

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

**** AGENDA **
September 10, 2026, 8:00 A.M.**

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

PRESENTER

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

Finance Items

- | | | |
|-----|--|-------------------|
| 4.1 | SBCSS 2025-2026 FFS Year-End Actuals | Selina Hurley |
| 4.2 | Enacted Budget: Special Education Impact | Jennifer Brooksby |
| 4.3 | EV SELPA 2026-2027 Fiscal Reporting Calendar | Andrea Tennyson |

Program Items

- | | | |
|------|--|-------------------------------|
| 4.4 | EV SELPA Due Process & Legal Updates | Rick Homutoff |
| 4.5 | Bridge Authorization Training <ul style="list-style-type: none">• March 9, 2027 | Jamie Leafstone |
| 4.6 | EV SELPA United in Inclusion <ul style="list-style-type: none">• EV SELPA SIP Funds Reimbursement Requests• Ribbon of Inclusion Award Requests• Math & Arts Trainings | Jamie Leafstone |
| 4.7 | SBCSS FFS Program Update | Rich Frederick
Peggy McFee |
| 4.8 | EV SELPA Regional Program Development Timeline | Jennifer Brooksby |
| 4.9 | High Quality IEPs Parent Toolkit | Jennifer Brooksby |
| 4.10 | CALPADS/SEIS Student Data <ul style="list-style-type: none">• 2026-2027 SEIS Tech Meetings• CALPADS Fall Roadshow<ul style="list-style-type: none">○ Statewide Virtual Event – September 16 | Jamie Leafstone
Sonya Cain |

- [In-person, Hand-on Event – October 8](#)
 - Spring Road Show Save the Date – April 30
- Data Advantage Series
- 4.11 Compliance & Monitoring Activities Jamie Leafstone
 - Student Record Review Corrective Actions Due October 26
 - CIM Step 2 – Due October 10, 2026
- 4.12 NonPublic School Information Tracy Schroeder
 - NEW NPS Monitoring Visits (EV-91)
 - RTC BER Reporting Requirements
- 4.13 California Legislative Updates Jennifer Brooksby

Information Items

- 4.14 Low Incidence Guidelines Workgroup Jennifer Brooksby
 - September 18, 2026, 8:00am
- 4.15 EV SELPA Alternative Dispute Resolution Jennifer Brooksby
 - Key2Ed FIEP Training October 12 & 13, November 5
 - Key2Ed FIEP Training November 3 & 4, December 1
- 4.16 EV SELPA Special Education Leadership Series Rick Homutoff
Jamie Leafstone
 - Starts September 28, 2026, 8:00am
 - Recommended Attendees
- 4.17 EV SELPA SIP Grant Opportunities Jamie Leafstone
 - [SIP Welcome Webinar – September 16, 2026](#)
 - [SIP Demonstration Sites](#)
 - SIP Spring Institute – February 24 & 25, 2027, Sacramento
- 4.18 EV SELPA Special Education Resource Fair Jennifer Brooksby
 - October 16, 2026, 9:30am – 12:30pm
 - [District Tables – Conference Room E](#)
 - Directors/District Representatives Attend All Day

Hot Topics

Committee

5.0 OTHER

- 5.1 2026-2027 EV SELPA Steering Committee Meetings
- 5.2 2026-2027 EV SELPA Board of Directors Meetings
- 5.3 2026-2027 EV SELPA CAC Meetings

5.4 Next Meeting – October 15, 2026 at 8:00 AM – **BRIER BUILDING**

MINUTES

East Valley SELPA
STEERING COMMITTEE MEETING MINUTES
August 13, 2026

MEMBERS PRESENT:

Jennifer Brooksby
Rob Pearson
Todd Rossi
Dr. Sonya Scott
Paul Robinson
Peggy McFee
Cathy Pearson

East Valley SELPA
Colton Joint Unified School District
Redlands Unified School District
Rialto Unified School District
Rim of the World Unified School District
San Bernardino County Supt of Schools
Yucaipa-Calimesa Joint Unified School District

FISCAL STAFF PRESENT:

