
		Colton	Redlands	Rialto	Rim	YCJUSD	Total
CALO	Lake Ozark, MO					1	1
Cinnamon Hills	St. George, UT	1					1
Devereux	Viera, FL						
Lava Heights Academy	Toquerville, UT					1	1
New Haven Youth	Vista, CA				1		1
San Diego Center	San Diego, CA	1					1
Sorenson's Ranch	Koosharem, Utah					1	1
Turning Winds	Troy, MT						
<b>TOTAL</b>		<b>2</b>			<b>1</b>	<b>3</b>	<b>6</b>

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

## Assembly Bill 1172 Requirements

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

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

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

Number of District Annual Monitoring Observations Completed this Quarter for NPS Placed Students									
Colton		Redlands		Rialto		Rim		YCJUSD	
Completed	Enrolled	Completed	Enrolled	Completed	Enrolled	Completed	Enrolled	Completed	Enrolled
0	13	2	8	0	10	0	5	3	5

Number of District Annual Monitoring Observations Completed Year, to-date				
Colton	Redlands	Rialto	Rim	YCJUSD
0	5	0	0	4

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

Number of EV SELPA Monitoring Observations/Visits Completed Year, to-date, for Residentially Placed Students*				
Colton	Redlands	Rialto	Rim	YCJUSD
1	0	1	2	6

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

#### California Department of Education, Special Education Division NPS Monitoring

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

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

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

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

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

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





**East Valley SELPA**  
**23-24 3rd Quarter NPS Cost Totals**

Colton	2022-2023	2023-2024				
NPS (Students reside w/parents)	14	13				
NPS (Students in residential setting)	2	2				
	Prior Yr Q3 Total***	Q3 Not Previously Billed	Jan	Feb	Mar	Q3 Total
NPS Education*	\$ 201,325.14	\$ 47,102.65	\$ 88,206.49	\$ 96,640.42	\$ 67,101.10	\$ 299,050.66
NPS Mental Health**	\$ 51,144.25	\$ -	\$ 22,865.14	\$ 15,013.81	\$ 11,874.95	\$ 49,753.90
District Total	\$ 252,469.39	\$ 47,102.65	\$ 111,071.63	\$ 111,654.23	\$ 78,976.05	\$ 348,804.56
Redlands	2022-2023	2023-2024				
NPS (Students reside w/parents)	11	8				
NPS (Students in residential setting)	2	0				
	Prior Yr Q3 Total***	Q3 Not Previously Billed	Jan	Feb	Mar	Q3 Total
NPS Education*	\$ 224,455.27	\$ 48,469.11	\$ 38,620.94	\$ 40,729.38	\$ 37,706.93	\$ 165,526.36
NPS Mental Health**	\$ 77,343.11	\$ -	\$ 3,320.49	\$ 5,523.67	\$ 5,282.65	\$ 14,126.81
District Total	\$ 301,798.38	\$ 48,469.11	\$ 41,941.43	\$ 46,253.05	\$ 42,989.58	\$ 179,653.17
Rialto	2022-2023	2023-2024				
NPS (Students reside w/parents)	15	10				
NPS (Students in residential setting)	2	0				
	Prior Yr Q3 Total***	Q3 Not Previously Billed	Jan	Feb	Mar	Q3 Total
NPS Education*	\$ 184,028.43	\$ 10,002.82	\$ 35,149.33	\$ 38,458.91	\$ 32,491.29	\$ 116,102.35
NPS Mental Health**	\$ 69,599.46	\$ 98.02	\$ 392.11	\$ 392.11		\$ 882.24
District Total	\$ 253,627.89	\$ 10,100.84	\$ 35,541.44	\$ 38,851.02	\$ 32,491.29	\$ 116,984.59
Rim	2022-2023	2023-2024				
NPS (Students reside w/parents)	5	5				
NPS (Students in residential setting)	2	1				
	Prior Yr Q3 Total***	Q3 Not Previously Billed	Jan	Feb	Mar	Q3 Total
NPS Education*	\$ 69,881.31	\$ 85,426.36	\$ 32,973.73	\$ 26,351.53	\$ 30,752.43	\$ 175,504.05
NPS Mental Health**	\$ 77,404.65		\$ 11,053.14	\$ 10,985.99	\$ 11,032.81	\$ 33,071.94
District Total	\$ 147,285.96	\$ 85,426.36	\$ 44,026.87	\$ 37,337.52	\$ 41,785.24	\$ 208,575.99
Yucaipa-Calimesa	2022-2023	2023-2024				
NPS (Students reside w/parents)	6	5				
NPS (Students in residential setting)	1	3				
	Prior Yr Q3 Total***	Q3 Not Previously Billed	Jan	Feb	Mar	Q3 Total
NPS Education*	\$ 81,229.08		\$ 26,026.43	\$ 29,450.68	\$ 26,971.29	\$ 82,448.40
NPS Mental Health**	\$ 51,680.55	\$ 1,297.83	\$ 46,844.08	\$ 44,346.38	\$ 39,264.83	\$ 131,753.12
District Total	\$ 132,909.63	\$ 1,297.83	\$ 72,870.51	\$ 73,797.06	\$ 66,236.12	\$ 214,201.52
SELPA Wide Tuition Total	\$ 760,919.23	\$ 10,002.82	\$ 220,976.92	\$ 231,630.92	\$ 195,023.04	\$ 838,631.82
SELPA Wide Mental Health Total	\$ 327,172.02	\$ 1,395.85	\$ 84,474.96	\$ 76,261.96	\$ 67,455.24	\$ 229,588.01
SELPA Wide Grand Total	\$ 1,088,091.25	\$ 192,396.79	\$ 305,451.88	\$ 307,892.88	\$ 262,478.28	\$ 1,068,219.83

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

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

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

## 4.3 SBCSS Fee-for-Service FY 2024/25 Proposed Rates

## FEE-FOR-SERVICE BUDGET to 2nd INTERIM COMPARISON - 2023-24

SELPA		East Valley			Budget	2nd Interim	+Increase/- Decrease
A. REVENUES							
					April 2023	as of 1/31/24	
	RS	OB	GL				
1. AB602 Special Ed Funding	6500	8311	5001	\$	8,251,114	\$ 8,753,035	\$ 501,921
2. Property Tax Transfer	6500	8097	5001				
3. Property Tax Transfer Adjustment between 2023-24 P-2 and Annual (Payable)							
4. Net State Aid (A1-A2-A3)	6500	8311	5001				
5. Federal IDEA (Local Assistance Entitlement)	3310	8181	5001	\$	408,291	\$ 426,205	\$ 17,914
6. Federal Preschool	3315	8182	5730	\$	5,137	\$ 1,850	\$ (3,287)
7. Preschool Staff Development	3345	8182	5730	\$	-		\$ -
8. Infant Part C	3385	8182	5710	\$	57,745	\$ 57,745	\$ -
9. Infant State Apportionment	6510	8311	5710	\$	1,708,646	\$ 1,809,658	\$ 101,012
10. Infant Discretionary	6515	8590	5710	\$	-	\$ 27,704	\$ 27,704
11. Parent Infant Program (Local Contract)	9285	8677	5710	\$	600	\$ 1,069	\$ 469
12. Local Revenue (Contracts with Districts) Early Start	9385	8285	5710	\$	119,885	\$ 119,885	\$ -
TOTAL REVENUE (excludes A2, A3, A4)				\$	10,551,418	\$ 11,197,151	\$ 645,733
B. EXPENDITURES							
1. SAI Self-Contained (SDC)				\$	5,608,899	\$ 6,066,513	\$ 457,614
2. Low Incidence Itinerant DHH,VI,OM (Itinerant)				\$	2,286,743	\$ 2,206,670	\$ (80,074)
3. 1:1 Aide Services (1:1) Aides				\$	768,899	\$ 836,725	\$ 67,826
4. Early Start (NO FFS - State/Grant Funded)				\$	1,672,767	\$ 1,866,142	\$ 193,375
TOTAL EXPENDITURES				\$	10,337,309	\$ 10,976,051	\$ 638,741
C. PRIOR YEAR ADJUSTMENTS							
1. Prior Year AB602 Revenue Funding Adjustment	6500	8319	5001	\$	-		\$ -
2. 2023-24 Beginning Balance (Early Start)				\$	1,326,089	\$ 1,490,672	\$ 164,583
TOTAL PRIOR YEAR REVENUE ADJUSTMENTS				\$	1,326,089	\$ 1,490,672	\$ 164,583
D. 2023-24 Projected Ending Balance							
1. Total Revenues (Section A)				\$	10,551,418	\$ 11,197,151	\$ 645,733
2. Total Prior Year Revenue Adjustments (Section C)				\$	1,326,089	\$ 1,490,672	\$ 164,583
3. Total Expenditures (Section B)				\$	10,337,309	\$ 10,976,051	\$ 638,742
4. 2023-24 Projected Ending Balance				\$	1,540,197	\$ 1,711,772	\$ 171,574
5. Less Early Start Ending Balance				\$	(1,540,198)	\$ (1,640,591)	\$ (100,393)
6. 2023-24 Net Projected FFS Ending Balance				\$	0	\$ 71,182	\$ 71,182

Number of Services	SDC	Low Incidence	1:1 Aide
Budget	103	280	12
2nd Interim	109	280	15
Difference	6	0	3

San Bernardino County Superintendent of Schools  
EAST VALLEY COUNTY OPERATED SPECIAL EDUCATION PROGRAM  
2023-24 Projected Fee For Service Budget  
as of 2nd Interim - April 2024

		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	1,927,296	708,351	-	993,933	3,629,580
3	2000-2999	Classified Salaries	851,122	293,721	378,303	34,372	1,557,518
4	3000-3999	Employee Benefits	1,412,055	489,510	343,788	388,350	2,633,703
5	4000-4999	Books & Supplies	9,600	6,600	-	6,702	22,902
6	5000-5999	Services & Other Operating Expenditures	78,971	58,303	49,084	17,104	203,462
7	6000-6999	Capital Outlay	-	-	-	0	0
8							
9		Sub total	\$ 4,279,044	\$ 1,556,485	\$ 771,175	1,440,461	8,047,165
10		% of Total	0.73327	0.26673		n/a	1.0000000
11							
12		Allocated Cost ( FN 3120, 2100, 2700, 8100)	1,312,212	477,312	-	279,486	2,069,010
13		Sub total 1000-5000 costs	\$ 5,591,256.13	\$ 2,033,796.87	\$ 771,175.00	\$ 1,719,947	\$ 10,116,175
14							
15	7300-7380	Indirect Cost @ 8.5%	475,257	172,873	65,550	146,195	859,875
16							
17		TOTAL EXPENSE	\$ 6,066,513	\$ 2,206,670	\$ 836,725	\$ 1,866,142	\$ 10,976,050

Obj	RS	Revenue:	SAI SELF-CONTAINED	LOW INCIDENCE ITINERANT DHH, VI, OM	1:1 AIDE SERVICES	EARLY START	TOTAL
			SDC	ITINERANT	1:1AIDES	No FFS - State /Grant Funded	
18	8097	6500	Property Tax Revenue				0
19	8181	3310	Federal Local Assistance	312,525	113,680		426,205
20	8311/8319	6500	AB602 FFS Revenue (including Base for ADA)				0
21			<b>Total FFS Revenue</b>	<b>312,525</b>	<b>113,680</b>	<b>0</b>	<b>426,205</b>
22							
23			<b>Other Revenue Sources</b>				
24	86XX	8710	Local Control Funding Formula				0
25	8182	3315	Federal Preschool - RS 3315	1,850			1,850
26	8182	3310	Federal Local Assistance Applied to the First Class Program				0
27	8182	3345	Preschool Staff Development	0			0
28	8182	3385	Infant Part C			57,745	57,745
29	8311	6510	Infant State Apportionment			1,809,658	1,809,658
30	8590	6515	Infant Discretionary			27,704	27,704
31	8677	9285	Parent Infant Program			1,069	1,069
32	8285	9385	Other Local Revenue (contracts with districts)			119,885	119,885
33	8600/8799	6500	Other Local Revenue (contracts with districts)				0
34			2023-24 Beginning Balance			1,490,672	1,490,672
35			<b>TOTAL REVENUE:</b>	<b>314,375</b>	<b>113,680</b>	<b>0</b>	<b>3,934,788</b>

Excess Cost (expense minus revenue) \$ (5,752,138) \$ (2,092,990) \$ (836,725) \$ 1,640,591 \$ (7,041,262)

<b>Number of Estimated Services in 2023-24</b>	109	280	15	N/A
<b>2023-24 2nd interim recalculated rates</b>	<b>\$52,772</b>	<b>\$7,475</b>	<b>\$55,782</b>	<b>-</b>
2023-24 Proposed FFS Rates	\$51,590	\$7,745	\$64,075	N/A

Estimated 2023-24 Revenue	\$ 12,687,823
Estimated 2023-24 Expense	\$ 10,976,050
Subtotal	\$ 1,711,773
Less Early Start Ending Balance	\$ (1,640,591)
<b>Net Estimated Fee-For-Service Balance</b>	<b>\$ 71,183</b>

San Bernardino County Superintendent of Schools  
East Valley County Operated Special Education Programs  
2024-25 Projected Fee For Service Budget  
April 2024

		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	<b>OBJECT</b>					
2	1000-1999 Certificated Salaries	2,061,345	1,171,897	-	1,036,081	4,269,323
3	2000-2999 Classified Salaries	888,914	396,153	384,668	35,575	1,705,310
4	3000-3999 Employee Benefits	1,506,368	770,170	350,592	410,958	3,038,088
5	4000-4999 Books & Supplies	9,600	7,200	-	6,702	23,502
6	5000-5999 Services & Other Operating Expenditures	254,853	176,287	140,025	18,519	589,684
7	6000-6999 Capital Outlay	-	-	-	0	0
8						
9	Sub total	\$ 4,721,080	\$ 2,521,707	\$ 875,285	1,507,835	9,625,907
10	% of Total	0.65183	0.34817		n/a	1.0000000
11						
12	Allocated Cost	1,364,556	728,861	-	412,079	2,505,496
13	Sub total	\$ 6,085,636.01	\$ 3,250,568.43	\$ 875,285.00	\$ 1,919,914	\$ 12,131,403
14						
15	7300-7380 Indirect Cost - 7.56%	460,074	245,743	66,172	145,145	917,134
16						
17	<b>TOTAL EXPENSE</b>	<b>\$ 6,545,710</b>	<b>\$ 3,496,311</b>	<b>\$ 941,457</b>	<b>\$ 2,065,059</b>	<b>\$ 13,048,538</b>

	Obj	RS	Revenue:	SAI SELF-CONTAINED	LOW INCIDENCE ITINERANT DHH, VI, OM	1:1 AIDE SERVICES	EARLY START	TOTAL
				SDC	ITINERANT	1:1AIDES	No FFS - State /Grant Funded	
19	8181	3310	Federal Local Assistance	263,841	140,927			404,768
20	8182	3315	Federal Preschool - RS 3315	1,858				1,858
21	8182	3385	Infant Part C				57,745	57,745
22	8311	6510	Infant State Apportionment				2,282,964	2,282,964
23	8590	6515	Infant Discretionary				27,704	27,704
24	8677	9285	Parent Infant Program				2,095	2,095
25			2023-24 Beginning Balance				1,490,672	1,490,672
26			<b>TOTAL REVENUE:</b>	<b>265,699</b>	<b>140,927</b>	<b>0</b>	<b>3,861,180</b>	<b>4,267,806</b>
27								
28			<b>Excess Cost (revenue minus expense)</b>	<b>\$ (6,280,011)</b>	<b>\$ (3,355,384)</b>	<b>\$ (941,457)</b>	<b>\$ 1,796,121</b>	<b>\$ (8,780,732)</b>
29								
30			<b>Number of Estimated Services in 2024-25</b>	<b>105</b>	<b>280</b>	<b>15</b>	<b>N/A</b>	
31			<b>2024-25 Proposed Rates</b>	<b>\$59,810</b>	<b>\$11,984</b>	<b>\$62,764</b>	<b>-</b>	
32			2023-24 Rates	\$51,590	\$7,745	\$64,075	N/A	

San Bernardino County Superintendent of Schools  
East Valley County Operated Special Education Program  
2024-25 FFS Budget Summary  
April 2024

**2024-25 Budget Assumptions**

- 2.5% COLA on salary
- Step and Column included in contracted salaries
- 7.75% increase on Medical
- 2% increase on Dental, Vision and Life
- Employer paid statutory rates as follows:
  - Medicare: 1.45%, SUI: .50%, Workers Comp: 2.51%
  - STRS: 19.10%, PERS: 27.8%, Alt. Retirement: 2.25%
- Indirect Cost Rate: 7.56%

**2024-25 Budget**

Program	CERT FTE	CLASS FTE
SAI/Self Contained	14.60	23.99
Low Incidence Itinerant*	10.25	8.60
1:1 Aides	0.00	12.90
Early Start (includes direct charged Pupil Support & Admin)	7.58	1.86
Allocated Cost (Admin, Facilities, Pupil Support)	4.70	5.76
<b>TOTAL</b>	<b>37.13</b>	<b>53.11</b>

**2024-25 Fee-For-Service Budget (Not Including Early Start)**

Total Budgeted Expenditures	\$ 10,983,478
Less Budgeted Offsetting Revenue (not including Early Start )	\$ 406,626
<b>2024-25 Excess Cost</b>	<b>\$ (10,576,852)</b>

**2024-25 Early Start Program (Not a Fee-For-Service Program)**

Total Budgeted Expenditures	\$ 2,065,059
Less Budgeted Offsetting Revenue (Including beginning balance)	\$ 3,861,180
<b>2024-25 Excess Cost</b>	<b>\$ 1,796,121</b>

**2024-25 Proposed Fee-For-Service Rates**

RATES	SAI	Low Incidence*	1:1 Aides
<b>2024-25 Rate</b>	<b>\$ 59,810</b>	<b>\$ 11,984</b>	<b>\$ 62,764</b>
2023-24 Rate	\$ 51,590	\$ 7,745	\$ 64,075

**2024-25 Fee-For-Service Estimated Counts**

Counts	SAI	Low Incidence	1:1 Aides
<b>2024-25 Count</b>	<b>105</b>	<b>280</b>	<b>15</b>
2023-24 Count	103	280	12

#### 4.4 EV SELPA FY 2023/24 Fiscal Reporting Calendar



## FY 2023-24 FISCAL REPORTING CALENDAR

### JULY 2023

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

### AUGUST 2023

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

### SEPTEMBER 2023

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

### OCTOBER 2023

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

Subject to change, updated as needed.





## FY 2023-24 FISCAL REPORTING CALENDAR

### **NOVEMBER 2023**

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

### **DECEMBER 2023**

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

### **JANUARY 2024**

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

### **FEBRUARY 2024**

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

Subject to change, updated as needed.