Juan Villanueva
Kirtan Shah
Heather Greenhagen
Scott Whyte
Bryan Sanchez
Selina Hurley
Amber Tavis

Business Services, Colton
Business Services, Redlands
Business Services, Rialto
Business Services, Rim of the World
Internal Business, SB County Schools
Internal Business, SB County Schools
Business Services, Yucaipa

MEMBERS ABSENT:

Rick Frederick

San Bernardino County Supt of Schools

OTHERS PRESENT:

Dr. Oscar Torres
Heidi Chavez
Jamie Leafstone
Dr. Rick Homutoff
Tracy Schroeder
Andrea Tennyson
Rosalva Contreras
Elizabeth Coronel
Sonya Cain

Rialto Unified School District
Desert/Mountain SELPA
East Valley SELPA
East Valley SELPA
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East Valley SELPA
East Valley SELPA

1.0 CALL TO ORDER: SELPA Chief Administrative Officer Jennifer Brooksby called the meeting to order at 8:03 a.m. at the Dorothy Inghram Learning Center located at 670 E. Carnegie Drive, San Bernardino, CA 92408.

2.0 PUBLIC COMMENTS: There were no public comments.

3.0 REVIEW/APPROVAL OF MINUTES: The minutes of the June 11, 2026, meeting were reviewed. Motion to approve the minutes was made by Paul Robinson and seconded by Rob Pearson. The minutes were approved by consensus of the members present.

4.0 DISCUSSION/PRESENTATION

Finance Items

4.1 EV SELPA NonPublic School 4th Quarter 2025-2026 Report

Program Manager Tracy Schroeder reviewed the 4th quarter NPS report, including student placement data, monitoring activities, and compliance requirements associated with nonpublic schools and residential placements. She shared the AB 1172 behavior training verification is due each year to CDE by October 31st. Ms. Schroeder also shared that while all the annual student monitoring observations were completed for all students, most of these visits were done at the last minute. These monitoring observations can be completed throughout the year and will be discussed during the NPS Coordinator meeting scheduled for September 2, 2026. Two NPSs and one RTC have closed, limiting options for placements. Elizabeth Coronel reviewed the cost detailed by education and mental health expenditures and provided comparisons from previous year's data.

4.2 2025-2026 EV SELPA Proportionate Share Regional Services Final Costs

Final costs for occupational therapy, physical therapy and educationally related mental health counseling were presented. The actual costs are proportionately shared by the participating districts based on the final student counts taken on June 10, 2026. Andrea Tennyson shared accruals are set up and transfers will be processed once San Bernardino County Superintendent of Schools (SBCSS) opens up transfers for the new fiscal year. Rob Pearson inquired about the workgroup to look at occupational therapy (OT) services and caseloads provided by SELPA. Program Manager Tracy Schroeder did an audit of caseloads and services during the summer. Ms. Schroeder found that services and caseloads from SELPA align with the services provided by Redlands USD.

4.3 AB 602 June 2026 CDE Certification SELPA Funding

No changes were reported for the 23/24 Fiscal Year (FY) AB 602 Certification of SELPA Funding. FY 24/25 will have an adjustment of a decrease of \$43,913 based on what was received through May 2026. FY 25/26 showed a balance of \$5,559,482. SBCSS Business Advisory Services (BAS) accrual list has not changed since August 6, 2026, but will be updated with changes through August 10, 2026 soon. Details regarding the final numbers can be found in the Schedule REX.

4.4 2025-2026 EV SELPA Final Schedule Rex

Andrea Tennyson reviewed the final 2025-2026 Schedule Rex based on the AB 602 June 2026 P-2 certification. The report summarized SELPA-funded ADA, AB 602 state aid apportionments, federal and state grant revenues, property tax allocations, SELPA operational contributions, fee-for-service costs, and actual expenditures. The final schedule reflected district-specific revenue allocations, regional program costs, nonpublic school expenditures, mental health services, occupational therapy, physical therapy, due process, and other regional/shared special education costs.

4.5 2026-2027 EV SELPA Schedule Rex

Andrea Tennyson reported that the enacted Budget included significant increases for special education funding, with the AB 602 funding rate increasing to \$1,340 per ADA and Low Incidence funding increasing to approximately \$4,803.98 per eligible student. Projected ADA figures were based on district-submitted data. Ms. Brooksby shared that information was presented to East Valley SELPA superintendents regarding recommended strategies for utilizing the additional funding, drawing upon guidance and recommendations published by School Services of California. Andrea Tennyson emphasized the importance of appropriately coding special education expenditures to ensure districts maintain compliance with Maintenance of Effort (MOE) requirements.

4.6 EV SELPA 2026-2027 Fiscal Reporting Calendar

Activities for the month of July, August, September and October were reviewed. Ongoing activities include the ongoing submission and processing of Transition Partnership Program (TPP) personnel activity reports, payroll reports, service invoices, and Department of Rehabilitation (DOR) billing. Year-end fiscal closeout activities include grant expenditure reporting; and preparation Special Education End-of-Year reports, including excess cost, subsequent-year tracking, and maintenance of effort. Additional activities include preparation of the Part C Early Start application, submission of the Extraordinary Cost Pool claim, review of year-end special education data (SEMA/SEMB), and support to districts in completing required fiscal and compliance documentation for state reporting and interim budget revisions. Andrea Tennyson requested that district submit reimbursement requests and invoices for completed activities, particularly those related to the TPP program, within 30-60 days after the event or activity.

Program Items

4.7 EV SELPA Staff Assignments 2026-2027

The 2026-27 East Valley SELPA staff assignments and contact information for Program Specialists, Occupational Therapists, Physical Therapists, Educationally Related Mental Health Services (ERMHS) Counselors, and Transition Partnership Program (TPP) Assistant Technicians were presented.

4.8 EV SELPA United in Inclusion

Jamie Leafstone shared the District Application for Supporting Inclusive Practices (SIP) funds and reminded directors that districts may continue planning for the use of SIP grant funds. However, corresponding district allocations are not expected until December 2026. SIP funds will be distributed proportionately based on student enrollment. Ms. Brooksby also noted that fund transfers for previously approved 2025-26 SIP requests will be

processed once SBCSS resumes cash transfer operations. Information regarding Ribbon of Inclusion nominations was also reviewed, and directors were reminded that nominations must be submitted at least 30 days prior to an East Valley SELPA Board of Directors meeting to allow sufficient time for the validation process. Currently, one school has been nominated for recognition at the September Board meeting. Additionally, Melanie Janzen from SBCSS District and School Improvement Services presented a two-part Inclusive Math Classrooms training series focused on co-teaching practices. The free trainings will be held at the Dorothy Inghram Learning Center. Another training will be offered focused on co-teaching in art. Ms. Leafstone shared that training content in the art series will also include perspectives on sensory regulation and social emotional learning from Jo-Ann Vargas and Tracy Schroeder. Directors were encouraged to send district general education and special education teams to participate. Information about the training opportunities will also be shared with East Valley SELPA superintendents.

4.9 EV SELPA CAPTAIN CADRE

The CAPTAIN Cadre members, Italia Black and Ginger Carlucci, presented an overview of Evidence-Based Practices (EBPs) for students with autism spectrum disorder (ASD) and the implementation of CAPTAIN coaching within EV SELPA. The presentation highlighted the significant growth in the number of students with ASD served across East Valley SELPA, increasing from 1,315 students in 2021 to 2,521 students in 2026. CAPTAIN (California Autism Professional Training and Information Network) is a statewide initiative that promotes the implementation of 28 evidence-based practices (EBPs) to improve outcomes for individuals with ASD through training, coaching, and interagency collaboration. The presenters reviewed examples of EBPs that align with Positive Behavior Interventions and Supports (PBIS), the Every Student Succeeds Act (ESSA), and Universal Design for Learning (UDL), and outlined the EV SELPA coaching model, which includes training, planning meetings, observations, and feedback cycles designed to support staff implementation of selected practices. Directors were informed that each CAPTAIN cadre member will coach three district staff members during the school year and were asked to identify and recommend appropriate staff participants. Recommendation forms, signed by both the site principal and special education director, are due to EV SELPA by August 27, 2026.