## FY 2023-24 FISCAL REPORTING CALENDAR

### MARCH 2024

- 3/07/24** SELPA to present CY (23/24) Regional services Proportionate Share Costs as of 2nd Interim related to OT, MH & PT at Steering/Finance  
SELPA to present Base AB602 allocation according to the Trailer Bill Language
- 3/07/24** Districts to provide SELPA DAT file for SEMAI (2<sup>nd</sup> Interim) for MOE monitoring due to BAS 3/8/24
- 3/08/24** ***Districts to provide February PARs and PYR for TPP to SELPA***
- 3/15/24** ***Districts to complete and turn in final requests for Low Incidence materials (technology or furniture) purchases for FY 23/24***
- 3/18/24** SELPA to provide Low Incidence Inventory Report to districts for review (tentative)
- 3/27/24** SELPA to send (23/24 P-1, 22/23 Annual, 21/22 Annual 2) AB602 allocations based on February Certifications to districts by e-mail
- 3/27/24** SELPA to submit January TPP Service and Certified Invoices to DOR
- 3/29/24** **Districts to submit Supporting Inclusive Practices grant quarterly reports to SELPA**

### APRIL 2024

- 4/08/24** ~~**Districts to return Low Incidence Inventory verification report to SELPA (Elizabeth Coronel)**~~
- 4/05/24** Districts to provide March PARs and PYR for TPP to SELPA
- 4/11/24** SBCSS to present EV County Operated Spec Education FFS budget and Proposed rates for FY 24/25 at Steering/Finance
- 4/11/24** SBCSS to present Student Services Counseling Center – Intensive Therapeutic Services rate for FY 24/25
- 4/11/24** SELPA to send SEMAI 2<sup>nd</sup> Interim MOE monitoring/summary report to districts
- 4/12/24** **SELPA to provide P-2 NPS ADA to districts \*District deadline to BAS April 19th**
- 4/15/24** **Districts to complete and turn in final requests for Low Incidence materials (non-technological or furniture) purchases for FY 23/24**
- 4/15/24** **Districts to provide Grant Expenditure Report #2 (Jan 1 – Mar 31) or Final to SELPA for CY (23/24)**
- 4/19/24** SELPA to present 24/25 Operating Budget to Board Budget Ad Hoc
- 4/29/24** SELPA to submit February TPP Service and Certified Invoices to DOR
- 4/30/24** SELPA to certify EV SELPA Consortium 23-24 Personnel Data Report

### MAY 2024

- 5/06/24** Districts to provide April PARs and PYR for TPP to SELPA
- 5/09/24** SELPA to present FY 24/25 Proposed EV SELPA Budgets at Steering/Finance
- 5/09/24** SELPA to present 3<sup>rd</sup> Quarter NPS reimbursement transfer for invoices paid at Steering/Finance
- 5/10/24** ***SELPA to provide Low Incidence Inventory Report to districts for review***
- 5/20/24** ***Districts to return Low Incidence Inventory verification report to Elizabeth Coronel (SELPA)***
- 5/22/24** ***SELPA to provide District directors MAY count for SBCSS Fee-for-Service for review/verification***
- 5/22/24** SELPA to present to Board of Directors EV SELPA FY 24/25 Proposed Budgets and SBCSS EV County Operated Spec Education FFS FY 24/25 rates

Subject to change, updated as needed.



## FY 2023-24 FISCAL REPORTING CALENDAR

### JUNE 2024

- 6/05/24** Districts to provide May PARs and PYR for TPP to SELPA
- 6/05/24** Districts to turn in any pre-approved Low Incidence requests for reimbursement to Elizabeth Coronel (SELPA)
- 6/07/24** ***Districts Spec Ed directors to return SBCSS FFS MAY count signed verification forms to SELPA***
- 6/13/24** SELPA to present final FY 23/24 EV County Operated Spec Education FFS average counts/costs and Proportionate Share Regional Programs student counts/costs at Steering
- 6/28/24** SELPA to submit April TPP Service and Certified Invoices to DOR
- 6/28/24** SELPA to provide Annual NPS ADA to districts - due to County Office, SBCSS first week of July
- 6/28/24** **Districts to submit Supporting Inclusive Practices grant claims with supporting documents (FAR)**
- 6/28/24** **Districts to prepare ALL grant (SELPA pass-throughs & LEAs) Expenditure Reports 3 (April 1, 2024- June 30, 2024) or FINAL expenditure reports for submission in mid-July 2024**
- TBD** SELPA to present FY 24/25 Schedule REX Projections based on Governor's May Revise
- TBD** SELPA to finalize AB602 CDE Certifications for CY (23/24) and PY (22/23), and PPY (21/22).

## PROGRAM ISSUES

4.5 EV SELPA Career Day 2024





2024

# CAREER DAY

Hosted by the East Valley SELPA  
Transition Partnership Program (TPP)

Funded by the East Valley SELPA with contributions from Department of Rehabilitation and Workforce SBCSS





# Dr. Patty Metheny & MC Dr. Cherina Betters

Welcomed nearly  
500 students, 100 Educators and  
Para-Educators under the main tent to kick off the event







Arrival, Lunch & Departure were accompanied by  
music courtesy of DJ Beats Mode



# 40+ Local Exhibitors

Arrowhead Credit Union

Caltrans

Center for Employment Training

Chaffey College

Department of Rehabilitation

Inland Regional Center

JobCorps

LAUNCH Apprenticeship Network

OmniTrans

OPARC

Riverside City College

SB Valley College

Target

SB County Department of Public Health







# Student Workshops

Industry Presenters

Chaffey FCU - Bite of Reality

Soft Skills Needed in the Real World

Becoming a more Mindful You

Comfort Zone

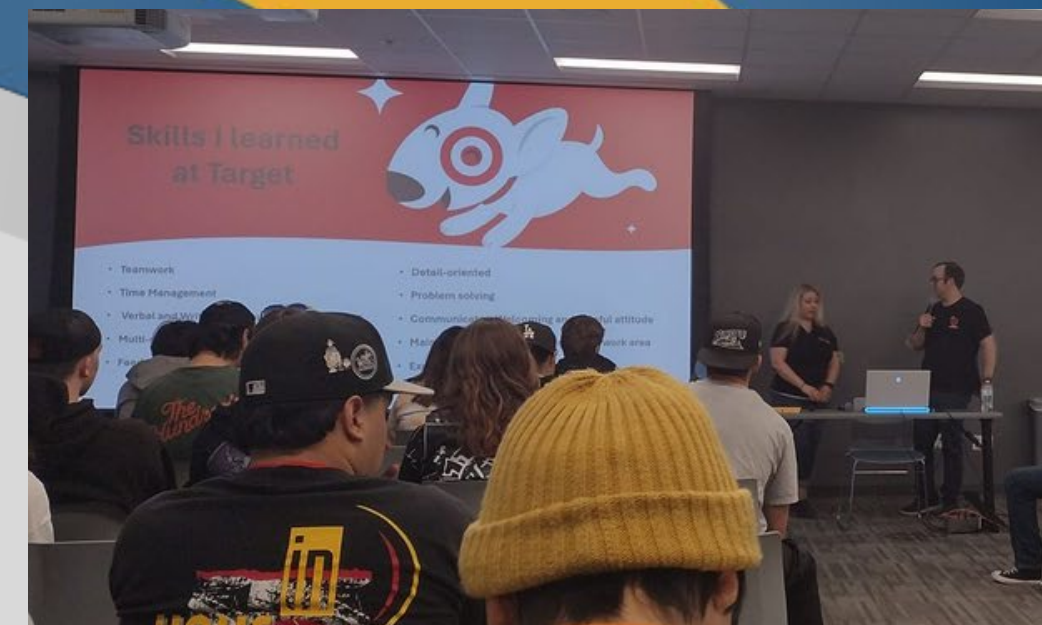
Online & Personal Safety

Hygiene in the Workplace

Speaking Up for ME: The Power of Self-Advocacy

and How to Achieve It

Movie Madness!





# Provided to Students

## Catered Lunch

## Swag Bags

## Giveaways







# Volunteers

East Valley SELPA Staff  
Workforce SBCSS Staff  
Colton JUSD Staff  
Rialto WorkAbility Staff





## 4.6 EV SELPA United in Inclusion



Which Cultural Belief  
do we most need to address?

What do we need to stop doing?



What do we need to start doing?

What is the type 1 Experience we need to  
create to help make that shift?

Which Cultural Belief  
do we most need to address?

What do we need to stop doing?



What do we need to start doing?

What is the type 1 Experience we need to  
create to help make that shift?

Which Cultural Belief  
do we most need to address?

What do we need to stop doing?



What do we need to start doing?

What is the type 1 Experience we need to  
create to help make that shift?

## 4.7 Compliance and Improvement Monitoring

# State SELPA Meeting

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**Special Education Division  
Data Evaluation and Analysis Unit  
California Department of Education  
May 2024**



**TONY THURMOND**  
**State Superintendent of Public Instruction**

# Monitoring Updates



# The 2024 Monitoring Year

Just starting CIM

March

Annual Determination Letter

Instructional Webinars

March-June

CIM Step 1

Gather and Inquire

July-September

CIM Step 2

Investigate

October-November

CIM Step 3

Plan

November 1 Plans due

Continuing with CIM

March

Annual Determination  
Letter

March-June

Connecting with TA  
providers

July-September

Updating implementation  
with CDE  
Measure milestones

October-December

Review initial  
implementation data



# Implementation and Monitoring

## Activity: Implementation and Monitoring

### Purpose

Progress Reports will be required in order to monitor progress toward measurable outcomes. The success of the Plan for Improvement requires ongoing monitoring and evaluation of effectiveness. Periodically assessing progress will ensure the plan is on track to meet its goals.

### Instructions

- 1. Continue to Meet Regularly as a CIM Team:** The CIM team lead should ensure meetings are scheduled for the CIM team to meet regularly (at least one time per month) to monitor implementation of the Plan for Improvement.
- 2. Data Collection and Review:** The CIM team will continuously gather data to regularly review implementation of the Plan for Improvement and to determine progress toward expected measurable outcomes for each High-Leverage Strategy and related activities outlined in the Plan for Improvement.
- 3. Technical Assistance:** (Intensive Level 1-3 LEAs only): Engage with the assigned CIM Step 4 Technical Assistance (TA) Provider to receive support relevant to High-Leverage Strategies included in the Plan for Improvement.
- 4. Progress Reporting:** Ensure Progress Reports are prepared and submitted at required intervals (LEAs in Intensive Monitoring-Quarterly and LEAs in Targeted Monitoring-Semi-Annually. See [Progress Report Template](#) for precise dates).
  - a)** LEAs in Targeted Monitoring, Level 1 must monitor the implementation of their CIM Plan and the SELPA may require these LEAs to submit progress reports to the SELPA. Use of the [Progress Report Template](#) is highly recommended.
  - b)** LEAs in Targeted Monitoring, Level 2 submit progress reports containing all information required in the [Progress Report Template](#) using the progress report form designated by the SELPA to the SELPA.
  - c)** LEAs in Targeted Monitoring, Level 3 submit progress reports using the [Progress Report Template](#) to the CDE FMTA Consultant and email a copy to: [targetedmonitoring@cde.ca.gov](mailto:targetedmonitoring@cde.ca.gov).
  - d)** LEAs in Intensive Monitoring submit progress reports using the [Progress Report Template](#) to the CDE FMTA Consultant and email a copy to: [intensivemonitoring@cde.ca.gov](mailto:intensivemonitoring@cde.ca.gov).

## Resources

[Progress Report Template](#)



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



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

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

Complete the following:

LEA Name:

LEA Contact:

SELPA Name:

CIM Cohort Year\*:

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

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

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

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

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

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

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

1. Briefly describe your LEA's most significant accomplishment or discovery this reporting period in regard to your CIM Plan.
2. Briefly describe any significant challenges you encountered during this reporting period and how you worked through them.
3. How has your team reviewed/revised your plan to address any challenges your team is facing?
4. Are there any additional supports you need to continue progress on your plan? If yes, please describe.
5. What input, if any, have you received from families/parents of students with disabilities that indicates whether the CIM Plan is positively affecting student programs and/or outcomes?

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

Problem of Practice

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

--

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

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

**Activity 1.1:** (As stated on the most recent CIM Plan or Amendment)

<u>Activity Progress:</u>	<u>What are your next steps with this activity? Have you completed this activity?</u>

**Activity 1.2:** (As stated on the most recent CIM Plan or Amendment)

<u>Activity Progress:</u>	<u>What are your next steps with this activity? Have you completed this activity?</u>

--	--

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

--

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

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

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

<u>Activity Progress:</u>	<u>What are your next steps with this activity? Have you completed this activity?</u>

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

<u>Activity Progress:</u>	<u>What are your next steps with this activity? Have you completed this activity?</u>

# Data Update



# IEP Implementation Data Collection

- SELPA Directors should have received access codes for the data collection web portal on May 1, 2024
  - If you did not receive your access code, please contact [iepimplementation@cde.ca.gov](mailto:iepimplementation@cde.ca.gov)
- SELPAs should then download access codes for all member LEAs and distribute them appropriately
- Timeline
  - IEP Evaluation Period: March 1–April 29, 2024
  - Collection window: May 1–June 28, 2024
  - Submission deadline: June 28, 2024
- IEP Implementation Webinar was re-recorded and will be posted no later than May 10, 2024
  - Powerpoint, Technical Assistance Guide, and Frequently Asked Questions can be found at the following CDE Box Link: <https://cde.box.com/v/iepimplementation2024>

**From:** IEPImplementation <[IEPImplementation@cde.ca.gov](mailto:IEPImplementation@cde.ca.gov)>  
**Sent:** Wednesday, May 1, 2024 3:01:58 PM  
**To:** Patty Metheny <[Patty.Metheny@sbcss.net](mailto:Patty.Metheny@sbcss.net)>  
**Subject:** 2023–24 IEP Implementation Data Collection

**CAUTION:** This email originated from outside of the organization. Please do not click links or open attachments unless you recognize the sender and know the content is safe.

Date: May 1, 2024

Subject: 2023–24 IEP Implementation Data Collection

Dear Special Education Director Patty Metheny,

Greetings, you are receiving this notification as you are the SELPA director for East Valley Consortium (3602). Here is the access code for your SELPA level access to the IEP Implementation Data Collection website:

[REDACTED]

Please log in here -

[User Logon - IEPImpSys \(cde.ca\)](#)

Once logged in, as the SELPA director you will have access to download the individual access codes for each of your respective LEAs. Only the SELPA director who received this email will have access to download the files.

As the SELPA director, it will be *your* responsibility to *securely* distribute the access codes for each of the LEA members of your SELPA in order for the respective LEA representatives to access their random samples of student SSIDs for evaluation. The CDE has determined that the SELPA has the most current contact information for their LEAs. The designated LEA representative will also log in to the IEP Implementation Data Collection website at the link above.

The reporting period is from May 1, 2024 through June 28, 2024. Data must be certified by the LEA and SELPA by June 28, 2024.

As a reminder, the evaluation period for assessment of IEP Implementation for each student is from March 1, 2024, through April 29, 2024.

Please let us know via email at [IEPImplementation@cde.ca.gov](mailto:IEPImplementation@cde.ca.gov) if you have any questions. For an overview of the process and technical details, the Technical Assistance Guide (TAG) for the California Department of Education's (CDE) 2023–24 Individualized Education Program (IEP) Implementation Data Collection is available to view at the following link:

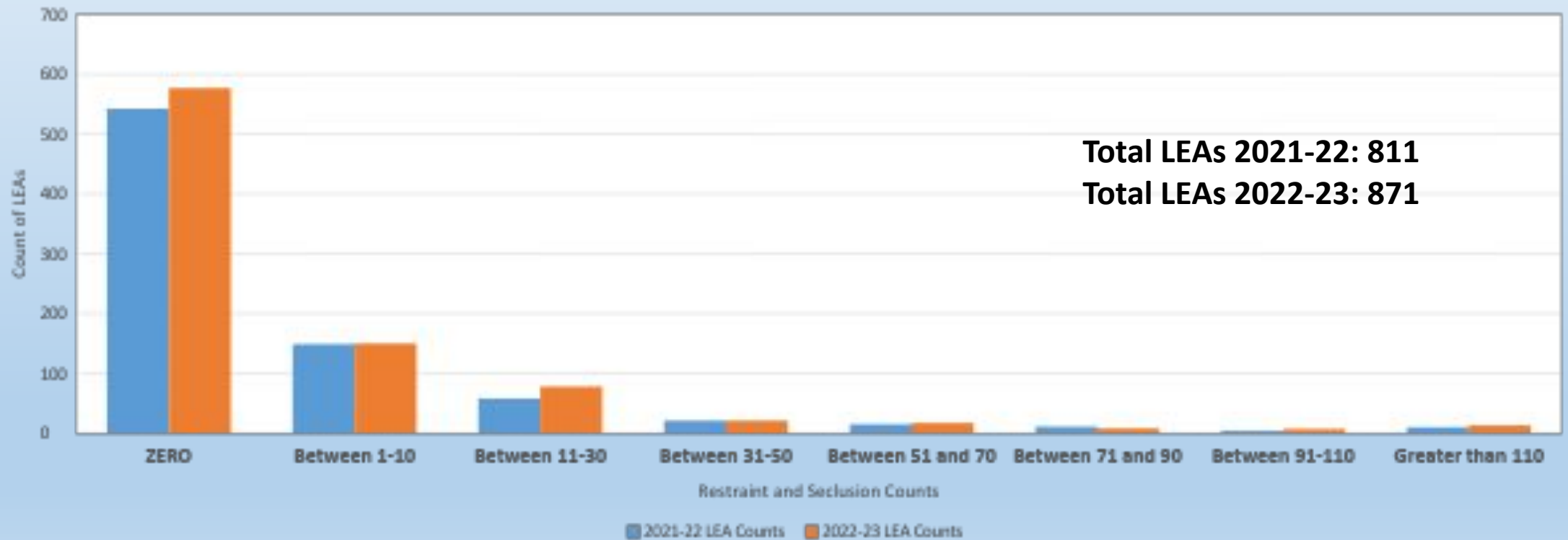
[IEPImplementation\\_TAG.docx](#)

Thank you,

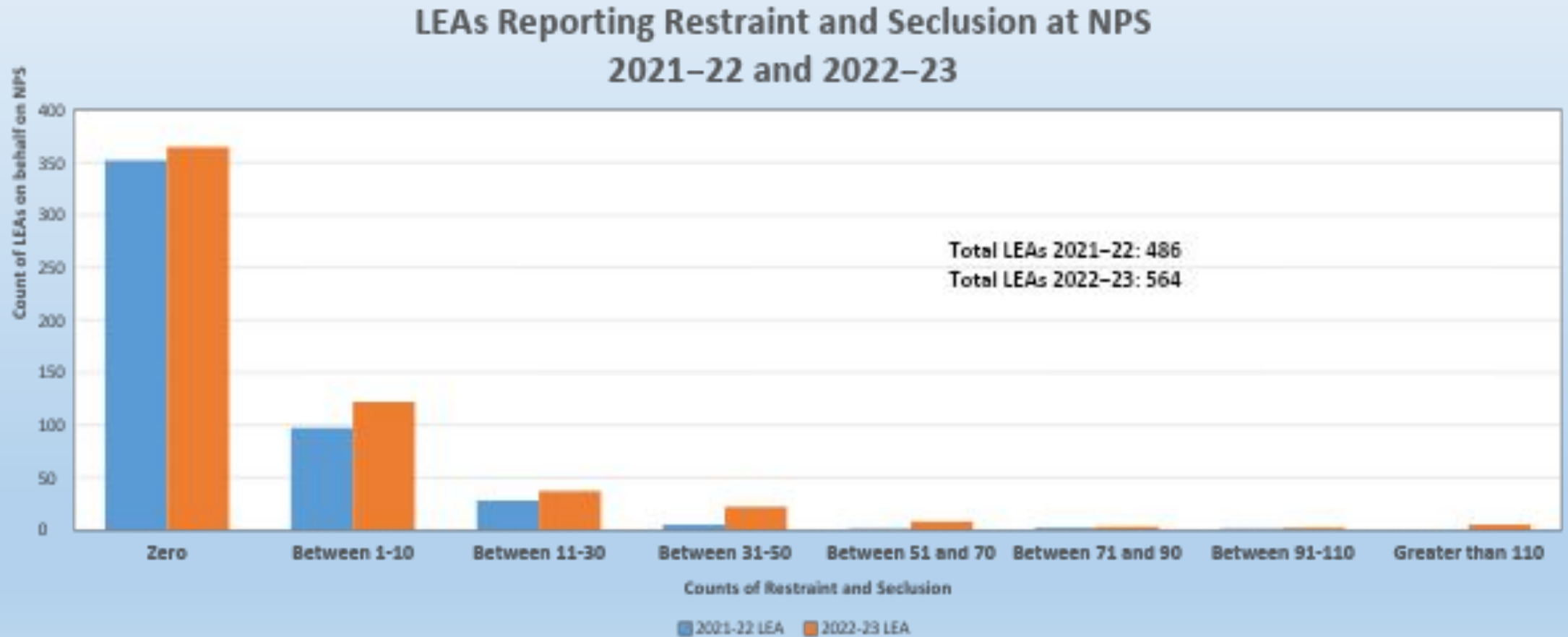
SPED Data Team

# Restraint and Seclusion Data for SWD 2021–22 and 2022–2023 (1)

2021-22 and 2022-23 R&S Counts for Large LEAs  
(Greater than 100 SWDs)