4.10 SBCSS FFS Program Update

Peggy McFee presented the SBCSS East Valley Operations Specialized Academic Instruction (SAI) class roster for the 2026-27 school year, including the Early Start program roster. East Valley Operations currently operates seven SAI classes serving a total of 66 students. Ms. McFee reported that SBCSS Operations utilizes Crisis Prevention Intervention (CPI) as its crisis intervention training program and transitioned from Professional Crisis Management (PCM) to CPI last year to align practices across SBCSS's three regions. Following the update, directors discussed the various crisis intervention training models currently used by member districts. While Rialto USD has transitioned from PCM to Pro-ACT, Colton JUSD, Redlands USD, Rim of the World USD, and Yucaipa-Calimesa JUSD indicated their preference to continue utilizing PCM due to their longstanding investment in the program.

4.11 EV SELPA Regional Program Development Timeline

The timeline for the SBCSS High Behavior/Low Cognitive Program was presented. As previously approved by the East Valley SELPA Board of Directors during the June 2026 Special Board Meeting, the program development process is proceeding in accordance with the East Valley SELPA Regional Program Development Timeline. During the discussion, Peggy McFee inquired about the parameters for the Needs Survey that SBCSS is scheduled to present as part of the development process. Jennifer Brooksby indicated that a meeting will be convened in the coming weeks with SBCSS Administrator Rich Frederick, Ms. McFee, and Ms. Brooksby to establish the survey parameters and ensure alignment with program planning and implementation efforts.

4.12 CALPADS/SEIS Student Data

Sonya Cain reported that the Special Education Information System (SEIS) Data Technicians meetings will resume in-person this year following a period of virtual Left Coast Scales, LLC (LCS) trainings that occurred during the transition from WebIEP to SEIS. A flyer containing event details was distributed, and attendees were encouraged to register. Ms. Cain also informed the directors that district-specific Data Health Reports were distributed, with pending students organized by category to assist districts in identifying and resolving outstanding data issues. Additionally, information regarding the upcoming CALPADS Roadshow, scheduled for October 8, 2026, at the SBCSS Brier Building, was shared along with registration details. Jamie Leafstone also provided information about *The Data Advantage: Season 7* training offered by the State SELPA Association, noting the valuable data and compliance-focused content available to participants.

4.13 Compliance & Monitoring Activities

Jamie Leafstone reported that all East Valley SELPA district Compliance and Improvement Monitoring (CIM) plans were accepted by the California Department of Education by late July. Districts are now focused on completing Step 2 of the CIM process. An infographic and accompanying presentation were provided outlining the requirements for Step 2, which includes conducting a Root Cause Analysis to identify systemic factors impacting compliance and student outcomes. The training addressed prioritization of identified concerns, the use of quantitative and qualitative data, stakeholder engagement, and the development of a Theory of Action tied to measurable improvement goals. Guidance was also provided regarding documentation requirements, recommended root cause analysis practices, submission procedures, and compliance timelines. Templates and supporting resources for completing Step 2 were provided.

4.14 NonPublic School Information

Tracy Schroeder presented the revised EV-91 monitoring form, which has been updated to reflect the requirements of Senate Bill 373 and strengthen oversight of Nonpublic School (NPS) and Residential Treatment Center (RTC) placements. The updated form is required for all student visits to NPS and RTC settings, with a separate form to be completed for each student visit. Ms. Schroeder also announced that an NPS Coordinators Network and Training will be held on September 2, 2026, during which she will review topics including IEP compliance, procedures, master contracts, Individual Service Agreements (ISAs), and implementation of the new EV-91 form.

Personnel who will be conducting NPS visits prior to the training were encouraged to contact Ms. Schroeder to receive guidance on the revised form.

4.15 DRDP Training Requirements

Jamie Leafstone reviewed new training requirements for the Desired Results Developmental Profile (DRDP) and requested that districts submit a list of all personnel who will administer the DRDP and require training by August 31, 2026. She noted that two new training courses are required for all staff administering the assessment, regardless of whether previous DRDP trainings have been completed. Ms. Leafstone emphasized the importance of completing the required training and ensuring accurate administration of the DRDP, as the results directly impact Indicator 7 reporting and may lead to corrective actions if requirements are not met. Links to available webinars and training resources were provided. Jennifer Brooksby further noted that maintaining current DRDP training compliance has historically been a challenge within the region and that the SELPA actively monitors training completion and implementation throughout the year.

4.16 SB 373 Student Notice of Procedural Safeguards

Dr. Rick Homutoff presented the updated Procedural Safeguards document to incorporate East Valley SELPA-specific information and the requirements of Senate Bill 373. The procedural safeguards include enhanced oversight requirements for Nonpublic Schools (NPS) and Residential Treatment Centers (RTCs), including the requirement that all students receive information regarding Procedural Safeguards and the Constituent Support Services Unit at least annually and whenever required by law. Tracy Schroeder reported that her team will verify that required information is posted at RTC sites and distributed to students in those placements. Districts were advised to maintain documentation of Procedural Safeguards distribution. Jennifer Brooksby also shared that the State SELPA Association is working with the CDE to seek clarification regarding age-appropriate implementation of these requirements. The updated Procedural Safeguards have been distributed to directors and posted on the East Valley SELPA website and SEIS dashboard and will be revised as additional guidance becomes available from the CDE.

4.17 EV SELPA Independent Educational Evaluation Policy

Dr. Rick Homutoff presented the revised Independent Educational Evaluation (IEE) Policy, which includes updated provider lists, evaluator qualifications, and fee schedules. During the discussion, directors inquired about the use of evaluators who do not meet the Sexual Abuse and Molestation (SAM) insurance coverage limits now required under the policy. Dr. Homutoff explained that, in such cases, parents may elect to utilize a provider who does not meet the insurance requirements by providing written consent to waive that requirement. Directors were also informed that the policy will be translated into Spanish and posted on the East Valley SELPA website.

Information Items

- 4.18 **Low Incidence Guidelines Workshop**
A work group of diverse district representatives will be created to revise the low incidence guidelines. The work will commence later this month, and it is expected to continue through September.
- 4.19 **Key2Ed FIEP Trainings**
The two Key2Ed Facilitated Independent Educational Plan (FIEP) Trainings cohorts are open for registration. Directors were reminded that each cohort has a capacity of 30 participants and that space remains available in the fall cohort. To assist with planning and participant tracking, a list of current registrants will be distributed to directors following the meeting.
- 4.20 **EV SELPA 2026-2027 Professional Development Website Link**
The East Valley SELPA has transitioned to an online professional development catalog accessible from the homepage of the East Valley SELPA website. The catalog allows users to search for training opportunities by category and access the OMS registration system directly through the website. Directors were also reminded that requests for trainings not listed in the catalog, or for district-specific training needs, should be submitted using the EV-23 form for consideration and scheduling.
- 4.21 **EV SELPA SIP Grant Opportunities**
Jamie Leafstone shared links to the SIP Welcome Seminar and the calendar of SIP demonstration site visits. Directors were encouraged to register promptly for demonstration site visits, as available spaces are filling quickly. Ms. Leafstone also announced that the 2027 SIP Spring Institute will be held in February, representing a change from previous years when the event was held in April and has historically been held in Southern California. The institute will be relocated to Sacramento this year. The East Valley SELPA can fund attendance at the Spring Institute for 1-2 staff from each district. Further information regarding the Spring Institute will be shared as it becomes available.
- 4.22 **IRC/SBCSS Interagency Collaborative**
The meeting dates for the Inland Regional Center (IRC), SBCSS, and SELPA Interagency Collaborative have been established for the 2026-27 school year. This year, Inland Regional Center will serve as the host agency, and meetings will be held at IRC facilities. Directors were informed that district personnel responsible for Early Start services and Part C to Part B transitions are encouraged to attend. No registration is required.
- 4.23 **EV SELPA Program Support Grant Progress Reports**
Jennifer Brooksby reminded directors that the next Program Support Grant Progress Report is due on August 14, 2026. Recognizing the demands associated with the start of the school year, Ms. Brooksby indicated flexibility regarding report submission timelines and encouraged districts to submit their reports as soon as practicable. She also noted that associated fund transfers will be processed once SBCSS reopens cash transfer operations.