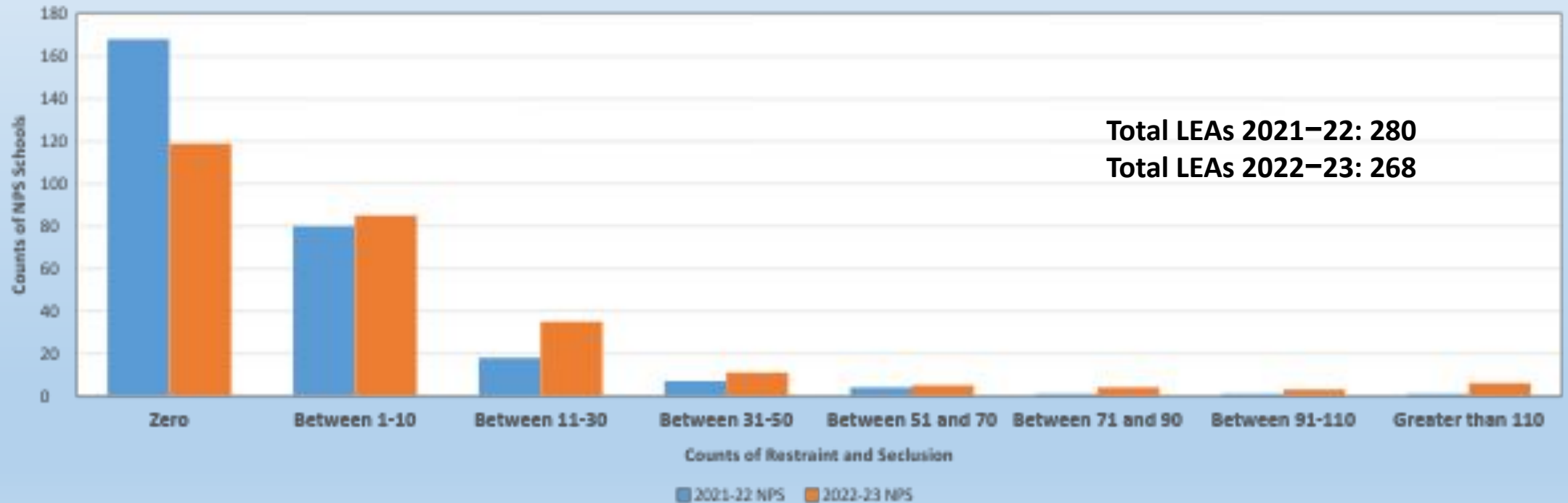


# Restraint and Seclusion Data for SWD 2021–22 and 2022–23 (2)



# Restraint and Seclusion Data for SWD 2021–2022 and 2022–2023 (3)

## NPS Schools Reporting Restraint and Seclusion 2021–22 and 2022–23



# POSSIBLE.....but not PROBABLE (2022-23)

Total Enrollment	Count of General Education Students	Count of Students with Disabilities	Total Counts of Incidents of Restraint and Seclusion
77638	66371	11267	0
59072	50351	8721	0
47812	40359	7453	0
44996	38464	6532	0
37795	33372	4423	0
34874	29680	5194	0
34308	29433	4875	0
28505	25023	3482	0
27973	23869	4104	0
26626	22880	3746	0
23300	19509	3791	0
22973	19420	3553	0
22842	20489	2353	0
21260	17762	3498	0

## EAST VALLEY SELPA RESTRAINT & SECLUSION DATA COMPARISSON

FY 21/22 Information	General ADA Enrollment	SWD Enrollment	Gen Ed Restraint & Seclusion	SWD Incidents (BER)	Unduplicated Gen Ed R&S	Unduplicated SWD R&S	Total NPS Enrollment	Total NPS Incidents
	79,072	14,960	9	42	8	19	59	18
Colton Joint Unified	20,137	3,206	8	13	7	5	12	1
Redlands Unified	20,433	3,756	1	15	1	6	23	11
Rialto Unified	24,265	3,162	0	11	0	5	13	5
Rim of the World Unified	2,928	495	0	3	0	3	3	1
San Bernardino County Office of Education	2,545	2,838	0	0	0	0	2	0
Yucaipa-Calimesa Joint Unified	8,764	1,503	0	0	0	0	6	0

FY 22/23	General ADA Enrollment	SWD Enrollment	Gen Ed Restrain & Seclusion	SWD Incidents (BER)	Unduplicated Gen Ed R&S	Unduplicated SWD R&S	Total NPS Enrollment	Total NPS Incidents
	78,382	15,671	6	18	2	10	59	16
Colton Joint Unified	19,469	3,285	6	10	2	5	21	11
Redlands Unified	20,343	4,007	0	5	0	3	13	5
Rialto Unified	24,318	3,370	0	2	0	1	12	0
Rim of the World Unified	2,890	522	0	1	0	1	7	0
San Bernardino County Office of Education	2,717	2,830	0	0	0	0	0	0
Yucaipa-Calimesa Joint Unified	8,645	1,657	0	0	0	0	6	0



# East Valley

**SELPA MEMBER DISTRICTS ONLY**



## TITLE

### **RESTRAINT AND SECLUSION DOCUMENTATION REQUIREMENTS TRAINING**

#### Description

**Attendees will learn  
requirements for  
reporting restraint  
and seclusion data  
to ensure  
compliance with  
AB 1466**

#### Date & Time

**Friday  
May 17, 2024  
8:30 - 10:00 am**

#### Location

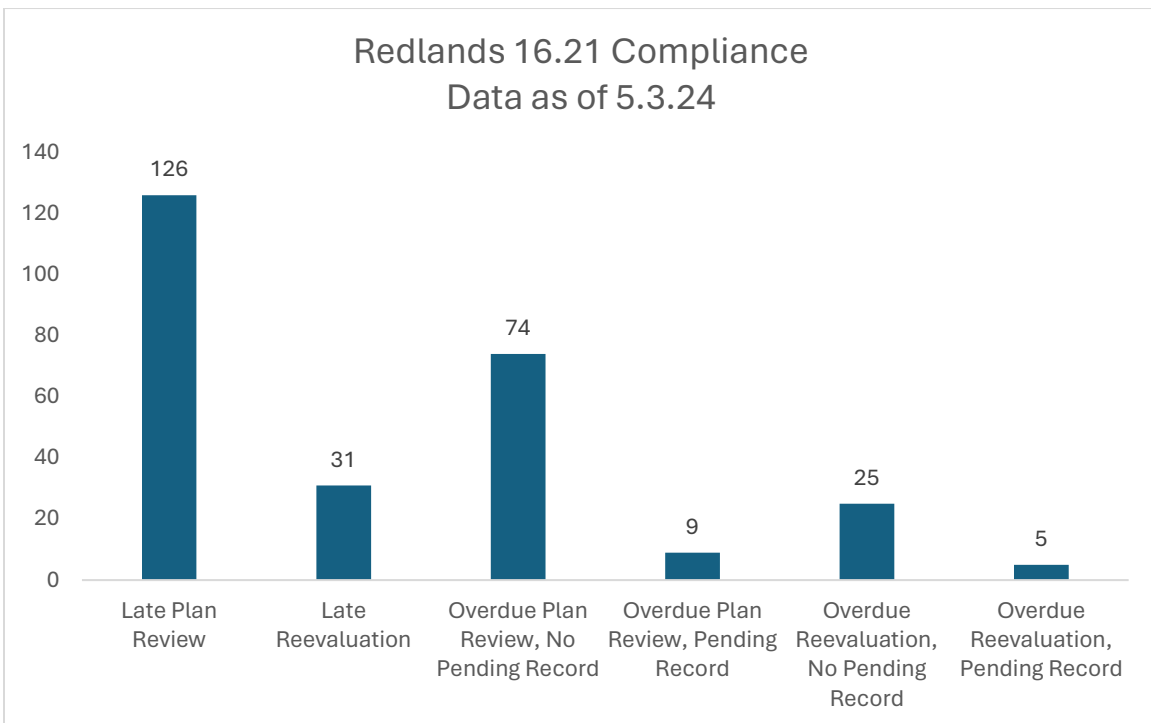
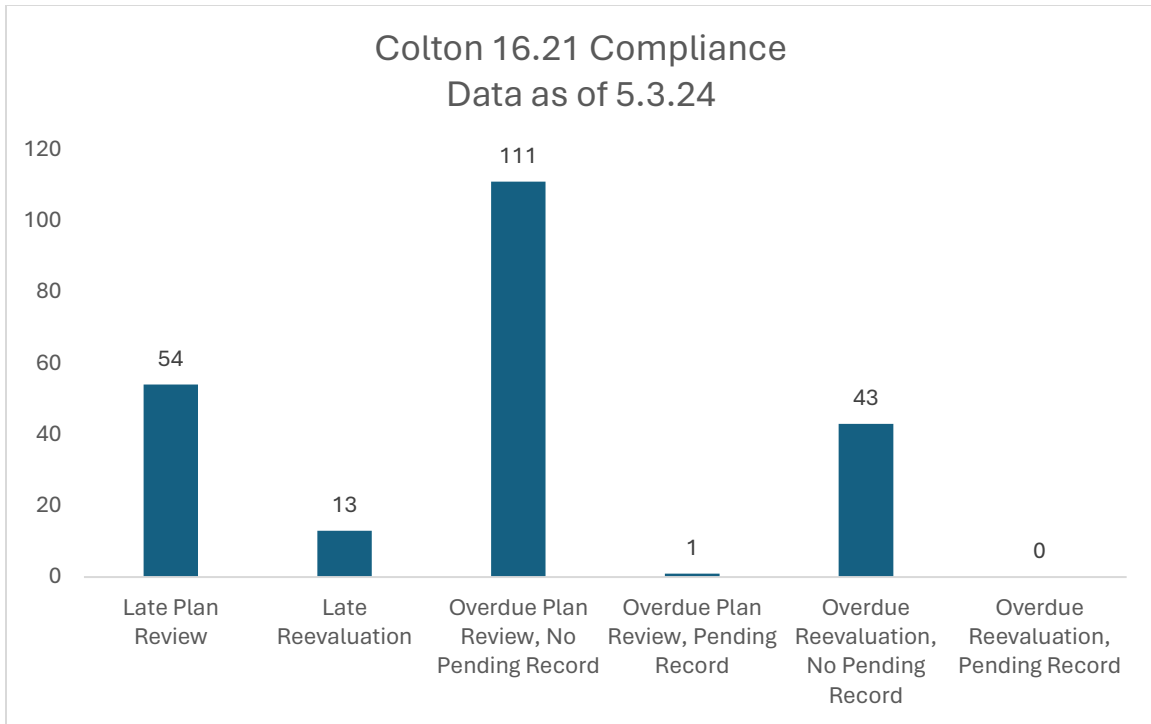
**Dorothy Inghram Learning  
Center  
670 E. Carnegie Drive  
San Bernardino 92408**

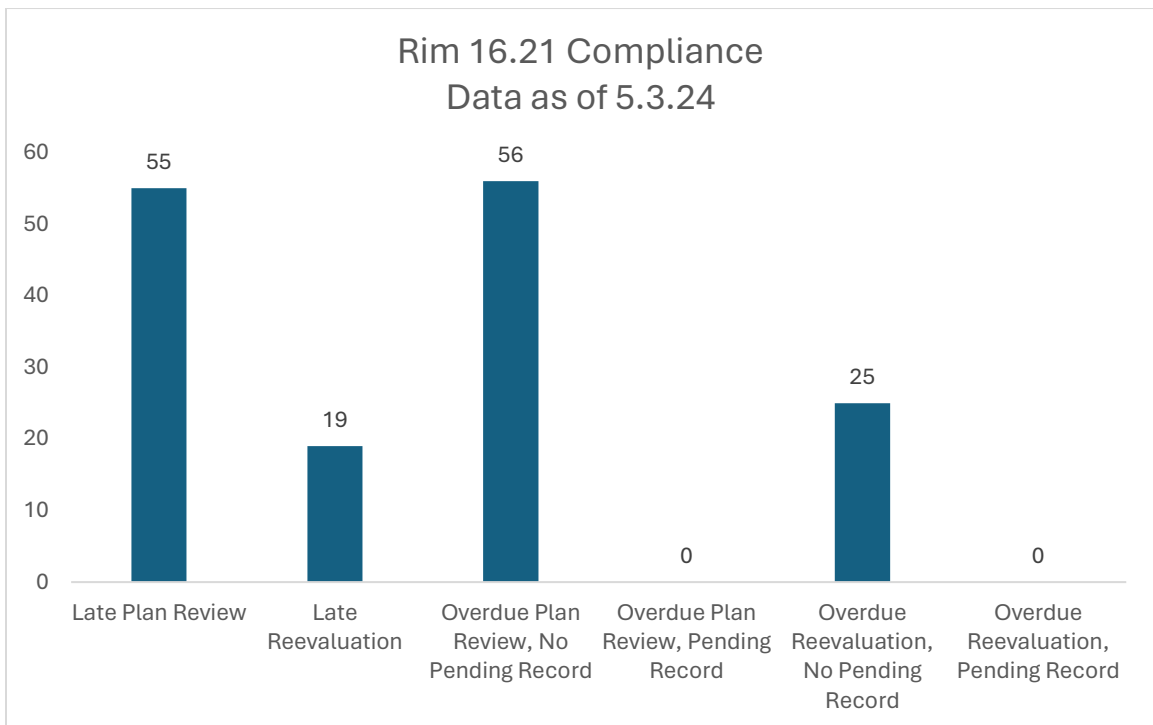
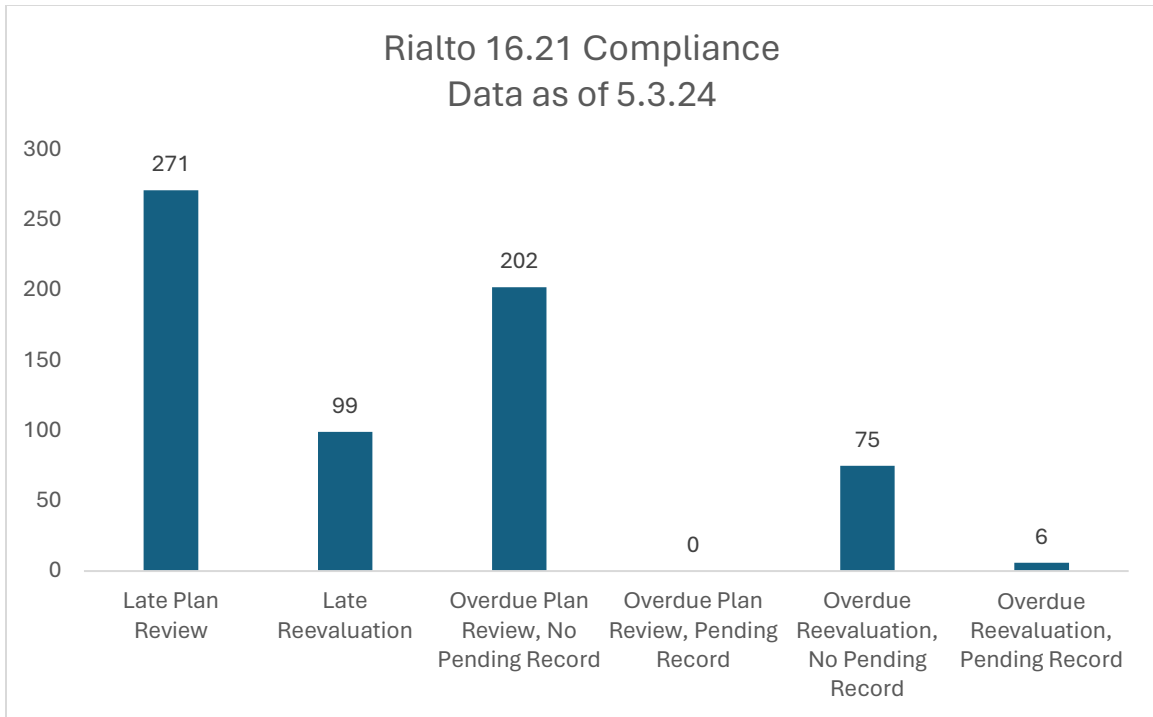


Register Online:

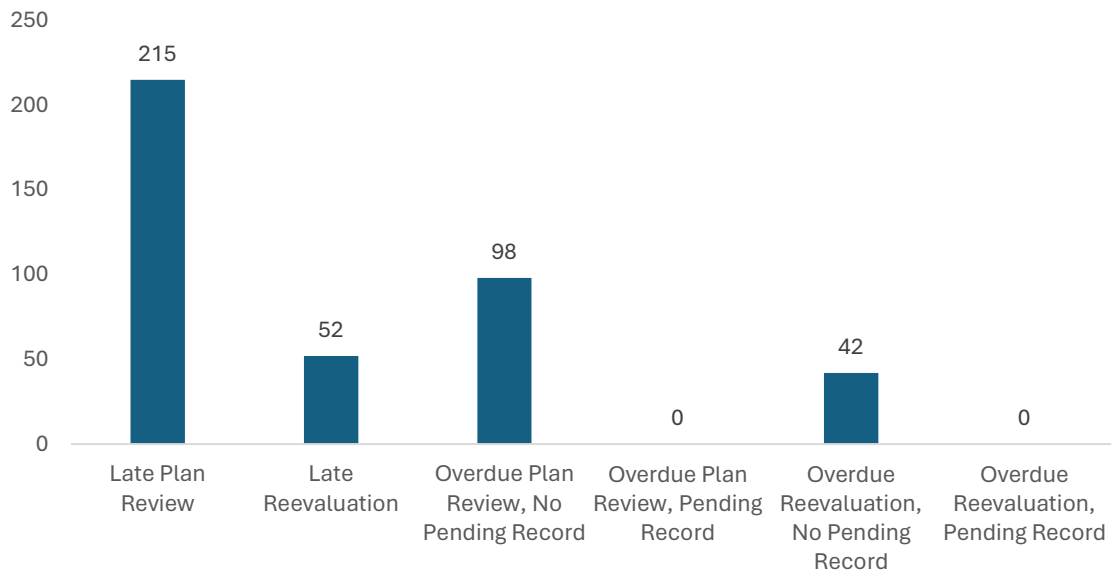
**<https://sbcss.k12oms.org/46-249452>**



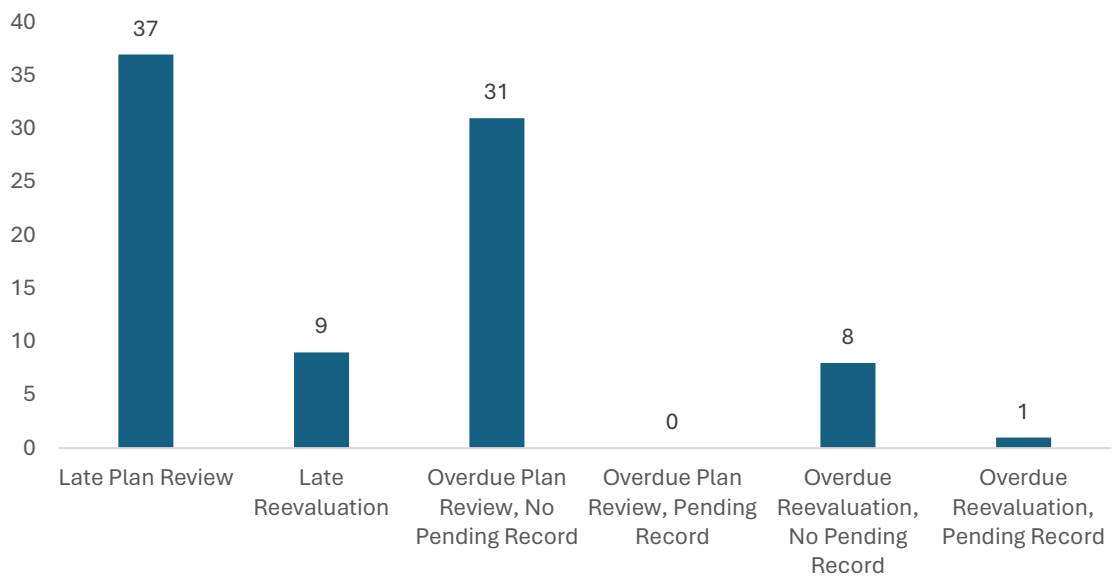




### SBCSS 16.21 Compliance Data as of 5.3.24



### Yucaipa 16.21 Compliance Data as of 5.3.24



## 4.8 CALPADS Requirements

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## *EOY Preparation Checklist*

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### **Now:**

- Sign up for CALPADS Special Education Listserv by sending email to: [subscribe-calpads-sped-support@mlist.cde.ca.gov](mailto:subscribe-calpads-sped-support@mlist.cde.ca.gov)
- Continue submitting CALPADS transactions
- Ensure that all IEPs and amendments are completed and filed to history
- Ensure that all instances of restraint or seclusion have been entered in your SIS

### **BEFORE school ends:**

- Review the API for student records with missing SSIDs
- Review and make necessary corrections in the API/WebDA for Indicator 2 Dropouts using the Audit Report
- Review and make necessary corrections in the API/WebDA for Indicator 5 LRE using the Audit Report
- Review and make necessary corrections in the API/WebDA for Indicator 8 Parental Involvement using the Audit Report
- Review and make necessary corrections in the API/WebDA for Indicator 11 Delay 60 Day using the Audit Report
- Review and make necessary corrections in the API/WebDA for Indicator 12 Delay 3<sup>rd</sup> BDay using the Audit Report
- Review and make necessary corrections in the API/WebDA for Indicator 13 Secondary Transition Goals and Services using the Audit Report
- Review and make necessary corrections in the API/WebDA for Indicator 14 Post Secondary Follow-Up using the Audit Report
- Review preschool to kindergarten program settings and create amendments as necessary in the API
- Review Pending Student List (Plan Type 30) report in WebIEP reports
- Review students with open IEPs in WebIEP, file IEPs to history as appropriate
- Work with district CALPADS staff to review DSEA Accountability Extract report
- Review Student Demographic Import to SS2 report daily and exit students in WebDA
- Update Future School/Future Grad prior to May 31<sup>st</sup>

### **Once EOY Submission Window Opens:**

- Certification errors must be cleared before the LEA can certify
- Certification warnings should be reviewed and cleared if they are accurate and not related to a known CALPADS issue

Please direct questions to Sonya Cain, [sonya.cain@sbcss.net](mailto:sonya.cain@sbcss.net) , (909)252-4509

# CALPADS Update Flash #270



Date: May 8, 2024

To: Local Educational Agency (LEA) Representatives

From: California Department of Education (CDE)  
California Longitudinal Pupil Achievement Data System (CALPADS) Team

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## 2023–24 End-of-Year 4, Special Education Revised Guidance, and Other Updates

This Flash summarizes the key changes for End-of-Year (EOY) 4. The Flash also provides important revised guidance and other special education updates that were previously sent in a listserv message from the CDE's Special Education Division and is being repeated in this Flash for future reference.