4.24 Save-the-Date – EV SELPA Transition Resource Fair

The East Valley SELPA Parent Resource Fair has been reimagined for this year. Due to lower attendance at previous Parent Resource Fairs and the continued growth of Career Day, which was divided last year into Career Day and Exploration Day for students with extensive support needs, this year's event will combine elements of both the Parent Resource Fair and Exploration Day. While the event will be open to all families, the workshops, presentations, and community vendors will have a greater focus on students in the Adult Transition Program TPP classes and their families. Each member district will host a resource table alongside community agencies and organizations. Ms. Brooksby requested that districts identify two representatives to staff their tables. Additional information will be shared as planning continues.

4.25 Hot Topics

Rob Pearson announced that Colton Joint Unified School District has established a Special Education Parent Teacher Association (SEPTA). Mr. Pearson reported that the organization has been highly collaborative and supportive of the district's inclusion efforts. He also shared that Colton JUSD is partnering with the San Bernardino 66ers to host an Inclusion Day.

The directors engaged in a discussion regarding the increasing use of one-to-one aides and the challenges districts face finding appropriate staff for those positions. Dr. Scott shared that Rialto USD currently employs approximately 500 aides and has been tasked with reducing that number by 10 percent. She acknowledged the difficulty of having these conversations with families and noted that Rialto is approaching the issue through the lens of “fostering independence” for students. Directors agreed that conversations regarding one-to-one aide support should begin early in the IEP process and that services should be designed to promote student independence rather than create long-term reliance on adult support. Jennifer Brooksby shared that Lucia Hudec's one-to-one aide audit is nearing completion and is expected to be presented at the September Steering Committee and Board of Directors meetings. After that, the workgroup will commence their work hoping for clearer procedures and criteria for determining when one-to-one aide support is appropriate. She also anticipates developing a training series for paraprofessionals to help clarify roles and responsibilities.

Paul Robinson inquired about Spanish translation services, noting that his district currently relies on a single translator to support all IEP translation needs. Rob Pearson shared that Colton JUSD utilizes an artificial intelligence (AI) translation tool to generate an initial translated draft, which is then reviewed and refined by a translator thus shortening the time for the translation.

Cathy Pearson shared that her district is working with a family who may require support through the External Alternative Dispute Resolution (ADR) process. Jennifer Brooksby provided information regarding the ADR Request Form and reminded directors that the form is available on the East Valley SELPA website under the “For Parents” section by selecting the gray button labeled “Are You a Parent? Click Here.”

5.0 OTHER

5.1 2026-2027 EV SELPA Steering Committee Meetings

5.2 2026-2027 EV SELPA Board of Directors Meetings

5.3 2026-2027 EV SELPA CAC Meetings

6.0 ADJOURNMENT: Meeting adjourned at 12:01 p.m. Next meeting will be held on September 10, 2026.

FINANCE ITEMS

4.1 SBCSS 2025-2026 FFS Year-End Actuals

San Bernardino County Superintendent of Schools
East Valley County Operated Special Education Programs