### End-of-Year 4 Reporting for Students with Disabilities

The EOY submission window opens on May 8, 2024. LEAs must approve all EOY submissions by the July 26, certification deadline. To meet this deadline, LEAs are strongly encouraged to resolve fatal errors for all submissions by July 12, so that LEA staff have adequate time to thoroughly review certification reports for accuracy before the deadline. Special Education Local Plan Areas (SELPAs) are strongly encouraged, but are not required, to approve LEAs submissions by this deadline. LEAs and SELPAS must both approve their EOY and 3 and 4 submissions by August 16, 2024, the deadline for the Amendment Window closure. There will be no deadline extensions.

Note: For EOY 4 only, the LEA and SELPA approval buttons will not be visible (even with zero fatal errors) until certification reports 16.22 - *Students with Disabilities – Special Education Status and Non-Participation Reason Count* and 16.23 - *Students with Disabilities – Special Education Status and Non-Participation Reason Student List* are available. LEAs should focus on resolving all errors and reviewing other certification reports. It is anticipated that reports 16.22 and 16.23 will be available before the end of June.

The CALPADS End-of-Year (EOY) 4 submission has been updated for all changes necessary to accommodate the redesign of the special education files. This includes changes to all reports, data discrepancies (DDs), and certification data discrepancies (CDDs). Furthermore, reports in other EOY submissions (1-3) that use special education data for a filter or column were updated to identify students with disabilities following the redesign.

For EOY 4, LEAs must submit the following files:

- Students with Disabilities Status (SWDS)
- Special Education Plan (PLAN)
- Special Education Meetings (MEET)
- Special Education Services (SERV)
- Postsecondary Status (PSTS)

LEAs must also maintain updated student enrollment and demographic information.

### EOY 4 Report Changes

The following table lists the reports, along with their corresponding supporting reports, that LEAs and SELPAs must approve to certify EOY 4:

New EOY 4 Report	Report Type	Replaces Previous EOY 4 Report
16.12 – <i>Students with Disabilities – Education Plan by Primary Disability (EOY 4)</i>	Certification	16.1 – <i>Students with Disabilities – Education Plan by Primary Disability (EOY 4)</i> (Education Plan 100, 150, 200 Only)
16.14 – <i>Students with Disabilities – Plan Student List (EOY 4)</i>	Supporting	16.3 – <i>Special Education (SPED) Student Profile – List (EOY 4)</i> (Education Plan 100, 150, 200 Only)
16.22 – <i>Students with Disabilities – Special Education Status and Non-Participation Reason Count*</i>	Certification	16.1 – <i>Students with Disabilities – Education Plan by Primary Disability (EOY 4)</i> (Education Plan 700, 800, 900 Only), and 16.9 – <i>Students with Disabilities – Program Exit Count by Primary Disability</i>
16.23 – <i>Students with Disabilities – Special Education Status and Non-Participation Reason Student List*</i>	Supporting	16.3 – <i>Special Education (SPED) Student Profile – List (EOY 4)</i> (Education Plan 100, 150, 200 Only), and 16.10 – <i>Students with Disabilities – Program Exit Student List (EOY 4)</i>

\*NOTE: Certification reports 16.22 and 16.23 will not be available when the EOY submission window opens on May 8, 2024. It is anticipated that these two reports will be available before the end of June.

Additionally, following up on Flash 264, LEAs will *not* be required to certify student services in EOY 4. The CDE will provide student services reports in the future for use in monitoring.

## **End-of-Year 4 Data Discrepancies and Certification Data Discrepancies**

New DDs and CDDs have been created as part of the special education files redesign. The descriptions of all the DDs and CDDs, as well as strategies for correcting fatal CDDs, can be found in the CALPADS User Manual Troubleshooting page: <https://documentation.calpads.org/Troubleshooting/ErrorList/>.

## **Important Revised Guidance**

### **Revised Guidance for County Office of Education Enrollments**

To assist in alleviating the special education reporting burden for county offices of education (COEs) who receive short-term student transfers (enrollments that do not exceed 10 days), the CDE has revised its guidance regarding when COEs must adopt a student's special education plan for short-term transfers.

Effective immediately, if a student transfers into a COE from the District of Special Education Accountability (DSEA) and the duration of that enrollment is 10 days or less, it is no longer necessary for the COE to adopt the student's special education plan in place. This way, once the student returns to the DSEA, there is no need for the DSEA to submit a subsequent Special Education Plan (PLAN) record to CALPADS. However, if the student's enrollment exceeds 10 days, the COE should adopt the student's special education plan and submit a PLAN record with a Plan Effective Start Date equal to the date of enrollment in the COE school.

It should be noted that this is guidance only. CALPADS will not enforce this guidance through system validations (DDs and CDDs).

## **Other Special Education Updates**

### **Fall 1 Report 16.14 – *Students with Disabilities Plan* – *Student List*: Defect Fixed**

Prior to the close of the amendment window for 2023–24 Fall 1, a defect was documented on students missing from LEA and SELPA Report 16.14 – *Students with Disabilities Plan* – *Student List*. The defect on this report was not resolved until after the Fall 1 amendment window closed. Prior to the release of the fix, the CDE advised SELPAs to ask their member LEAs to download the certified Report 16.14 *and* corresponding aggregate reports 16.12 – *Students with Disabilities – Education Plan by Primary Disability*, and 16.13 – *Students with Disabilities – Count by Federal Setting*. The defect, which was found to be reporting duplicates on Report 16.14, has since been resolved. LEAs should now



download the reports again and note any differences between the two sets of reports. Specifically, LEAs and SELPAs should download the “SELPA Approved” versions of 16.12, 16.13, and 16.14 as these versions represent the final versions of these Fall 1 special education related reports.

### **Student Degree of Support**

LEAs should be determining the “degree of support” for students with certain primary and secondary disabilities, and populating Field 23.16 “*Disability 1 Degree of Support*” with the appropriate code on the Special Education Plan (PLAN) file. (Note: LEAs should populate Field 23.16 with a code that applies to the student and not specifically for *Disability 1* or *Disability 2*. In 2024–25, Field 23.18 – *Disability 2 Degree of Support* will become a filler field, and in 2025–26, Field 23.16 will be renamed “Degree of Support”.)

To address concerns from the field that there is not sufficient time between now and Census Day (Fall of 2024) for LEAs to make degree of support determinations for all students with the designated primary and secondary disabilities, LEAs may now make these determinations in a phased approach. From now until Fall of 2025–26, LEAs should be populating on the PLAN file, Field 23.16 - *Disability 1 Degree of Support* when a “triggering event occurs” for a student (e.g., initial evaluation, annual plan review, reevaluation, or amendment). This approach provides LEAs over a year to make the degree of support determinations and populate the data in their Special Education Data Systems. Therefore, the Degree of Support field will not be required for students with the designated primary and secondary disabilities until the 2025–26 Fall 1 submission, at which point LEAs will receive a fatal error if the field is not populated for students with designated primary and secondary disabilities.

### **New Low Incidence Reports**

Two new Operational Data Store (ODS) reports are now available in the ODS report menu. These reports display counts of students with low incidence disabilities by DSEA:

- *Report 16.18 – Students with Disabilities – DSEA Low Incidence Disability Counts*
- *Report 16.19 – Students with Disabilities – DSEA Low Incidence Student List*

These two reports display counts, by DSEA, of students who have been reported with any of the following primary or secondary disabilities:

- 220 - Hard of Hearing (HH)
- 230 - Deafness (DEAF)/Hearing impairment (HI)
- 250 - Visual impairment (VI)
- 270 - Orthopedic impairment (OI)
- 300 - Deaf-blindness (DB)

These counts help determine funding, and so please take the time to review these reports for accuracy and update data as necessary.

### Plan Effective Start Date Scenarios and Definitions

Scenario Number	Scenario	Special Education Status and Status Start Date would be...	Plan Effective Start Date is...	Reason for Plan Record is...
1	Student is initially evaluated for Part C, and <b>parent approves</b> Individualized Family Service Plan (IFSP)	Eligible and Participating as of the date of the Part C Initial Evaluation meeting.	The date of the Part C Initial Evaluation meeting.	1 - Meeting Outcome
2	Student is initially evaluated for Part B and <b>parent accepts offer of Free and Appropriate Public Education (FAPE)</b> , services begin immediately	Eligible and Participating as of the date of the Part B Initial Evaluation meeting.	The date of the Part B Initial Evaluation meeting.	1 – Meeting Outcome
3	Student is on an IFSP (Part C) and then is initially evaluated for Part B at 2 years, 9 months. Parent accepts offer of FAPE which takes effect on the child's third birthday.	No SWDS record necessary.	N/A	N/A
4	Student will be entering Kindergarten in the Fall and is evaluated for Part B in the summer. The student is found eligible, and parent agrees with the IEP	Eligible and Not Participating as of the date of the Part B Initial Evaluation meeting. Non-participation reason code – 12 – Eligible, No Education Plan (Other Reasons)  When services start in the Fall:	The date the student will start services in the Fall (first day of Kindergarten).	1 – Meeting Outcome

### Plan Effective Start Date Scenarios and Definitions

Scenario Number	Scenario	Special Education Status and Status Start Date would be...	Plan Effective Start Date is...	Reason for Plan Record is...
		Eligible and Participating as of the first day of Kindergarten.		
5	Student has their annual plan review, parent does not approve the IEP at the meeting, but approves it at a subsequent continuation of the meeting.	No SWDS record necessary	The date the parent fully approved the IEP	1 – Meeting Outcome
6	Student has their triennial eligibility re-evaluation and eligibility continues; edits made to the student's IEP	No SWDS record necessary	The date the parent fully approves the new IEP.	1 – Meeting Outcome
7	Student has their triennial eligibility re-evaluation and eligibility continues, no changes to the student's plan	No SWDS record necessary	No plan record required, however, if submitted, the date would be the date of the triennial eligibility re-evaluation.	1 – Meeting Outcome (if LEA chooses to submit plan record)
8	Student is on an IEP and then transfers to a new LEA. The LEA adopts existing plan or slightly modified plan during interim placement, until an amendment or full IEP is conducted within 30 days	No SWDS record necessary	The date of enrollment in the new LEA	3 – Adoption – Same Plan Type
9	An amendment is made to a student's existing IEP/ISP at the same LEA.	No SWDS record necessary	The date of the amendment.	2 - Amendment

### Plan Effective Start Date Scenarios and Definitions

Scenario Number	Scenario	Special Education Status and Status Start Date would be...	Plan Effective Start Date is...	Reason for Plan Record is...
10	Student is on an IEP and then transfers to a new LEA	No SWDS record necessary	The date of the student's enrollment within the LEA	3 – Adoption/Modification Adoption
11	A district or Charter LEA is changing SELPAs, even though the student's plan has not changed.	No SWDS record necessary	The date the district or Charter LEA changed SELPAs. New SELPA code would be submitted in new plan record.	3 – Adoption/Modification Adoption
12	Student has triennial eligibility re-evaluation and the student is exited from the Special Education Program	Not Eligible/Eligible Not Enrolled/Eligible Not Participating on the date services will cease (cannot be a future date). One of the following Non-participation Reason Codes – 21 Not Eligible 23 MaxAge 24 Withdrawal 31 Left School and not expected to return	No plan record is required	N/A
13	Student is on an IFSP, a decision is made by the IFSP team that the student does not need to be evaluated for Part B and will exit the Part C Program on his or her third birthday.	Not Eligible on the child's third birthday. Non-participation Reason Code – 26 – IFSP Team Decided No Part B	No plan record is required.	N/A

### Plan Effective Start Date Scenarios and Definitions

Scenario Number	Scenario	Special Education Status and Status Start Date would be...	Plan Effective Start Date is...	Reason for Plan Record is...
		Evaluation Necessary		
14	Student on an ISP is transferring to a public school, the LEA adopts the interim ISP, then holds a subsequent IEP meeting within 30 days	<p>For ISP adoption: No SWDS necessary</p> <p>For subsequent IEP Meeting: If parent accepts FAPE, No SWDS necessary If parent declines FAPE, Status: Eligible Not Participating, Status Start Date would be the date of the IEP meeting</p>	<p>For ISP Adoption: The date the student enrolled in the public school</p> <p>For subsequent IEP: The date the IEP Meeting is held</p>	<p>For ISP Adoption: 4 – Adoption – Different Plan Type</p> <p>For subsequent IEP: 1 – Meeting Outcome</p>
15	Student on IEP is transferring to a private school, the LEA adopts the interim IEP and holds a subsequent ISP meeting within 30 days	<p>For IEP adoption: No SWDS necessary</p> <p>For subsequent ISP meeting: If parent approves ISP, No SWDS necessary If parent declines ISP, Status: Eligible</p>	<p>For IEP Adoption: The date the student enrolled in the public school</p> <p>For subsequent ISP: The date the ISP Meeting is held</p>	<p>For IEP Adoption: 4 – Adoption – Different Plan Type</p> <p>For subsequent ISP: 1 – Meeting Outcome</p>

### Plan Effective Start Date Scenarios and Definitions

Scenario Number	Scenario	Special Education Status and Status Start Date would be...	Plan Effective Start Date is...	Reason for Plan Record is...
		Not Participating, Status Start Date would be the date of the ISP meeting		

## 4.9 SEIS Implementation Update



# SEIS Administrative Training

Become familiar with how to navigate the administrative functions within the new East Valley SELPA electronic IEP system, SEIS.

*Facilitators: Patty Metheny & Jennifer Brooksby*

**Tuesday, July 23, 2024**

**9:00 am—4:00 pm**

**Virtual**

***Password: EV SELPA***

**Register Online:**

**<https://sbcss.k12oms.org/46-249496>**





EAST VALLEY SELPA

# SEIS NAVIGATION & FACILITATED IEP TRAINING

## *Facilitators:*

*Patty Metheny, Ed.D., Jennifer Brooksby, Rick Homutoff, Ed.D.,  
Ginger Carlucci, Shannon Vogt,  
and from Key2Ed Robin O'Shea, Ed.D., and Cassie Velasquez*

## LEARNING OBJECTIVES:

- 1) BECOME FAMILIAR WITH THE NEW EAST VALLEY SELPA ELECTRONIC IEP SYSTEM, SEIS
- 2) TIPS FOR POSITIVE IEP MEETING FACILITATION FROM KEY2ED

## Audience:

All Site Administrators in East Valley SELPA member districts

**DOROTHY INGRAM LEARNING CENTER  
CONFERENCE ROOM B**

Light Breakfast provided, lunch on your own

**THURSDAY  
JULY 25, 2024  
8:00AM-3:00PM**

<https://sbcss.k12oms.org/46-248634>

password: SEIS

**OR**

**FRIDAY  
JULY 26, 2024  
8:00AM-3:00PM**

<https://sbcss.k12oms.org/46-248635>

password: SEIS



# Together we shape the future.

October 9-11, 2024  
Anaheim

Registration is now open!

Join us for CSC Live 2024 in Anaheim, CA!

Early Bird Registration  
(Until June 30)

**\$750**

Standard Registration  
(July 1 to September 14)

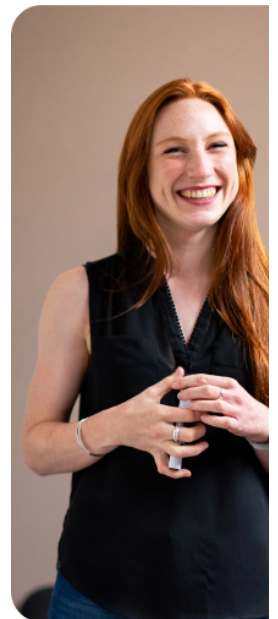
**\$800**

Late Registration  
(Past September 15)

# \$850

## REGISTER NOW

**Starting this year, we are only  
accepting credit card payments.**



#### 4.10 FY 24/25 EV SELPA Local Plan

## LOCAL PLAN

### Section D: Annual Budget Plan

#### SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

Local Plan Annual Submission

## Local Plan Section D: Annual Budget Plan

Projected special education budget funding, revenues, and expenditures by LEAs are specified in **Attachments II–V**. This includes supplemental aids and services provided to meet the needs of students with disabilities as defined by the Individuals with Disabilities Education Act (IDEA) who are placed in regular education classrooms and environments, and those who have been identified with low incidence disabilities who also receive special education services.

**IMPORTANT:** Adjustments to any year’s apportionment must be received by the California Department of Education (CDE) from the SELPA prior to the end of the first fiscal year (FY) following the FY to be adjusted. The CDE will consider and adjust only the information and computational factors originally established during an eligible FY, if the CDE's review determines that they are correct. California *Education Code (EC)* Section 56048

Pursuant to *EC* Section 56195.1(2)(b)(3), each Local Plan must include the designation of an administrative entity to perform functions such as the receipt and distribution of funds. Any participating local educational agency (LEA) may perform these services. The administrative entity for a multiple LEA SELPA or an LEA that joined with a county office of education (COE) to form a SELPA, is typically identified as a responsible local agency or administrative unit. Whereas, the administrative entity for single LEA SELPA is identified as a responsible individual. Information related to the administrative entity must be included in Local Plan Section A: Contacts and Certifications.

## Section D: Annual Budget Plan

SELPA EAST VALLEY CONSORTIUM

Fiscal Year 2024-25

### TABLE 1

#### Special Education Projected Revenue Reporting (Items D-1 to D-3)

##### D-1. Special Education Revenue by Source

Using the fields below, identify the special education projected revenue by funding source. The total projected revenue and the percent of total funding by source is automatically calculated.

Funding Revenue Source	Amount	Percentage of Total Funding
Assembly Bill (AB) 602 State Aid	64,444,095	66.95%
AB 602 Property Taxes	4,776,388	4.96%
Federal IDEA Part B	17,490,736	18.17%
Federal IDEA Part C	72,181	0.07%
State Infant/Toddler	2,135,806	2.22%
State Mental Health	5,412,408	5.62%
Federal Mental Health	892,472	0.93%
Other Projected Revenue	1,038,537	1.08%
<b>Total Projected Revenue:</b>	<b>96,262,623</b>	<b>100.00%</b>

##### D-2. "Other Revenue" Source Identification

Identify all revenue identified in the "Other Revenue" category above, by revenue source, that is received by the SELPA specifically for the purpose of special education, including any property taxes allocated to the SELPA pursuant to *EC* Section 2572. *EC* Section 56205(b)(1)(B)

Transition Partnership Program (resource code 3410)

##### D-3. Attachment II: Distribution of Projected Special Education Revenue

Using the form template provided in **Attachment II**, complete a distribution of revenue to all LEAs participating in the SELPA by funding source.



TABLE 2

Total Projected Budget Expenditures by Object Code (Items D-4 to D-6)

D-4. Total Projected Budget by Object Code

Using the fields below, identify the special education expenditures by object code. The total expenditures and the percent of total expenditures by object code is automatically calculated.

Object Code	Amount	Percentage of Total Expenditures
Object Code 1000—Certificated Salaries	85,736,450	33.38%
Object Code 2000—Classified Salaries	46,575,043	18.13%
Object Code 3000—Employee Benefits	62,299,995	24.25%
Object Code 4000—Supplies	7,884,451	3.07%
Object Code 5000—Services and Operations	47,946,095	18.66%
Object Code 6000—Capital Outlay	671,153	0.26%
Object Code 7000—Other Outgo and Financing	5,769,510	2.25%
Total Projected Expenditures:	256,882,697	100.00%

D-5. Attachment III: Projected Local Educational Agency Expenditures by Object Code

Using the templates provided in **Attachment III**, complete a distribution of projected expenditures by LEAs participating in the SELPA by object code.

D-6. Code 7000—Other Outgo and Financing

Include a description for the expenditures identified under object code 7000:

State special schools, indirect costs



**TABLE 3****Federal, State, and Local Revenue Summary (Items D-7 to D-8)****D-7. Federal Categorical, State Categorical, and Local Unrestricted Funding**

Using the fields below, enter the projected funding by revenue jurisdiction. The "Total Revenue From All Sources" and the "Percentage of Total Funding" fields are automatically calculated.

Revenue Source	Amount	Percentage of Total Funding
Projected State Special Education Revenue	76,803,327	29.90%
Projected Federal Revenue	20,024,807	7.80%
Local Contribution	160,054,563	62.31%
<b>Total Revenue from all Sources:</b>	256,882,697	100.00%

**D-8. Attachment IV: Projected Revenue by Federal, State, and Local Funding Source by Local Educational Agency**

Using the CDE-approved template provided in **Attachment IV**, provide a complete distribution of revenues to all LEAs participating in the SELPA by federal and state funding source.

**D-9. Special Education Local Plan Area Allocation Plan**

- Describe the SELPA's allocation plan, including the process or procedure for allocating special education apportionments, including funds allocated to the RLA/AU/responsible person pursuant to *EC* Section 56205(b)(1)(A).

AB 602 base state funds and special education local property tax are distributed to member districts. Distribution is based on multiplying the statewide base rate by each districts' highest P-2 ADA from current year, prior year, or the second prior year. The PS/RS portion is set aside and is included in the SELPA operations budget. Low Incidence funds are distributed to the member districts based on the prior year's unduplicated CALPADS count of students whose primary or secondary disability in grades K – 12 is one of the low incidence disabilities. 15% of the funds remain at the SELPA to purchase low incidence equipment and materials requested by member districts. Out-of-Home funds are distributed to member districts based on the sum of cumulative enrollment for foster youth multiplied by the foster youth rate, the average daily population at short-term residential therapeutic program (STRTP) multiplied by the STRTP rate, and pupil count data in community care, intermediate care, and skilled nursing facilities multiplied by their respective current rates.

Grant/funds awarded to East Valley SELPA are added to member districts' and SELPA's total

Section D: Annual Budget Plan

SELPA EAST VALLEY CONSORTIUM

Fiscal Year 2024-25

revenue allocation. Federal grants which include the Local Assistance Entitlement with the private school proportionate share, preschool/infant services grants and the State infant discretionary funds are passed directly to the districts based on special education pupil counts. The SELPA also receives supporting inclusive practices and alternate dispute resolution grants. SELPA-wide committees determine how these funds are spent. State funds and federal grants for mental health services are provided directly to the districts from CDE.

The AU staff member responsible for adhering to the EV SELPA fiscal allocation plan is an accountant in the Internal Business department of the SBCSS Business Services Branch.

b. ☒ YES ☐ NO

If the allocation plan specifies that funds will be apportioned to the RLA/AU/AE, or to the SELPA administrator (for single LEA SELPAs), the administrator of the SELPA, upon receipt, distributes the funds in accordance with the method adopted pursuant to *EC* Section 56195.7(i). This allocation plan was approved according to the SELPA's local policymaking process and is consistent with SELPA's summarized policy statement identified in Local Plan Section B: Governance and Administration item B-4. If the response is "NO," then either Section D should be edited, or Section B must be amended according to the SELPA's adopted policy making process, and resubmitted to the COE and CDE for approval.

SELPA EAST VALLEY CONSORTIUM

Fiscal Year 2024-25

TABLE 4

Special Education Local Plan Area Expenditures (Items D-10 to D-11)

D-10. Regionalized Operations Budget

Using the fields below, identify the total operating expenditures projected for the SELPA, exclusively. Expenditure line items are according SACS object codes. Include the projected amount budgeted for the SELPA's exclusive use. The "Percent of Total" expenses is automatically calculated. NOTE: Table 4 does not include district LEA, charter LEA, or COE LEA expenditures, there is no Attachment to be completed for Table 4.

Accounting Categories and Codes	Amount	Percentage of Total
Object Code 1000—Certificated Salaries	85,736,450	33.38%
Object Code 2000—Classified Salaries	46,575,043	18.13%
Object Code 3000—Employee Benefits	62,299,995	24.25%
Object Code 4000—Supplies	7,884,451	3.07%
Object Code 5000—Services and Operations	47,946,095	18.66%
Object Code 6000—Capital Outlay	671,153	0.26%
Object Code 7000—Other Outgo and Financing	5,769,510	2.25%
Total Projected Operating Expenditures:	256,882,697	100.00%

D-11. Object Code 7000 --Other Outgo and Financing Description

Include a description of the expenditures identified under "Object Code 7000—Other Outgo and Financing" by SACS codes. See Local Plan Guidelines for examples of possible entries.

Indirect Costs

SELPA EAST VALLEY CONSORTIUM

Fiscal Year 2024-25

**TABLE 5****Supplemental Aids and Services and Students with Low Incidence Disabilities (D-12 to D-15)**

The standardized account code structure (SACS), goal 5760 is defined as "Special Education, Ages 5–22." Students with a low incidence (LI) disability are classified severely disabled. The LEA may elect to have locally defined goals to separate low-incidence disabilities from other severe disabilities to identify these costs locally.

**D-12. Defined Goals for Students with LI Disabilities**

Does the SELPA, including all LEAs participating in the SELPA, use locally defined goals to separate low-incidence disabilities from other severe disabilities?

☐ YES ☒ NO

If "No," describe how the SELPA identifies expenditures for low-incidence disabilities as required by *EC* Section 56205(b)(1)(D)?

EV SELPA and its member LEAs use 57XX for goals and EV SELPA uses 11XX Function Code

**D-13. Total Projected Expenditures for Supplemental Aids and Services in the Regular Classroom and for Students with LI Disabilities**

Enter the projected expenditures budgeted for Supplemental Aids and Services (SAS) disabilities in the regular education classroom.

13,087,634

**D-14. Total Projected Expenditures for Students with LI Disabilities**

Enter the total projected expenditures budgeted for students with LI disabilities.

1,917,300

**D-15. Attachment V: Projected Expenditures by LEA for SAS Provided to Students with Exceptional Needs in the Regular Classroom and Students with LI Disabilities**

Using the current CDE-approved template provided for Attachment V, enter the SELPA's projected funding allocations to each LEA for the provision of SAS to students with exceptional needs placed in the regular classroom setting and for those who are identified with LI disabilities. Information included in this table must be consistent with revenues identified in Section D, Table 5.

**LOCAL PLAN**  
**Attachments**  
**SPECIAL EDUCATION LOCAL PLAN AREA**



California Department of Education

Special Education Division

Local Plan Annual Submission

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Attachment I—Local Educational Agency Listing

Participating Local Educational Agency Identification

Enter the California Department of Education (CDE) issued county/district/school code (CDS) and the full name for each local educational agency (LEA) participating in the Local Plan. The LEA names will automatically populate the remaining attachments. Pursuant to California *Education Code (EC)* sections 56205(a)(12)(D)(iii) and 56195.1(b) and (c). SELPAs with one or more LEAs, or those who join with the county office of education (COE) to submit a Local Plan to the CDE for consideration of approval must include copies of joint powers agreements or contractual agreements, as appropriate.

In the table below, enter the CDE issued CDS code and the official name as listed in the California School Directory <https://www.cde.ca.gov/SchoolDirectory/> for each COE, District, Joint Powers Authority (JPA), and SELPA participating in the Local Plan and receiving a special education funding allocation for services and programs provided to students with disabilities.

To Add or Delete Rows:

To add or delete table rows, select the "plus" or "minus" buttons bellow. Actions taken here will be automatically repeated for each of the tables in Attachments II through VI. Users must manually enter LEA information in Attachment VII.

LEA Membership Changes:

If an LEA was previously reported to the CDE in fiscal year 2021–22 or 2022–23 and there is a change in SELPA membership, **DO NOT DELETE** the entry. Instead, under the "LEA Status" column, select the drop-down menu and choose the applicable status option for the LEA membership change.

SELPA County/District/School Codes

- If a SELPA does not have a CDS code, then the associated fields should be left blank. NOTE: If a CDS code section begins with a "0," the zero will not appear in the user's entry.
- If a SELPA does not have a complete CDS code, then leave the associated district and school code blank.
- If a SELPA is not a charter LEA, then leave the associated charter code blank.

Add or Delete Row	List	County Code xx	District Code xxxxx	School Code xxxxxxx	Charter Code (if applicable) xxxx	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Special Education Director First Name	Special Education Director Last Name	Phone (xxx) xxx-xxxx	Email	LEA Status
	1	36	67686			Colton Joint Unified School District	Robert	Pearson	(909)580-5002	rob_pearson@cjustd.net	Previously Reported
	2	36	67843			Redlands Unified School District	Patti	Buchmiller	(909)307-5300	patricia_buchmiller@redlands.k12.ca.	Previously Reported
	3	36	67850			Rialto Unified School District	Sonya	Scott	(909)820-7700	sscott@rialtousd.org	Previously Reported
	4	36	67868			Rim of the World Unified School District	Torri	Burke	(909)336-4100	torri_burke@rimsd.k12.ca.us	Previously Reported
	5	36	67959			Yucaipa-Calimesa Joint Unified School District	Leslie	Burghardt	(909)790-8550	leslie_burghardt@ycjUSD.us	Previously Reported
	6	36	10363			San Bernardino County Superintendent of Schools	Scott	Wyatt	(909)386-7222	scott.wyatt@sbcSS.net	Previously Reported

Attachment II

SELPA: EAST VALLEY CONSORTIUM

Fiscal Year: 2024-25

Each SELPA must adhere to requirements for developing and reporting special education budget revenue and expenditures. The following excerpt is taken from California School Accounting Manual (CSAM): Procedure 755 Special Education on page 755-1 and included to assist the SELPA with completing Section D: Annual Budget Plan information for each LEA participating in the SELPA's Local Plan.

Special education budgets are complex and are of great interest to the public, both locally and statewide. *EC* Section 56205(b)(1) requires that a special education budget shall identify particular elements. Identification of the following elements is facilitated by the standardized account code structure (SACS):

1. Apportionment received by the LEA in accordance with the allocation plan adopted by the SELPA. (The apportionment is tracked in SACS in the resource field in combination with the revenue code in the object field.)
2. Administrative costs of the plan. (These costs are tracked in the function field.)
3. Costs of special education services to pupils with severe disabilities and low-incidence disabilities. (This population is identified by the goal field.)
4. Costs of special education services to pupils with nonsevere disabilities. (This population is identified by the goal field.)
5. Costs of supplemental aids and services provided to meet the individual needs of pupils placed in regular education classrooms and environments. (Costs of these aids and services are tracked in the function field.)
6. Costs of regionalized operations and services and direct instructional support by program specialists in accordance with Part 30, Chapter 7.2, Article 6, of the California *EC*, Program Specialists and Administration of Regionalized Operations and Services. (These costs are tracked in the goal field for regionalized operations and in the function field for instructional services.)
7. Use of property taxes allocated to the SELPA pursuant to *EC* Section 2572. (Property taxes allocated to the SELPA are tracked in the resource field and identified by a revenue code in the object field.)

SELPA: EAST VALLEY CONSORTIUM

Fiscal Year: 2024-25

Attachment II—Projected Special Education Revenue by Local Educational Agency

For each LEA participating in the Local Plan, enter the projected special education revenue funding sources allowed by the Individuals with Disabilities Education Act (IDEA). Information included in this table must be consistent with revenues identified in Section D, Table 1. NOTE: For fiscal year 2021–22, this Attachment is optional for single LEA SELPAs as the information has been provided in Section D, Table 1.

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Assembly Bill (AB) 602 State Aid	AB 602 Property Tax	Federal IDEA Part C	Federal IDEA Part B	State Infant/ Toddler	State Mental Health	Federal Mental Health	Other Revenue	Subtotal
1	Colton Joint Unified School District	15,512,434	1,239,849	0	4,496,892	0	1,403,666	230,984	0	22,883,825
2	Redlands Unified School District	17,454,089	1,295,856	14,436	5,222,300	427,161	1,468,446	239,780	0	26,122,068
3	Rialto Unified School District	19,509,745	1,513,756	0	4,512,765	0	1,737,465	288,964	0	27,562,695
4	Rim of the World Unified School District	2,268,674	182,353	0	636,518	0	209,301	34,374	0	3,331,220
5	Yucaipa-Calimesa Joint Unified School District	7,451,176	544,574	0	2,217,493	0	570,478	93,703	0	10,877,424
6	San Bernardino County Superintendent of Schools	2,247,977	0	57,745	404,768	1,708,645	23,052	4,667	1,038,537	5,485,391
Totals:		64,444,095	4,776,388	72,181	17,490,736	2,135,806	5,412,408	892,472	1,038,537	96,262,623

Attachment III

SELPA: EAST VALLEY CONSORTIUM

Fiscal Year: 2024-25

Attachment III—Projected Expenditures by Object Code by Local Educational Agency

For each LEA participating in the Local Plan, enter the projected special education expenditures by LEA and object code as allowed by the IDEA. Information included in this table must be consistent with expenditures identified in Section D, Tables 2 . NOTE: For fiscal year 2021–22, this Attachment is optional for single LEA SELPAs as the information has been provided in Section D, Table 2.

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	1000 Certificated Salaries	2000 Classified Salaries	3000 Employee Benefits	4000 Supplies	5000 Services and Operations	6000 Capital Outlay	7000 Other Outgo and Financing	Subtotal
1	Colton Joint Unified School District	19,560,746	7,343,102	11,694,773	1,215,747	17,078,102	569,967	1,052,972	58,515,409
2	Redlands Unified School District	18,399,221	12,245,892	14,140,630	1,261,046	3,979,060	0	331,690	50,357,539
3	Rialto Unified School District	26,155,894	14,078,116	20,863,440	3,326,247	18,416,642	0	1,820,441	84,660,780
4	Rim of the World Unified School District	2,939,668	1,618,913	2,184,225	467,950	975,212	0	3,716	8,189,684
5	Yucaipa-Calimesa Joint Unified School District	10,198,393	4,491,445	6,523,111	381,827	3,470,182	0	691,452	25,756,410
6	San Bernardino County Superintendent of Schools	8,482,528	6,797,575	6,893,816	1,231,634	4,026,897	101,186	1,869,239	29,402,875
Totals:		85,736,450	46,575,043	62,299,995	7,884,451	47,946,095	671,153	5,769,510	256,882,697

Attachment IV

SELPA: EAST VALLEY CONSORTIUM

Fiscal Year: 2024-25

Attachment IV—Projected Revenue by Federal, State, and Local Funding Source by Local Educational Agency

For each LEA participating in the Local Plan, enter the projected special education revenue received by each funding source. Information provided must be consistent with revenues identified in Section D, Table 3. NOTE: For fiscal year 2021–22, this Attachment is optional for single LEA SELPAs as the information has been provided in Section D, Table 3.

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Federal Revenue	Percent of Total Federal Revenue	State Revenue	Percent of Total State Revenue	Local Revenue	Total Federal and State Funding
1	Colton Joint Unified School District	4,830,857	24.12%	18,155,949	23.64%	35,528,603	22,986,806
2	Redlands Unified School District	5,594,476	27.94%	20,652,477	26.89%	24,110,585	26,246,953
3	Rialto Unified School District	4,883,177	24.39%	22,760,967	29.64%	57,016,636	27,644,144
4	Rim of the World Unified School District	670,892	3.35%	2,660,328	3.46%	4,858,465	3,331,220
5	Yucaipa-Calimesa Joint Unified School District	2,378,602	11.88%	8,566,227	11.15%	14,811,581	10,944,829
6	San Bernardino County Superintendent of Schools	1,666,803	8.32%	4,007,379	5.22%	23,728,692	5,674,182
Totals:		20,024,807	100.00%	76,803,327	100.00%	160,054,562	96,828,134



SELPA: EAST VALLEY CONSORTIUM

Fiscal Year: 2024-25

**Attachment V—Projected Expenditures by Local Educational Agency for Supplemental Aids and Services in the Regular Classroom for Students with Disabilities and Those Identified with Low Incidence Disabilities**

Enter the revenue allocated to each LEA for supplemental aids and services (SAS) for those students with disabilities placed in the regular classroom setting and those who are identified with low incidence (LI) disabilities. Information included in this table must be consistent with revenues identified in Section D, Table 5. NOTE: For fiscal year 2021–22, this Attachment is optional for single LEA SELPAs as the information has been provided in Section D, Table 5.

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Total Projected Expenditures by LEA SAS in the Regular Classroom	Total Projected Expenditures by LEA for LI
1	Colton Joint Unified School District	1,393,178	325,941
2	Redlands Unified School District	0	599,027
3	Rialto Unified School District	8,625,532	411,097
4	Rim of the World Unified School District	0	38,173
5	Yucaipa-Calimesa Joint Unified School District	78,529	255,467
6	San Bernardino County Superintendent of Schools	2,990,395	287,595
Totals:		13,087,634	1,917,300

**Attachment VI  
must be  
completed  
using the CDE  
approved  
Microsoft Excel  
Template**

Attachment VII

SELPA: EAST VALLEY CONSORTIUM

Fiscal Year: 2024-25

Attachment VII—Special Education Local Plan Area Membership Transfers and Mergers (to and from the SELPA)

Educational programs and services already in operation may not be transferred to another LEA unless all provisions of EC Section 56207 have been met by the SELPA as demonstrated by the completion and submission of Attachment VII. The effective date of the transfer must not be prior to the July 1 of the second fiscal year after the date the sending or receiving SELPA informed the other agency and the governing body of multiple LEA SELPAs or the responsible individual of single LEA SELPAs notified the other agency, unless both the sending and receiving SELPA unanimously agree the transfer date will take effect on the July 1 of the first fiscal year following the notification date.