FEE-FOR-SERVICE BUDGET to ACTUALS 2025-26

East Valley		Budget	Actuals	+Increase/- Decrease
A. SERVICE COUNTS				
1. SAI Services	64.00	67.50	3.50	
2. Low Incidence - VI / Braille Services	96.00	99.50	3.50	
3. Low Incidence - O&M Services	27.00	28.00	1.00	
4. Low Incidence - DHH Services	137.00	124.50	(12.50)	
5. 1:1 Aide Services	20.00	16.00	(4.00)	
TOTAL SERVICES	344.00	335.50	(8.50)	
B. REVENUES				
FEE-FOR-SERVICE				
1. State Aid	\$ 3,132,082	\$ 2,676,404	\$ (455,678)	
2. Property Tax Transfer	\$ 4,924,856	\$ 5,369,722	\$ 444,866	
3. Net Fee-for-Service AB602 (B1+B2)	\$ 8,056,938	\$ 8,046,126	\$ (10,813)	
4. Prior Year Adjustment	\$ -	\$ (108,744)	\$ (108,744)	
5. Federal IDEA (Local Assistance Entitlement)	\$ 404,768	\$ 332,453	\$ (72,315)	
6. Local Revenue	\$ -	\$ 21	\$ 21	
7. Local Revenue Inter-SELPA Agreements	\$ -	\$ -	\$ -	
TOTAL REVENUE (B3 through B7)	\$ 8,461,706	\$ 8,269,856	\$ (191,850)	
C. EXPENDITURES				
1. SAI Self-Contained (SDC)	\$ 4,329,953	\$ 3,747,344	\$ (582,609)	
2. Low Incidence - VI Services	\$ 1,373,915	\$ 1,902,878	\$ 528,963	
3. Low Incidence - Braille Specialist	\$ 514,251	\$ -	\$ (514,251)	
4. Low Incidence - O&M Services	\$ 327,931	\$ 358,197	\$ 30,266	
5. Low Incidence - DHH Services	\$ 636,234	\$ 610,307	\$ (25,927)	
6. 1:1 Aide Services (1:1) Aides	\$ 1,279,423	\$ 1,079,445	\$ (199,978)	
TOTAL EXPENDITURES (C1 through C6)	\$ 8,461,706	\$ 7,698,170	\$ (763,537)	
D. 2025-26 Projected Ending Balance				
1. Total Revenues (Section B)	\$ 8,461,706	\$ 8,269,856	\$ (191,850)	
2. Total Expenditures (Section C)	\$ 8,461,706	\$ 7,698,170	\$ (763,537)	
3. 2025-26 FFS Ending Balance	\$ -	\$ 571,686	\$ 571,686	

San Bernardino County Superintendent of Schools
East Valley County Operated Special Education Programs
2025-26 Year-End Actuals

Object	FTE	Budget	Program Costs for Special Education Operations
1000-1999	1.27	261,842	Principal, Administrators
2000-2999	3.41	266,842	Principal and Administrator Support Staff
3000-3999		227,481	Staff Benefits Costs
4000-4999		104,806	Materials, supplies, computer replacements, software
5000-5999		195,480	Utilities, classroom leases, maintenance
6000-6999		110,704	Installation school site security systems
Grand Total	4.68	1,167,155	Row 11

		1	2	3	4	5	6
		SAI SELF-CONTAINED SDC	LOW INCIDENCE VI	LOW INCIDENCE OM	LOW INCIDENCE DHH	1:1 AIDE SERVICES 1:1 AIDES	TOTAL
1	2025-26 Approved Rates	\$63,843	\$18,560	\$11,461	\$4,382	\$63,971	
2	OBJECT	EXPENSE					
3	1000-1999	Certificated Salaries	1,252,681.04	726,998.76	177,471.65	320,382.11	2,477,533.56
4	2000-2999	Classified Salaries	511,987.40	225,162.59	-	1,167.12	1,265,497.73
5	3000-3999	Employee Benefits	925,301.85	455,617.74	73,123.73	120,836.73	2,036,169.50
6	4000-4999	Books & Supplies	7,166.83	2,693.54	1,200.00	998.55	12,058.92
7	5000-5999	Services & Other Operating Expenditures	128,503.24	24,369.99	18,298.87	16,810.05	202,527.13
8	6000-6999	Capital Outlay	-	-	-	-	0.00
9		Sub total	2,825,640.36	1,434,842.62	270,094.25	460,194.56	5,993,786.84
10		% of Total	56.6%	28.7%	5.4%	9.2%	100%
11		Allocated Cost	660,812	335,556	63,165	107,622	1,167,154.92
12		Sub total	\$ 3,486,451.99	\$ 1,770,398.66	\$ 333,259.20	\$ 567,816.86	\$ 7,160,941.76
13	7300-7380	Indirect Cost - 7.62%	260,891.61	132,479.14	24,937.82	42,489.80	537,228.12
14		TOTAL EXPENSE	\$ 3,747,343.60	\$ 1,902,877.80	\$ 358,197.02	\$ 610,306.66	\$ 7,698,169.88