LEA Name	Add or Delete Row	LEA Status	Impacted SELPA Name	Impacted District, Charter, or School Name	Initiating SELPA Notification Date	SELPA Governing Board Notification Date	COE Notification Date	CDE Notification Date	Agreed Upon Effective Fiscal Year
Colton Joint Unified School District		Delete This Row							
Redlands Unified School District		Delete This Row							
Rialto Unified School District		Delete This Row							
Rim of the World Unified School District		Delete This Row							
Yucaipa-Calimesa Joint Unified School District		Delete This Row							
San Bernardino County Superintendent of Schools		Delete This Row							

**EAST VALLEY SPECIAL EDUCATION LOCAL PLAN AREA  
2024/25 Fiscal Year ANNUAL BUDGET PLAN**

**2024-25 REVENUE ALLOCATIONS (Projected) by Funding Source & Percentage**

DISTRICT	FEDERAL	% FEDERAL	STATE	% STATE	LOCAL	% LOCAL	Total	
Colton	4,830,857	8%	18,155,949	31%	35,528,603	61%	58,515,409	100%
Redlands	5,594,476	11%	20,652,477	41%	24,110,584	48%	50,357,538	100%
Rialto	4,883,177	6%	22,760,967	27%	57,016,636	67%	84,660,781	100%
Rim	670,892	8%	2,660,327	32%	4,858,465	59%	8,189,684	100%
Yucaipa	2,378,602	9%	8,566,227	33%	14,811,581	58%	25,756,411	100%
<b>TOTAL</b>	<b>18,358,004</b>		<b>72,795,949</b>		<b>136,325,869</b>		<b>227,479,823</b>	

**LOCAL PLAN**  
**Section E: Annual Service Plan**  
**SPECIAL EDUCATION LOCAL PLAN AREA**



California Department of Education

Special Education Division

Local Plan Annual Submission

## Section E: Annual Service Plan

SELPA:

Fiscal Year:

### Local Plan Section E: Annual Service Plan

California *Education Code (EC)* sections 56205(b)(2) and (d); 56001; and 56195.9

The Local Plan Section E: Annual Service Plan must be adopted at a public hearing held by the SELPA. Notice of this hearing shall be posted in each school in the SELPA at least 15 days before the hearing. Local Plan Section E: Annual Service Plan may be revised during any fiscal year according to the SELPA's process as established and specified in Section B: Governance and Administration portion of the Local Plan consistent with *EC* sections 56001(f) and 56195.9. Local Plan Section E: Annual Service Plan must include a description of services to be provided by each local educational agency (LEA), including the nature of the services and the physical location where the services are provided (Attachment VI), regardless of whether the LEA is participating in the Local Plan.

#### Services Included in the Local Plan Section E: Annual Service Plan

All entities and individuals providing related services shall meet the qualifications found in Title 34 of the *Code of Federal Regulations (34 CFR)* Section 300.156(b), Title 5 of the *California Code of Regulations (5 CCR)* 3001(r) and the applicable portions 3051 et. seq.; and shall be either employees of an LEA or county office of education (COE), employed under contract pursuant to *EC* sections 56365-56366, or employees, vendors or contractors of the State Departments of Health Care Services or State Hospitals, or any designated local public health or mental health agency. Services provided by individual LEAs and school sites are to be included in **Attachment VI**.

**Include a description each service provided. If a service is not currently provided, please explain why it is not provided and how the SELPA will ensure students with disabilities will have access to the service should a need arise.**

- ☒ 330—Specialized Academic Instruction/  
Specially Designed Instruction

Provide a detailed description of the services to be provided under this code.

Adapting, as appropriate, to the needs of the child with a disability the content, methodology, or delivery of instruction to ensure access of the child to the general curriculum, so that he or she can meet the educational standards within the jurisdiction of the public agency that apply to all children. (34 CFR 300.39(b)(3))

☐ Service is Not Currently Provided



Section E: Annual Service Plan

SELPA:

Fiscal Year:

☒ 210–Family Training, Counseling, Home  
Visits (Ages 0-2 only)

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

This service includes: services provided by social workers, psychologists, or other qualified personnel to assist the family in understanding the special needs of the child and enhancing the child's development.

☐ 220–Medical (Ages 0-2 only)

☒ *Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

Currently, no students within the East Valley SELPA require this service be provided as determined by their IEP teams. The service will be available if an IEP team decides it is appropriate for a student.

☐ 230–Nutrition (Ages 0-2 only)

☒ *Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

Currently, no students within the East Valley SELPA require this service be provided as determined by their IEP teams. The service will be available if an IEP team decides it is appropriate for a student.

☐ 240–Service Coordination (Ages 0-2 only)

☒ *Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

Currently, no students within the East Valley SELPA require this service be provided as determined by their IEP teams. The service will be available if an IEP team decides it is appropriate for a student.

☒ 250–Special Instruction (Ages 0-2 only)

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Currently, no students within the East Valley SELPA require this service be provided as determined by their IEP teams. The service will be available if an IEP team decides it is appropriate for a student.

Section E: Annual Service Plan

SELPA:

Fiscal Year:

☐ 260–Special Education Aide (Ages 0-2 only) ☒ *Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

Currently, no students within the East Valley SELPA require this service be provided as determined by their IEP teams. The service will be available if an IEP team decides it is appropriate for a student.

☐ 270–Respite Care (Ages 0-2 only) ☒ *Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

Currently, no students within the East Valley SELPA require this service be provided as determined by their IEP teams. The service will be available if an IEP team decides it is appropriate for a student.

☒ 340–Intensive Individual Instruction

Provide a detailed description of the services to be provided under this code.

IEP Team determination that student requires additional support for all or part of the day to meet his or her IEP goals.

☐ *Service is Not Currently Provided*

☐ 350–Individual and Small Group Instruction ☐ *Service is Not Currently Provided*

☒ 415–Speech and Language ☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Language and speech services provide remedial intervention for eligible individuals with difficulty understanding or using spoken language. The difficulty may result from problems with articulation (excluding abnormal swallowing patterns, if that is the sole assessed disability); abnormal voice quality, pitch, or loudness; fluency; hearing loss; or the acquisition, comprehension, or expression of spoken language. Language deficits or speech patterns resulting from unfamiliarity with the English language and from environmental, economic, or cultural factors are not included.

Section E: Annual Service Plan

SELPA: East Valley Consortium

Fiscal Year: 2024-25

☒ 425–Adapted Physical Education

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Direct physical education services provided by an adapted physical education specialist to pupils who have needs that cannot be adequately satisfied in other physical education programs as indicated by assessment and evaluation of motor skills performance and other areas of need. It may include individually designed developmental activities, games, sports and rhythms, for strength development and fitness, suited to the capabilities, limitations, and interests of individual students with disabilities who may not safely, successfully or meaningfully engage in unrestricted participation in the vigorous activities of the general or modified physical education program. (CCR Title 5 §3051.5).

☒ 435–Health and Nursing: Specialized  
Physical Health Care

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Specialized physical health care services means those health services prescribed by the child's licensed physician and/or surgeon, requiring medically related training of the individual who performs the services and which are necessary during the school day to enable the child to attend school (CCR §3051.12(b)(1)(A)). Specialized physical health care services include but are not limited to suctioning, oxygen administration, catheterization, nebulizer treatments, insulin administration and glucose testing (CEC 49423.5 (d)).

☒ 436–Health and Nursing: Other

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

This includes services that are provided to individuals with exceptional needs by a qualified individual pursuant to an IEP when a student has health problems which require nursing intervention beyond basic school health services. Services include managing the health problem, consulting with staff, group and individual counseling, making appropriate referrals, and maintaining communication with agencies and health care providers. These services do not include any physician-supervised or specialized health care service.

☒ 445–Assistive Technology

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Any specialized training or technical support for the incorporation of assistive devices, adapted

Section E: Annual Service Plan

SELPA: East Valley Consortium

Fiscal Year: 2024-25

computer technology, or specialized media with the educational programs to improve access for students. The term includes a functional analysis of the student's needs for assistive technology; selecting, designing, fitting, customizing, or repairing appropriate devices; coordinating services with assistive technology devices; training or technical assistance for students with a disability, the student's family, individuals providing education or rehabilitation services, and employers. (34 CFR Part 300.6).

☒ 450—Occupational Therapy

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Occupational Therapy (OT) includes services to improve student's educational performance, postural stability, self-help abilities, sensory processing and organization, environmental adaptation and use of assistive devices, motor planning and coordination, visual perception and integration, social and play abilities, and fine motor abilities.

☒ 460—Physical Therapy

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

These services are provided, pursuant to an IEP, by a registered physical therapist, or physical therapist assistant, when assessment shows a discrepancy between gross motor performance and other educational skills. Physical therapy includes, but is not limited to, motor control and coordination, posture and balance, self-help, functional mobility, accessibility and use of assistive devices. Services may be provided within the classroom, other educational settings or in the home; and may occur in groups or individually. These services may include adaptations to the student's environment and curriculum, selected therapeutic techniques and activities, and consultation and collaborative interventions with staff and parents. (B&PC Ch. 5.7, CCR Title 5 §3051.6, EC Part 30 §56363, GC-Interagency Agreements Ch. 26.5 §7575(a) (2)).

☒ 510—Individual Counseling

Provide a detailed description of the services to be provided under this code.

One-to-one counseling, provided by a qualified individual pursuant to an IEP. Counseling may focus on aspects, such as educational, career, personal; or be with parents or staff members on learning problems or guidance programs for students. Individual counseling is expected to supplement the regular guidance and counseling program. (34 CFR § 300.24(b)(2), (CCR Title 5 §3051.9).

Section E: Annual Service Plan

SELPA:

Fiscal Year:

☐ *Service is Not Currently Provided*

☒ 515–Counseling and Guidance

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Counseling in a group setting, provided by a qualified individual pursuant to an IEP. Group counseling is typically social skills development, but may focus on aspects, such as educational, career, personal; or be with parents or staff members on learning problems or guidance programs for students. IEP-required group counseling is expected to supplement the regular guidance and counseling program. (34 CFR §300.24.(b)(2)); CCR Title 5 §3051.9) Guidance services include interpersonal, intrapersonal or family interventions, performed in an individual or group setting by a qualified individual pursuant to an IEP. Specific programs include social skills development, self-esteem building, parent training, and assistance to special education students supervised by staff credentialed to serve special education students. These services are expected to supplement the regular guidance and counseling program. (34 CFR 300.306; CCR Title 5 §3051.9).

☒ 520–Parent Counseling

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Individual or group counseling provided by a qualified individual pursuant to an IEP to assist the parent(s) of special education students in better understanding and meeting their child's needs; may include parenting skills or other pertinent issues. IEP-required parent counseling is expected to supplement the regular guidance and counseling program. (34 CFR §300.31(b) (7); CCR Title 5 §3051.11).

☒ 525–Social Worker

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Social Work services, provided pursuant to an IEP by a qualified individual, includes, but are not limited to, preparing a social or developmental history of a child with a disability; group and individual counseling with the child and family; working with those problems in a child's living situation (home, school, and community) that affect the child's adjustment in school; and mobilizing school and community resources to enable the child to learn as effectively as possible in his or her educational program. Social work services are expected to supplement the regular guidance and counseling program. (34 CFR §300.24(b)(13); CCR Title 5

Section E: Annual Service Plan

SELPA: East Valley Consortium

Fiscal Year: 2024-25

§3051.13).

☒ 530–Psychological

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

These services, provided by a credentialed or licensed psychologist pursuant to an IEP, include interpreting assessment results to parents and staff in implementing the IEP; obtaining and interpreting information about child behavior and conditions related to learning; planning programs of individual and group counseling and guidance services for children and parents.

☒ 535–Behavior Intervention

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

A systematic implementation of procedures designed to promote lasting, positive changes in the student's behavior resulting in greater access to a variety of community settings, social contacts, public events, and placement in the least restrictive environment. (CCR Title 5 §3001(d)).

☐ 540–Day Treatment

☐ *Service is Not Currently Provided*

☒ 545–Residential Treatment

Provide a detailed description of the services to be provided under this code.

A 24-hour out-of-home placement that provides intensive therapeutic services to support the educational program (Welfare and Institutions Code, Part 2, Chapter 2.5, Art. 1, §5671)).

☐ *Service is Not Currently Provided*

☒ 610–Specialized Service for Low Incidence  
Disabilities

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Low incidence services are defined as those provided to the student population of orthopedically impaired (OI), visually impaired (VI), deaf, hard of hearing/hearing impairment (HH/HI), or deaf-blind (DB). Typically, services are provided in education settings by an

## Section E: Annual Service Plan

SELPA:

Fiscal Year:

itinerant teacher or the itinerant teacher/specialist. Consultation is provided to the teacher, staff and parents as needed. These services must be clearly written in the student's IEP, including frequency and duration of the services to the student. (CCR Title 5 §3051.16 & 3051.18).

☒ 710—Specialized Deaf and Hard of Hearing ☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

These services include speech therapy, speech reading, auditory training and/or instruction in the student's mode of communication. Rehabilitative and educational services; adapting curricula, methods, and the learning environment; and special consultation to students, parents, teachers, and other school personnel may also be included. (CCR Title 5 §3051.16 and 3051.18).

☒ 715—Interpreter ☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Sign language interpretation of spoken language to individuals, whose communication is normally sign language, by a qualified sign language interpreter. This includes conveying information through the sign system of the student or consumer and tutoring students regarding class content through the sign system of the student. (CCR Title 5, §3051.16).

☒ 720—Audiological ☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

These services include measurements of acuity, monitoring amplification, and frequency modulation system use. Consultation services with teachers, parents or speech pathologists must be identified in the IEP as to reason, frequency and duration of contact; infrequent contact is considered assistance and would not be included. (CCR Title 5 §3051.2).

☒ 725—Specialized Vision ☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

This is a broad category of services provided to students with visual impairments. It includes assessment of functional vision; curriculum modifications necessary to meet the student's educational needs, including Braille, large type, and aural media; instruction in areas of need;



Section E: Annual Service Plan

SELPA:

Fiscal Year:

concept development and academic skills; communication skills (including alternative modes of reading and writing); social, emotional, career, vocational, and independent living skills.

☒ 730–Orientation and Mobility

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Students with identified visual impairments are trained in body awareness and to understand how to move. Students are trained to develop skills to enable them to travel safely and independently around the school and in the community. It may include consultation services to parents regarding their children requiring such services according to an IEP.

☐ 735–Braille Transcription

☒ *Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

Currently, no students within the East Valley SELPA require this service be provided as determined by their IEP teams. The service will be available if an IEP team decides it is appropriate for a student.

☒ 740–Specialized Orthopedic

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Specially designed instruction related to the unique needs of students with orthopedic disabilities, including specialized materials and equipment (CAC Title 5, §3030(e) & 3051.16)

☐ 745–Reading

☒ *Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

Currently, no students within the East Valley SELPA require this service be provided as determined by their IEP teams. The service will be available if an IEP team decides it is appropriate for a student.

☒ 750–Note Taking

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Currently, no students within the East Valley SELPA require this service be provided as determined by their IEP teams. The service will be available if an IEP team decides it is

Section E: Annual Service Plan

SELPA:

Fiscal Year:

☐ 755–Transcription

☒ *Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

Currently, no students within the East Valley SELPA require this service be provided as determined by their IEP teams. The service will be available if an IEP team decides it is appropriate for a student.

☐ 760–Recreation Service, Including  
Therapeutic Recreation

☒ *Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

Currently, no students within the East Valley SELPA require this service be provided as determined by their IEP teams. The service will be available if an IEP team decides it is appropriate for a student.

☒ 820–College Awareness

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

College awareness is the result of acts that promote and increase student learning about higher education opportunities, information and options that are available including, but not limited to, career planning, course prerequisites, admission eligibility and financial aid.

☒ 830–Vocational Assessment, Counseling,  
Guidance, and Career Assessment

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment and may include provision for work experience, job coaching, development and/or placement, and situational assessment.

☒ 840–Career Awareness

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Transition services include a provision in paragraph (1)(c)(vi), self-advocacy, career planning, and career guidance. This comment also emphasized the need for coordination between this

## Section E: Annual Service Plan

SELPA:

Fiscal Year:

provision and the Perkins Act to ensure that students with disabilities in middle schools will be able to access vocational education funds. (34 CFR-§300.29).

☒ 850–Work Experience Education

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Work experience education means organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career requiring other than a baccalaureate or advanced degree. (34 CFR 300.26)

☐ 855–Job Coaching

☒ *Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA’s continuum of services available to students with disabilities.

Currently, no students within the East Valley SELPA require this service be provided as determined by their IEP teams. The service will be available if an IEP team decides it is appropriate for a student.

☐ 860–Mentoring

☒ *Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA’s continuum of services available to students with disabilities.

Currently, no students within the East Valley SELPA require this service be provided as determined by their IEP teams. The service will be available if an IEP team decides it is appropriate for a student.

☐ 865–Agency Linkages (referral and placement)

☒ *Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA’s continuum of services available to students with disabilities.

Currently, no students within the East Valley SELPA require this service be provided as determined by their IEP teams. The service will be available if an IEP team decides it is appropriate for a student.

☐ 870–Travel and Mobility Training

☒ *Service is Not Currently Provided*

Section E: Annual Service Plan

SELPA:

Fiscal Year:

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

☒ 890–Other Transition Services ☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

☐ 900–Other Related Service ☐ *Service is Not Currently Provided*

Description of the “Other Related Service”

Qualifications of the Provider Delivering “Other Related Service”



[illegible]

[illegible]



## Attachment VI—Specialized Academic Instruction (SAI)/Specially Designed Instruction (SDI) and Related Services

DATE: 4/10/2024

Enter all special education Services provided by the SELPA's LEA membership and location (site) where they are provided. If code 900 is selected, the specific special education service must be defined in Local Plan Section E: Annual Service Plan. Licensing, certification, and provider qualifications for each identified service must be in accordance with law (see the Local Plan Guidance Document for more information). Attachment VI must be included with each Local Plan Section E: Annual Service Plan submission to the California Department of Education (CDE).

FISCAL YEAR: \_\_\_\_\_

**SELPA NAME:** East Valley Consortium

For each LEA school/site name identified in "Column A," place an "x" in the corresponding instructional and/or rel

[illegible]

[illegible]









[illegible]





#### 4.11 EV SELPA Due Process 2023-24 Data, to-date

2023 - 2024  
Due Process Update  
Year to Date

East Valley SELPA Steering

Rick Homutoff, Ed.D.

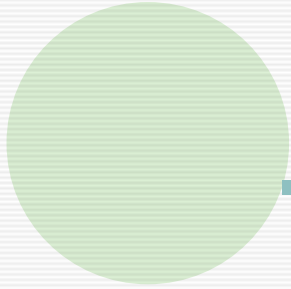
Program Manager

May 9, 2024




# EV SELPA 2023-2024

## Due Process Cases



- For the 2023-2024 school year we have received 24 due process cases and we have filed three due process cases against parents for a total of 27 due process cases.
  - We currently have six open cases.
- One case filed against the parent for the right to assess a student for a family we settled with in November 2023.
  - The parent is not making the student available, nor cooperating with an assessment, under an assessment plan that was signed along with the settlement agreement.
  - The parent initially cooperated once the complaint was filed and the case was withdrawn, but since became uncooperative and the case was refiled.
  - We finally received signatures on the requested documents and the second case was withdrawn.
- The other district filed case was for the right to assess, right to implement and that the IEP offers a FAPE for a parent who would not consent.



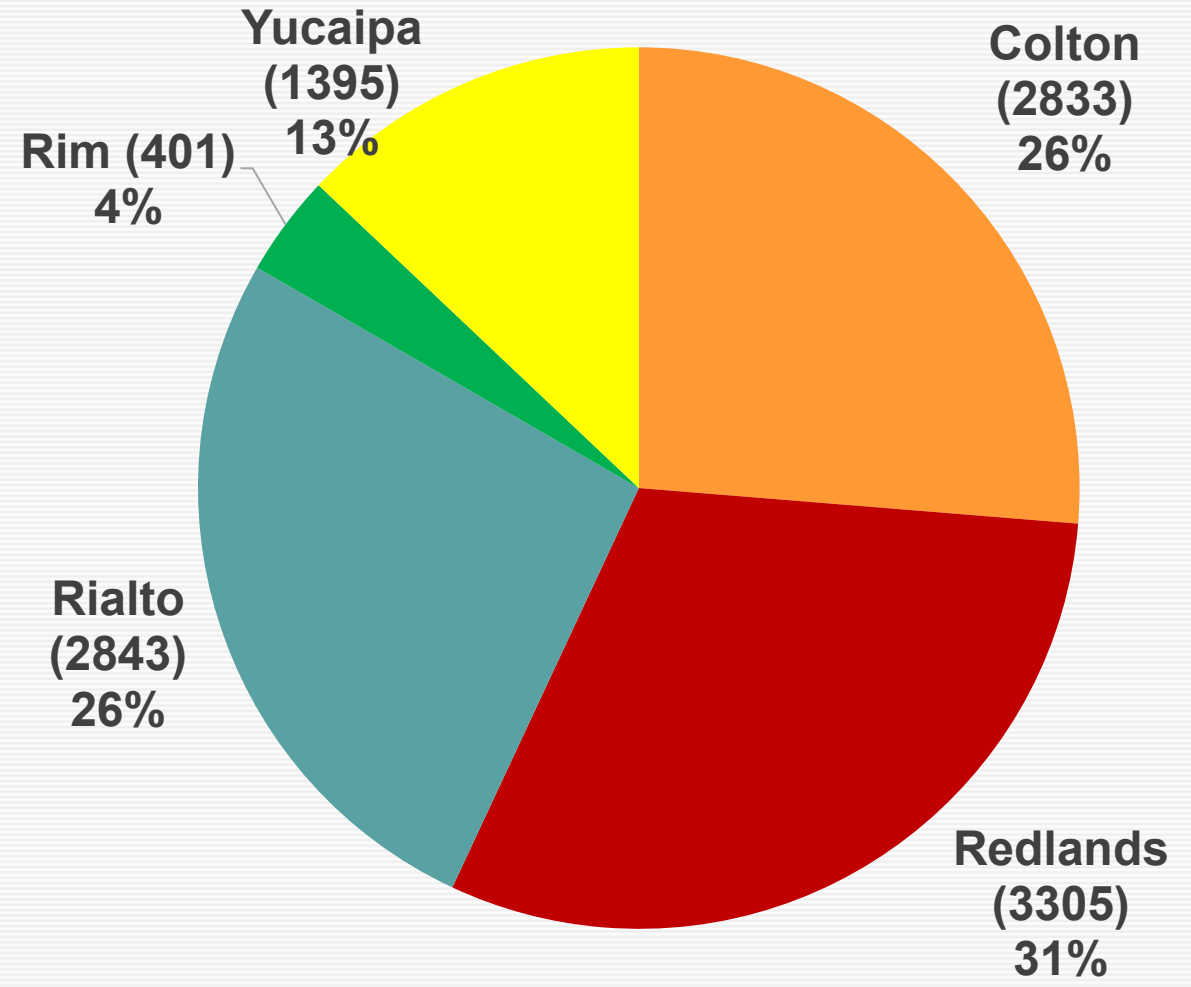
# EV SELPA 2023-2024

## Due Process Cases - Continued

- We have settled 17 cases, and one parent was ordered to withdraw his case against the district.
- At this point last year, we had 23 due process cases filed.
- During 2022-2023 District filed due process cases took an average of 72 days to settle.
- In 2021-2022 the average was 61 days.
- Currently, District filed due process cases are taking an average of 103 days.
  - Cases are taking much longer to settle, and this trend started happening during the 2022-2023 year and continues.
  - Attorneys for both district and parent, are very busy and we will often go weeks before hearing back from a parent attorney for cases that have been continued to later dates.
  - It is getting harder to find available dates for resolution sessions, mediations and often the hearing dates will need to be pushed out by many months.
    - We are currently continuing cases into the 2024-2025 school year.

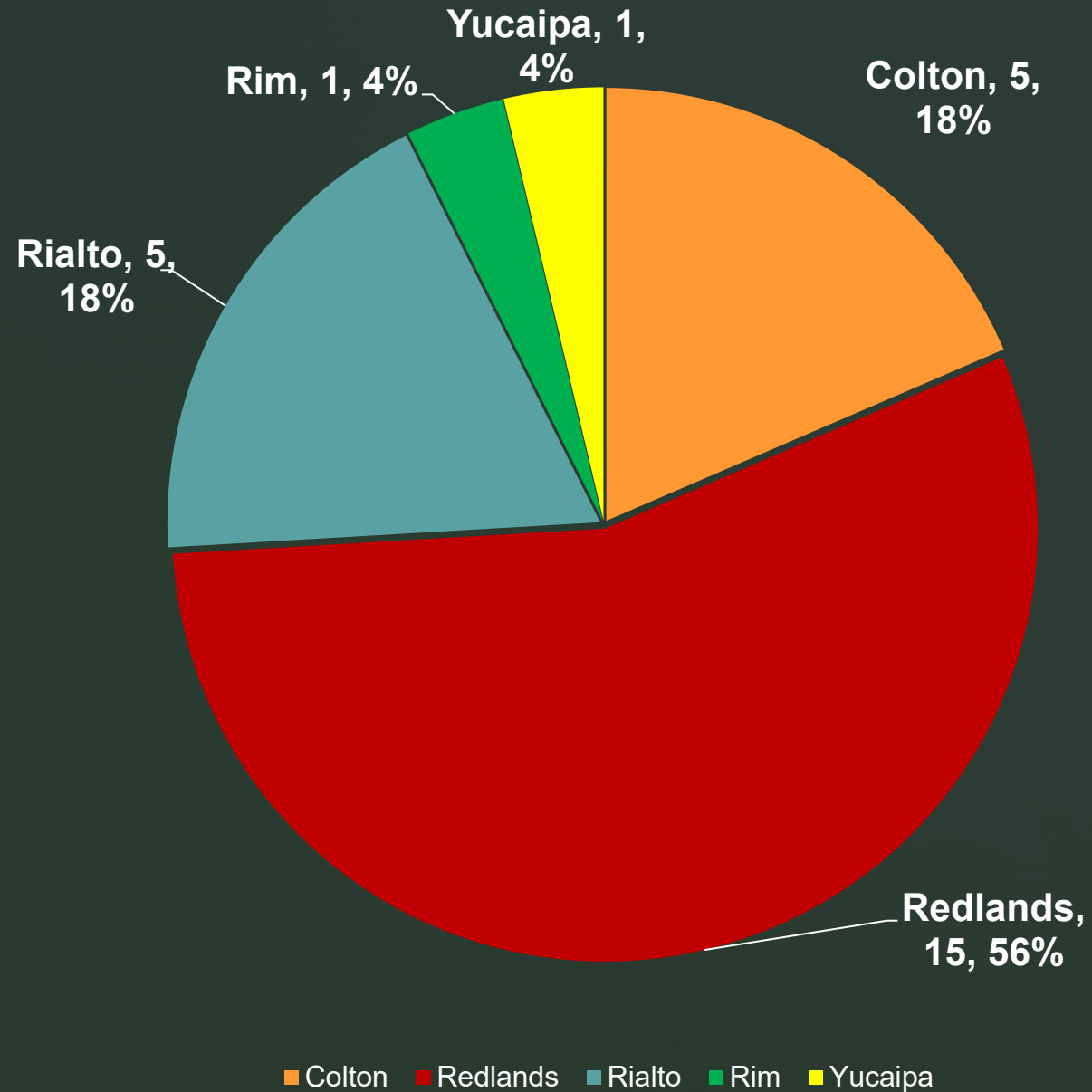
Latest Certified  
Special Education  
Pupil Count:

Percentage of  
EVSELPA Total by  
District



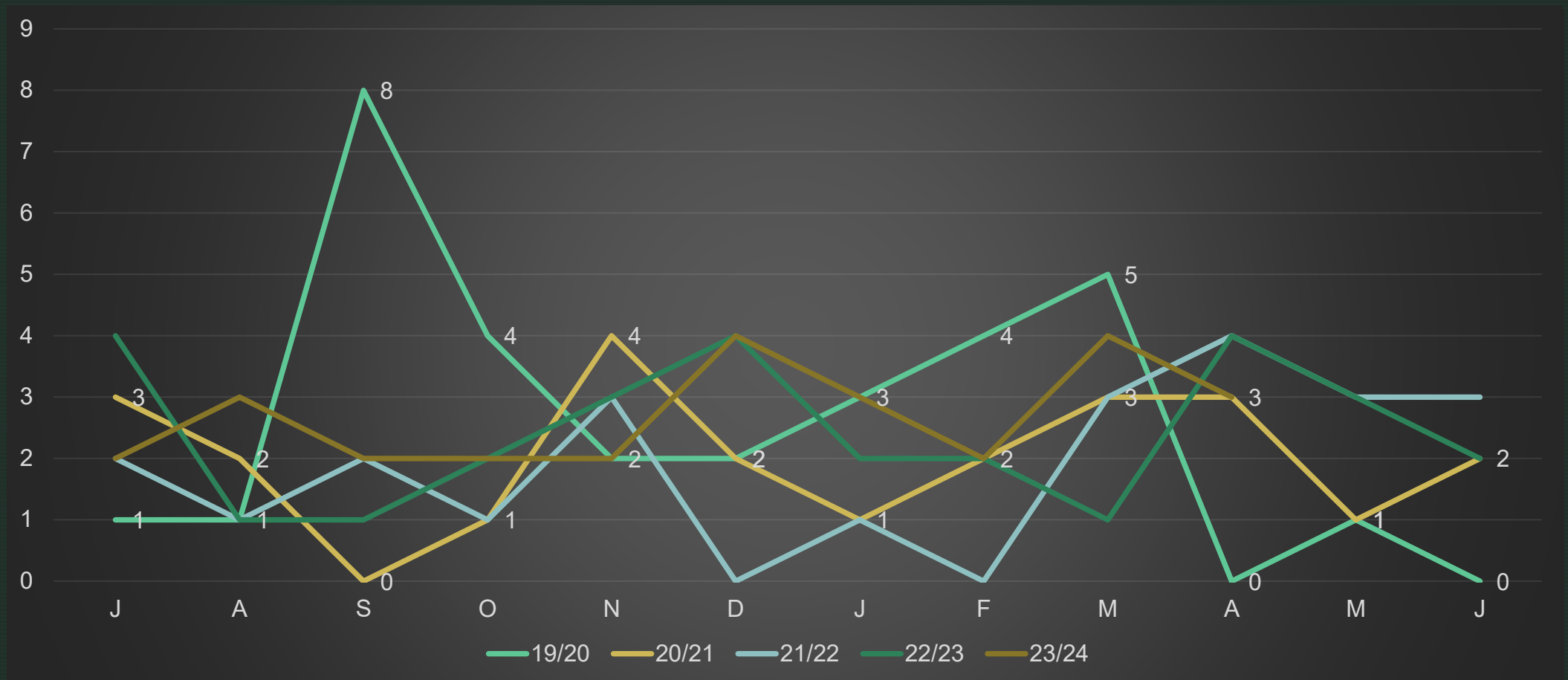
Fall 1 Pupil Count – October 2023

# EV SELPA 2023-2024 Filings





# EV SELPA Due Process Filings by Month 2019 to Present



# Regional Due Process Data

## 2018-2019 to 2021-2022 School Years

### Unified School Districts

District (2022-2023 SWD – DataQuest)	SELPA	# of Cases	% of Total
<b>Corona Norco USD (6,859)</b>	CNSELPA	192	2.8%
<b>Colton Joint USD (2,679)</b>	EVSELPA	35	1.3%
<b>Redlands USD (2,687)</b>	EVSELPA	44	1.6%
<b>Rialto USD (2,812)</b>	EVSELPA	50	1.8%
<b>Rim of the World USD (389)</b>	EVSELPA	5	1.3%
<b>Yucaipa-Calimesa Joint USD (1,333)</b>	EVSELPA	7	.5%
<b>Fontana USD (4,384)</b>	FSELPA	61	1.4%
<b>Moreno Valley USD (4,632)</b>	MVSELPA	52	1.1%
<b>Riverside USD (5,162)</b>	RUSDSELPA	109	2.1%
<b>San Bernardino City USD (6,629)</b>	SBCSELPA	78	1.2%
<b>Temecula Valley USD (4,149)</b>	TVUSELPA	67	1.6%
<b>Chino Valley USD (3,264)</b>	WESELPA	114	3.5%
<b>Upland USD (1,490)</b>	WESELPA	46	3.1%

# Regional Due Process Data 2018-2019 to 2021-2022 School Years School Districts

District (2022-2023 SWD – DataQuest)	SELPA	# of Cases	% of Total
<b>Ontario-Montclair USD K-8 (2,692)</b>	OMSELPA	23	.9%
<b>Alta Loma SD (652)</b>	WESELPA	19	2.9%
<b>Central Elementary SD (719)</b>	WESELPA	11	1.5%
<b>Chaffey Joint Union HSD (3,346)</b>	WESELPA	26	.8%
<b>Cucamonga SD (299)</b>	WESELPA	7	2.3%
<b>Etiwanda SD (1,683)</b>	WESELPA	45	2.7%
<b>Mountain View Elementary SD (394)</b>	WESELPA	14	3.6%
<b>Mt. Baldy SD (18)</b>	WESELPA	1	5.6%

## ■ 2023-2024 YTD - Due Process Case Trends

- We continue to see an increase in IEE requests, both prior to and during due process proceedings.
  - We are still seeing parents willing to allow districts to assess, as noted below, but overall, we have seen a significant increase in IEE requests as well as district assessment requests.
  - In 2022-2023 there were a total of 10 IEEs and 26 district assessments through due process settlement.
  - Among the 17 2023-2024 settled cases we have agreed on seven IEEs and 26 district assessments.
- We continue to see an increase in ADR requests, mostly within the district.

## 2021-2022 to Current – Attorney Fee Trends

- Each year we have seen an increase in fee demands from attorneys.
  - Most parent attorneys are more unwilling to negotiate down their fees than in the past.
  - At one time we could expect a 35%-40% reduction from parent attorneys. Now it is closer to a 25%-30% reduction. While significant, but still less than previous years. Some attorneys will not negotiate their fees down much, if at all.
- For the 2021-2022 school year, the average attorney fees per case was \$8,295.
- For the 2022-2023 school year, the average attorney fees per case was \$9,604.
- For 2023-2024 our average attorney fees to settle, to date, are \$10,423.
  - These figures ONLY include cases where there were attorney fees paid out to parent attorneys.
    - There was one case where there were no attorney fees paid and the three district filed cases there were also no parent attorney fees paid.



Questions?

## 4.12 EV SELPA Spring 2024 Events/Requirements Reminders





EAST VALLEY  
**SELPA**  
*Educating Together*

# **SURROGATE PARENTS TRAINING**

**Monday, May 13, 2024**

**12:00 noon - 3:00 pm**

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/46-249458>

Questions - please call East Valley SELPA 909.252.4507



Please Join Us  
for a  
  
Private School  
Consultation Meeting

Thursday, May 21, 2024  
1:00 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.

## 4.13 EV SELPA Board of Directors Meeting May 22, 2024 Overview

## 4.14 SBCSS East Valley Operations

## SBCSS East Valley Operations -Visually Impaired Program Details

**August 2024 – May 9, 2024**

**Current Students – 63 sites**

**Total Students: 112**

**New Referrals this year to date:28/4DNQ**

**Assessments in process: 7**

District	Grades	Braille	Dual media	LP	Audio/ Tactile
Colton	9- transition	1		6	
	6-8	1	1	2	
19	TK-5	1	1	6	1
	PS				
	Early Start				
Redlands	9- transition	5	4	9	3
	6-8	1		6	1
49	TK-5	1	2	11	4
	PS				
	Early Start			1	
Rialto	9- transition		2	4	1
	6-8	1	1	3	2
22	TK-5			2	5
	PS			1	
	Early Start				
Rim	9- transition	1			
	6-8			1	
2	TK-5				
	PS				
	Early Start				
Yucaipa	9- transition		2	4	
	6-8			3	
19	TK-5			8	
	PS			2	
	Early Start				
Fontana 1	Early Start				1
<b>Totals 112</b>		<b>12</b>	<b>13</b>	<b>69</b>	<b>18</b>

## **What has happened since the last update?**

- 1. Flyer being developed for Districts to distribute**
  - a. More to come for districts and/or school sites with VI students**
- 2. Trainings for Redlands High teachers**
  - a. March – 5 teachers**
  - b. May – 30 teachers**
  - c. Plans for Para trainings in 24/25**
  - d. With full staffing for next year hope to do more trainings for schools in all districts**
- 3. Changes to VI staffing**
  - a. Braille Specialists -7 with 1 opening for 8th**
  - b. Orientation and Mobility Specialists -1.5**
  - c. VI Specialists**
    - i. 1-75%**
    - ii. 1-50% will be filled at FT for 24/25**
    - iii. 3-FT**
    - iv. 2 FT- new to use in 24/25 (fill vacancy from 21/22 and April 24 that left for West End)**
- 4. Hand outs**
  - a. Assembly Bill 455 – Requires that parents be given information about California School for the Blind and California School for the Deaf.**
  - b. California Code Regs Title 5 3030 – Eligibility Criteria for Visually Impaired**
  - c. California Ed Code 3.5 56351.5 -Reinforcement of Braille instruction by an aide**
  - d. IDEA reauthorization of 2004: Section 614 (d)(3)(B)(iii)- The Individual Education Program (IEP) Team shall provide for instruction in Braille and the use of Braille unless the IEP Team determines that instruction in Braille or the use of Braille is not appropriate for the child;**

# Braille and Visually Impaired Students

## *What Does the Law Require?*

Passing a law is one thing. Getting it enforced and, more to the point, *accepted*, is quite another. Laws tend to be a reflection of public opinion, not a creator of it. They give a final nudge to new reality. With respect to Braille, there can be no doubt that the climate of public opinion has changed dramatically during the past decade. Once again, Braille is becoming the centerpiece in the education of blind people, just as print is for sighted people.

--Kenneth Jernigan,  
*Braille into the Next Millennium*

### Questions and Answers

Q: You mean that there is a specific provision in the law about Braille instruction for visually impaired students?

A: Yes, that's right. The "Braille provision" as it is sometimes called, was added when the Individuals with Disabilities Education Act (IDEA) was reauthorized in 1997 and was continued in the 2004 reauthorization.

Q: What does it say?

A: Here is the pertinent section from the IDEA reauthorization of 2004:

Section 614 (d)(3)(B)(iii)

(B) Consideration of Special Factors.--The Individual Education Program (IEP) Team shall—

(iii) in the case of a child who is blind or visually impaired, provide for instruction in Braille and the use of Braille unless the IEP Team determines, after an evaluation of the child's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the child's future needs for instruction in Braille or the use of Braille), that instruction in Braille or the use of Braille is not appropriate for the child;

Q: Is it significant that this provision uses the word "provide" rather than "consider the need for" Braille instruction?

A: Good observation. Yes, it is significant. It means that the IEP team is obligated to assume--even before an evaluation is conducted--that Braille instruction will be a necessary service for the blind or visually impaired child. This is an important shift from past educational practices when it was routinely assumed that children with some usable vision would read print and only be provided with Braille instruction as the last resort.

Q: Does this provision apply to every blind or visually impaired child with an IEP?

A: Yes.



Q: Does this mean that visually impaired children who might have sufficient vision to read enlarged print or regular print with magnification shall also be provided with Braille instruction and the opportunity to use Braille?

A: That's right. Unless, of course (as the provision states), an evaluation that takes into consideration the child's future need for Braille literacy demonstrates that Braille is not appropriate.

Q: So, this evaluation must be pretty important. What is it called?

A: It is extremely important. Many people in the blindness profession have come to refer to it as a learning media assessment. In all instances where Braille instruction is not provided for children covered under this provision, documentation of a learning media assessment (the evaluation) is required. Furthermore, it is critical that a qualified person conduct the assessment. The National Agenda for the Education of Children and Youths with Visual Impairments, including those with Multiple Disabilities, recommends that "All assessments and evaluations of students will be conducted by and/or in partnership with personnel having expertise in the education of students with visual impairments and their parents." (*Huebner, Merk-Adam, Stryker, and Wolffe, 2004*).

Q: What must the evaluation include?

A: There are many elements in a learning media assessment. The Braille provision specifically requires that the following be addressed: skills in reading and writing, reading and writing needs, and future need for Braille or Braille instruction. The assessment of future needs is important because a number of congenital eye diseases or disorders are degenerative. As we know, the educational system is charged with the responsibility of preparing students for a lifetime of literacy. This provision protects the right of children with visual impairments to be provided with skills in a literacy mode that will also last a lifetime, whatever the prognosis might be for their vision.

Q: Are there any learning media assessment tools that an LEA can purchase and use for this evaluation?

A: Yes. The Texas School for the Blind, the American Printing House for the Blind (APH), and others have developed learning media assessment tools. Some state departments of education, such as Maryland, have also developed specific guidelines that may be used by IEP teams. Information about resources is included at the end of this brochure.

Q: Some children with blindness or visual impairment also have additional disabilities--such as autism, learning disabilities, developmental delays, cerebral palsy, and so forth. Do learning media assessments need to be conducted for these children? Might these children require Braille instruction?

A: Yes, and yes--to both questions. Literacy is the pathway to maximum independence and life satisfaction for every child that has the capacity to learn, including those at the functional reading level. It may take such children longer to learn to read, and/or require additional supports or individualized strategies, but this only highlights the importance of good assessments.

Q: Once the IEP team has conducted a learning media assessment and made a determination about the appropriateness of print and Braille instruction, does the team need to review or reconsider that decision during the annual IEP review?

A: That depends. If the child is receiving regular and adequate Braille instruction, probably not. However, if the child is not receiving Braille instruction, then it would be appropriate and in keeping with the intent of the Braille provision for the IEP team to discuss and/or reassess the decision annually.

Q: This sounds like a sensible and educationally sound process. Now what about those resources?

## **RESOURCES**

The National Agenda for the Education of Children and Youths with Visual Impairments, Including Those with Multiple Disabilities - [www.tsbvi.edu/agenda/](http://www.tsbvi.edu/agenda/)

Learning Media Assessments - [www.lighthouse.org](http://www.lighthouse.org) (search term: assessment compendium)

### **Braille Instructional Materials**

American Printing House for the Blind (APH) - [www.aph.org/products](http://www.aph.org/products)

American Foundation for the Blind - [www.afb.org/store](http://www.afb.org/store)

*Braille Too* (Grant Wood AEA, Iowa) - [www.aea10.k12.ia.us/divlearn/brailletoo.html](http://www.aea10.k12.ia.us/divlearn/brailletoo.html)

Exceptional Teaching Aids, Inc. (Mangold Exclusives) - [www.store.exceptionalteaching.net/maex.html](http://www.store.exceptionalteaching.net/maex.html)

Texas School for the Blind Publications - [www.tsbvi.edu](http://www.tsbvi.edu) (go to Curriculum Publications)

### **Informational Materials about Braille**

*The World Under My Fingers: Personal Reflections on Braille*, Second Edition  
National Federation of the Blind - [www.nfb.org](http://www.nfb.org)

*The Bridge to Braille: Reading and School Success for the Young Blind Child*  
National Organization of Parents of Blind Children - [www.nfb.org/nopbc.htm](http://www.nfb.org/nopbc.htm)

*Braille Into the Next Millennium* ISBN 0-8444-021-7  
National Library Service for the Blind and Physically Handicapped - [www.loc.gov/nls](http://www.loc.gov/nls)

*This document was developed and published by*

The National Agenda for the Education of Children and Youths with Visual Impairments,  
Including Those with Multiple Disabilities  
[www.tsbvi.edu/agenda/](http://www.tsbvi.edu/agenda/)

*in partnership with*

The National Organization of Parents of Blind Children (NOPBC),  
a division of the National Federation of the Blind  
[www.nfb.org/nopbc.htm](http://www.nfb.org/nopbc.htm)



[Home \(/index.aspx\)](#) / [Resources](#) / [Pertinent Ed. Code and Legislation](#)

## Assembly Bill 455

By a 63-0 vote, the California State Assembly approved a bill by Assembly Majority Leader Alberto Torrico, D-Fremont, to require parents with children being assessed for an individualized education program be given information about the California School for the Blind and the California School for the Deaf.

California has three special schools. The California School for the Blind is located in Fremont and the California School for the Deaf has two campuses, one in Fremont and one in Riverside.

Students from across the state attend the CSB and the CSD, including many from rural districts where there are insufficient resources to provide adequate services to deaf and blind students.

Currently, parents and guardians of disabled children are given a notice of procedural safeguards that provides them with an overview of their educational rights. The notice must be given to parents the first time their child is referred for a special education assessment.

Under Torrico's bill, the notice would include information regarding the School for the Blind and the School for the Deaf.

[Text of Assembly Bill 455](http://www.leginfo.ca.gov/pub/13-14/bill/asm/ab_0451-0500/ab_455_bill_20130409_amended_asm_v97.html) [http://www.leginfo.ca.gov/pub/13-14/bill/asm/ab\\_0451-0500/ab\\_455\\_bill\\_20130409\\_amended\\_asm\\_v97.html](http://www.leginfo.ca.gov/pub/13-14/bill/asm/ab_0451-0500/ab_455_bill_20130409_amended_asm_v97.html)



[Home \(/index.aspx\)](#) / [Admissions](#) / [Admissions Criteria](#)

## Admissions Criteria

Information regarding whether a student or child may be eligible to attend the California School for the Blind (CSB) can be found below.

### California School for the Blind Admissions Criteria

The California School for the Blind (CSB) serves students ages 5-22 who have a vision loss which severely affects their ability to access the general education or alternative curriculum and causes difficulty to such an extent that it adversely affects their educational performance requiring the services of personnel trained to work with blind, visually impaired, or deaf-blind children. Individualized Education Program (IEP) teams consider referring a blind, visually impaired, or deaf-blind student to CSB when an appropriate educational program and related services cannot be provided in a less restrictive environment within the student's local public schools.

Eligibility to attend CSB is defined within the California Code of Regulations. Eligibility criteria are listed below.

### California Code of Regulations Title 5. Education

#### **§ 17666. Eligibility for Enrollment in CSB's Day Program**

Applicants may be considered for admission if they can demonstrate they will benefit educationally from the CSB instructional program by showing:

- (a) Applicant demonstrates that his or her primary educational needs are related to a severe sensory loss such that it affects the pupil's ability to access the general education or alternative curriculum.
- (b) The ability to attend to non-visual stimuli.
- (c) The ability to benefit from disability-specific instruction, as demonstrated by the following:
  - (1) Potential to learn Braille, potential to use low vision aids;
  - (2) Potential to benefit from expanded core curriculum instruction; and

(3) Potential to benefit from adaptations to the environment.

(d) The ability to learn simple mobility patterns and routes around campus, as demonstrated by the following:

- (1) The potential to use the white cane;
- (2) The potential to orient self in space;
- (3) The potential to learn own body and body parts; and
- (4) The potential to learn concepts of directionality.

(e) Applicant demonstrates the ability to access the general education or alternative curriculum with reasonable accommodations without requiring a fundamental alteration of the educational program of CSB.

Note: Authority cited: Section 59020, Education Code. Reference: Sections 56350 and 56352, Education Code.

## **§ 17667. Eligibility for Enrollment in CSB's Residential Program**

Applicants eligible for CSB's day program are not automatically enrolled into the residential program. Enrollment into CSB's residential program is a separate and distinct consideration even for a pupil currently enrolled in CSB's day program. An applicant who meets the criteria established by section 17666 may also be admitted into CSB's residential program, if CSB determines:

- (a) The applicant resides beyond a 60-minute commute each way between home and CSB using transportation the Local Educational Agency (LEA) provides for day pupils.
- (b) The applicant has the ability to respond independently and appropriately to life-threatening situations.
- (c) The responsible local school district and parent/guardian have approved the applicant's placement in the residential program.
- (d) The applicant does not have a history of un-rehabilitated behavior that poses a threat to themselves and/or others, including but not limited to substance abuse, fire-starting, sexually predatory behavior or assault.

Note: Authority cited: Section 59020, Education Code. Reference: Section 59020, Education Code.

### **Still have questions about eligibility to attend CSB?**

Feel free to contact:

Jennifer Simmons, 510-936-5522, [jsimmons@csb-cde.ca.gov](mailto:jsimmons@csb-cde.ca.gov) (<mailto:jsimmons@csb-cde.ca.gov>) or

## Who exactly do we serve?

### ◆ Cal. Code Regs. Tit. 5, § 3030 - Eligibility Criteria

- ◆ (13) Visual impairment including blindness means an impairment in vision that, even with correction, adversely affects a child's educational performance. The term includes both partial sight and blindness.
- ◆ Ideally, a current ophthalmologist or optometrist report indicates a diagnosis of eye disease, limited visual acuity after correction, visual field loss, or total blindness.
- ◆ For students with low vision, a functional vision assessment aides indicates the potential benefit of special education instruction, services, materials and/or equipment which cannot be provided solely with accommodations or modifications of the regular program.
- ◆ Ultimately it is an IEP team decision to verify eligibility and whether the visual impairment adversely affects the student's educational performance and requires special education to meet the student's needs.



*x Braille Specialists*

But our  
caseloads really  
are not working.

Is there any  
help for the  
student learning  
braille?

- ◇ [California Education Code ARTICLE 3.5.  
Individualized Education Program for  
Visually Impaired Pupils \[56350 - 56354\]](#)
- ◇ 56351.5 Summarized: In accordance with an IEP, a LEA can reinforce braille instruction with an aide who is supervised by a credentialed teacher that has demonstrated grade 2 fluency and the basic rules of braille construction.



## 4.15 Hot Topics

## OTHER

### 5.1 2023-2024 EV SELPA Steering Committee Meetings & 2024-2025 EV SELPA Steering Committee Meetings

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

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

**JULY 2023 – NO MEETING**

**AUGUST 17, 2023**

**SEPTEMBER 14, 2023**

**OCTOBER 12, 2023**

**NOVEMBER 9, 2023**

**DECEMBER 7, 2023**

**JANUARY 2024 – NO MEETING**

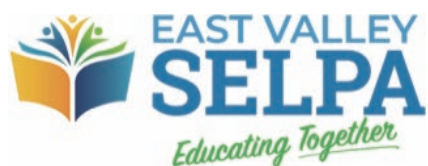
**FEBRUARY 8, 2024**

**MARCH 7, 2024**

**APRIL 11, 2024**

**MAY 9, 2024**

**JUNE 13, 2024**



**2024/2025**  
**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 2024 – NO MEETING**

**AUGUST 15, 2024**

**SEPTEMBER 12, 2024**

**OCTOBER 10, 2024**

**NOVEMBER 14, 2024**

**DECEMBER 12, 2024**

**JANUARY 2025 – NO MEETING**

**FEBRUARY 13, 2025**

**MARCH 13, 2025**

**APRIL 10, 2025**

**MAY 8, 2025**

**JUNE 12, 2025**



## 5.2 2023-2024 EV SELPA Board of Directors Meetings & 2024-2025 EV SELPA Board of Directors Meetings

**2023/2024**  
**East Valley SELPA**  
**BOARD OF DIRECTORS MEETING SCHEDULE**

September 20, 2023

November 15, 2023

February 21, 2024

March 20, 2024

May 22, 2024

June 12, 2024

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



**2024/2025**  
**East Valley SELPA**  
**BOARD OF DIRECTORS MEETING SCHEDULE**

September 25, 2024

November 20, 2024

February 19, 2025

March 19, 2025

May 21, 2025

June 18, 2025

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





### 5.3 2023-2024 EV SELPA Community Advisory Committee Meetings

**2024/2025**  
**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 23, 2024**

**NOVEMBER 18, 2024**

**FEBRUARY 24, 2025**

**APRIL 21, 2025**



## 5.4 EV SELPA Professional Development – May 2024



## SPECIAL EDUCATION LEADERSHIP DEVELOPMENT SERIES

*Presented by:*

Jennifer Brooksby  
EV SELPA Compliance Program Manager

&

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

**S**pecial Education staff will develop practical leadership skills to support their district needs.

*Join us on the following Monday's:*

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



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



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

Online



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to  
Partnership**

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# TRAUMA INFORMED MEDIATION

Five opportunities to attend:

 FEB. 15, 2024	 11:00AM - 2:00PM PST
 FEB. 29, 2024	 10:00AM - 1:00PM PST
 APR. 22, 2024	 11:00AM - 2:00PM PST
 MAY 14, 2024	 11:00AM - 2:00PM PST
 JUN. 10, 2024	 10:00AM - 1:00PM PST

Join Dawn Kuhlman as she explains her Trauma Informed Mediation Model. Common trauma responses include emotion dysregulation, physical health issues, feelings of distrust, helplessness, depression, anxiety, and grief. Secondary or vicarious trauma is a particular risk in the helping profession.

This virtual session will explore the five components of this mediation model:

1. Brain/Body experience of trauma,
2. Transformative mediation techniques (empowerment and recognition),
3. Mindfulness of thoughts, emotions, and behaviors,
4. Informally assessing client's ability to mediate, and
5. Resilience and the use of community resources.



**DAWN KUHLMAN, MA**  
M.A.R.C.H. EXECUTIVE  
DIRECTOR

**REGISTER NOW**



[Click Here](#)



No cost to attend



Zoom link will be emailed the day prior.

Project funded by



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[info@pathways2partnership.org](mailto:info@pathways2partnership.org)



(805) 437-1560

Virtual



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# MEDIACIÓN INFORMADA SOBRE EL TRAUMA

Cinco oportunidades para asistir:

-  15 DE FEB. 2024  11:00AM - 2:00PM PST
-  29 DE FEB. 2024  10:00AM - 1:00PM PST
-  22 DE ABR. 2024  11:00AM - 2:00PM PST
-  14 DE MAYO 2024  11:00AM - 2:00PM PST
-  10 DE JUN. 2024  10:00AM - 1:00PM PST



**DAWN KUHLMAN, MA**  
DIRECTORA EJECUTIVA DE  
M.A.R.C.H.

Únase a Dawn Kuhlman mientras explica su modelo de mediación informada sobre el trauma. Las respuestas comunes al trauma incluyen desregulación emocional, problemas de salud física, sentimientos de desconfianza, impotencia, depresión, ansiedad y el dolor. El trauma secundario o indirecto es un riesgo particular en la profesión de ayuda.

Esta sesión virtual explorará los cinco componentes de este modelo de mediación:

1. Experiencia cerebral/corporal del trauma,
2. Técnicas de mediación transformadora (empoderamiento y reconocimiento),
3. Atención plena a pensamientos, emociones y comportamientos.
4. Evaluación informal de la capacidad del cliente para mediar, y
5. Resiliencia y utilización de los recursos comunitarios.



[Haga Clic Aquí](#)

**REGÍSTRESE AHORA**



No hay costo para asistir



El enlace de Zoom se enviará por correo electrónico el día anterior.

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Online



# ADMINISTRATOR ADR TRAINING

Administrators come and enhance your skills in dispute prevention and resolution. Join our 3-hour virtual workshops designed to enhance your skills in dispute prevention and resolution, choose from two available dates.



**FRIDAY, APRIL 19, 2024**  
**8:00AM – 11:00AM**

**OR**



**MONDAY, JUNE 17, 2024**  
**9:00AM – 12:00PM**

**REGISTER**



[Click Here](#)



No cost to attend



Zoom link will be emailed the day prior.



Intended  
audience:  
School  
administrators

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Online



# BUILDING POSITIVE PARENT AND SCHOOL PARTNERSHIPS

## 3-DAY BOOK SERIES

- |  |  |
|--|--|
|  <b>MAY 1, 2024</b>   |  <b>3:15PM - 4:15PM</b>  |
|  <b>MAY 8, 2024</b>  |  <b>3:15PM - 4:15PM</b> |
|  <b>MAY 15, 2024</b> |  <b>3:15PM - 4:15PM</b> |

PRESENTED BY:

**MARC PURCHIN**




Marc Purchin's goals, education, experience, achievement, reputation and vision combined to prompt the establishment of Purchin Consulting in 1997. Beginning some two decades before that, Marc has personally conducted more than 3,000 mediations, mostly through contracts with the California Special Education Hearing Office, the Department of Developmental Disabilities, several public school districts and numerous non-profit organizations. In addition to that work, he has developed Alternative Dispute Resolution (ADR) programs for Special Education Local Plan Areas (SELPA) throughout the state of California. Marc earned his bachelor's degree at Southern Illinois University, majoring in Speech Communication with an emphasis in Interpersonal Communication and Theatre. He then completed the distinctive Master's in Business Administration (MBA) program in Non-Profit Management offered by American Jewish University (formerly University of Judaism.) That program added him to its faculty in 1996 and has taught courses such as "Conflict Resolution and Negotiation" and "Organizational Development and Leadership". Marc has also taught a "Collaboration" course in the School of Education at Cal State Dominguez Hills.

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# E-MAIL EXTINCTION?

Three opportunities to attend:

- |   |  |
|---|--|
|  <b>MAY 9, 2024</b>   |  <b>3:00PM - 4:00PM</b>   |
|  <b>MAY 14, 2024</b>  |  <b>3:00PM - 4:00PM</b>   |
|  <b>MAY 23, 2024</b> |  <b>12:00PM - 1:00PM</b> |

In the world of Alternative Dispute Resolution (ADR) nearly all professionals agree that E-mail is a troublesome mode of communication. Yes, we still use it - but less and less every day, and mainly just for quick and uncomplicated messaging, such as confirming an appointment. It is definitely not an ideal (or even time-efficient) way to effectively interact.

This session will clarify these issues of E-mail use and misuse. Learn a three-step approach for better e-mail communication. Attendees will have an opportunity to critique real E-mails as well as have an opportunity to "role play" E-mail communication.

**REGISTER NOW**



No cost to attend



Zoom link will be emailed the day prior.



[Click Here](#)

PRESENTED BY:

**MARC PURCHIN**



Marc Purchin's goals, education, experience, achievement, reputation and vision combined to prompt the establishment of Purchin Consulting in 1997. Beginning some two decades before that, Marc has personally conducted more than 3,000 mediations, mostly through contracts with the California Special Education Hearing Office, the Department of Developmental Disabilities, several public school districts and numerous non-profit organizations. In addition to that work, he has developed Alternative Dispute Resolution (ADR) programs for Special Education Local Plan Areas (SELPA) throughout the state of California. Marc earned his bachelor's degree at Southern Illinois University, majoring in Speech Communication with an emphasis in Interpersonal Communication and Theatre. He then completed the distinctive Master's in Business Administration (MBA) program in Non-Profit Management offered by American Jewish University (formerly University of Judaism.) That program added him to its faculty in 1996 and has taught courses such as "Conflict Resolution and Negotiation" and "Organizational Development and Leadership". Marc has also taught a "Collaboration" course in the School of Education at Cal State Dominguez Hills.

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# Virtual









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# EXTINCIÓN DEL CORREO ELECTRÓNICO

Tres oportunidades de participar

- |   |                         |  |                         |
|---|-------------------------|--|-------------------------|
|   | <b>9 DE MAYO, 2024</b>  |   | <b>3:00PM - 4:00PM</b>  |
|   | <b>14 DE MAYO, 2024</b> |   | <b>3:00PM - 4:00PM</b>  |
|  | <b>23 DE MAYO, 2024</b> |  | <b>12:00PM - 1:00PM</b> |

PRESENTADO POR:

## MARC PURCHIN



Los objetivos, la educación, la experiencia, los logros, la reputación y la visión de Marc Purchin se combinaron para impulsar la creación de Purchin Consulting en 1997. Desde unas dos décadas antes, Marc ha dirigido personalmente más de 3.000 mediaciones, la mayoría a través de contratos con la Oficina de Audiencias de Educación Especial de California, el Departamento de Discapacidades del Desarrollo, varios distritos escolares públicos y numerosas organizaciones sin ánimo de lucro. Además de ese trabajo, ha desarrollado programas de Resolución Alternativa de Disputas (ADR) para las Áreas del Plan Local de Educación Especial (SELPA) por todo el estado de California. Marc obtuvo su licenciatura en la Universidad del Sur de Illinois, con énfasis en Comunicación Interpersonal y Teatro. A continuación, completó el distintivo Master en Administración de Empresas (MBA) en Gestión de organizaciones sin ánimo de lucro ofrecido por la American Jewish University. (Este programa le incorporó a su cuerpo docente en 1996, 1996 y ha impartido cursos como "Resolución de conflictos y Negociación" y "Desarrollo organizativo y liderazgo". Marc también ha impartido un curso de "Colaboración" en la Escuela de Educación de Cal State Dominguez Hills.

En el mundo de la resolución alternativa de litigios (ADR, por sus siglas en inglés), casi todos los profesionales coinciden en que el correo electrónico es un medio de comunicación importuno. Sí, todavía lo utilizamos, pero cada día menos y sobre todo para mensajes rápidos y sencillos, como confirmar una cita. En definitiva, no es la forma ideal (ni siquiera la más eficaz en términos de tiempo) de interactuar eficazmente.

Esta sesión aclarará estas cuestiones sobre el uso y el mal uso del correo electrónico. Aprenderá un método de tres pasos para mejorar la comunicación por correo electrónico. Los asistentes tendrán la oportunidad de criticar correos electrónicos de la vida real, así como de "jugar un rol" en la comunicación por correo electrónico.

## REGÍSTRESE HOY



[Pulse aquí](#)

 No hay costo para asistir

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