Obj	RS	Revenue:	SAI SELF-CONTAINED SDC	LOW INCIDENCE VI	LOW INCIDENCE OM	LOW INCIDENCE DHH	1:1 AIDE SERVICES 1:1 AIDES	TOTAL
8097	6500	Property Tax Revenue	2,613,893.02	1,327,318.64	249,853.97	425,708.58	752,947.56	5,369,721.78
8181	3310	Federal Local Assistance	188,225.92	95,579.95	17,991.94	30,655.19		332,453.00
8311	6500	AB602 FFS Revenue	1,695,509.48	519,401.36	71,054.03	119,850.42	270,588.44	2,676,403.73
		Total FFS Revenue	4,497,628.42	1,942,299.95	338,899.94	576,214.19	1,023,536.00	8,378,578.51
		Other Revenue Sources						
8699	6500	Other Local Revenue	20.64					20.64
8319	6500	State Apportionment - Prior Year Adjustment	(54,921.99)	(25,922.62)	(4,879.66)	(8,314.12)	(14,705.11)	(108,743.50)
		TOTAL REVENUE:	4,442,727.07	1,916,377.33	334,020.28	567,900.07	1,008,830.89	8,269,855.65

24 Excess Cost (revenue minus expense) \$ 695,383.47 \$ 13,499.53 \$ (24,176.74) \$ (42,406.59) \$ (70,613.91) \$ 571,685.77

25 Number of Services - Final 67.5 99.5 28 124.5 16

26	FTE	6 - Teachers 1 - APE Teacher 1.40 - SLP 14 - Paraeducators	5.75 - Teachers 4.29-Braille Specialists	1.5 - Teachers	3.0 - Teachers	15-Paraeducators
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San Bernardino County Superintendent of Schools
East Valley County Operated Special Education Programs
2025-26 Fee-For-Service Return

District	SAI Services	% of Services	Total Return \$ 695,383.47	Low-Incidence VI	% of Services	Total Return \$ 13,499.53	Low-Incidence OM	% of Services	Total Return \$ (24,176.74)	Low-Incidence DHH	% of Services	Total Return \$ (42,406.59)	1:1 Aides	% of Services	Total Return \$ (70,613.91)	Total Return
Colton	31.5	46.67%	\$ 324,512.29	23.5	23.62%	\$ 3,188.33	9.0	32.14%	\$ (7,771.09)	30.0	24.10%	\$ (10,218.45)	8.0	50%	\$ (35,306.95)	\$ 274,404.11
Redlands	6.0	8.89%	\$ 61,811.86	37.0	37.19%	\$ 5,019.93	11.5	41.07%	\$ (9,929.73)	42.0	33.73%	\$ (14,305.84)	0.0	0%	\$ -	\$ 42,596.22
Rialto	22.5	33.33%	\$ 231,794.49	24.5	24.62%	\$ 3,324.01	4.5	16.07%	\$ (3,885.55)	25.0	20.08%	\$ (8,515.38)	5.0	31%	\$ (22,066.85)	\$ 200,650.72
Rim of the World	1.0	1.48%	\$ 10,301.98	2.0	2.01%	\$ 271.35	1.0	3.57%	\$ (863.45)	1.0	0.80%	\$ (340.62)	0.0	0%	\$ -	\$ 9,369.25
Yucaipa-Calimesa	6.5	9.63%	\$ 66,962.85	12.5	12.56%	\$ 1,695.92	2.0	7.14%	\$ (1,726.91)	26.5	21.29%	\$ (9,026.30)	3.0	19%	\$ (13,240.11)	\$ 44,665.45
Total	67.5	100.00%	\$ 695,383.47	99.5	100.00%	\$ 13,499.53	28.0	100.00%	\$ (24,176.74)	124.5	100.00%	\$ (42,406.59)	16.0	100%	\$ (70,613.91)	\$ 571,685.77

District	2025-26 FFS Return
	\$ 571,685.77
Colton	\$ 274,404.11
Redlands	\$ 42,596.22
Rialto	\$ 200,650.72
Rim of the World	\$ 9,369.25
Yucaipa-Calimesa	\$ 44,665.45
Total	\$ 571,685.77

4.2 Enacted Budget: Special Education Impact



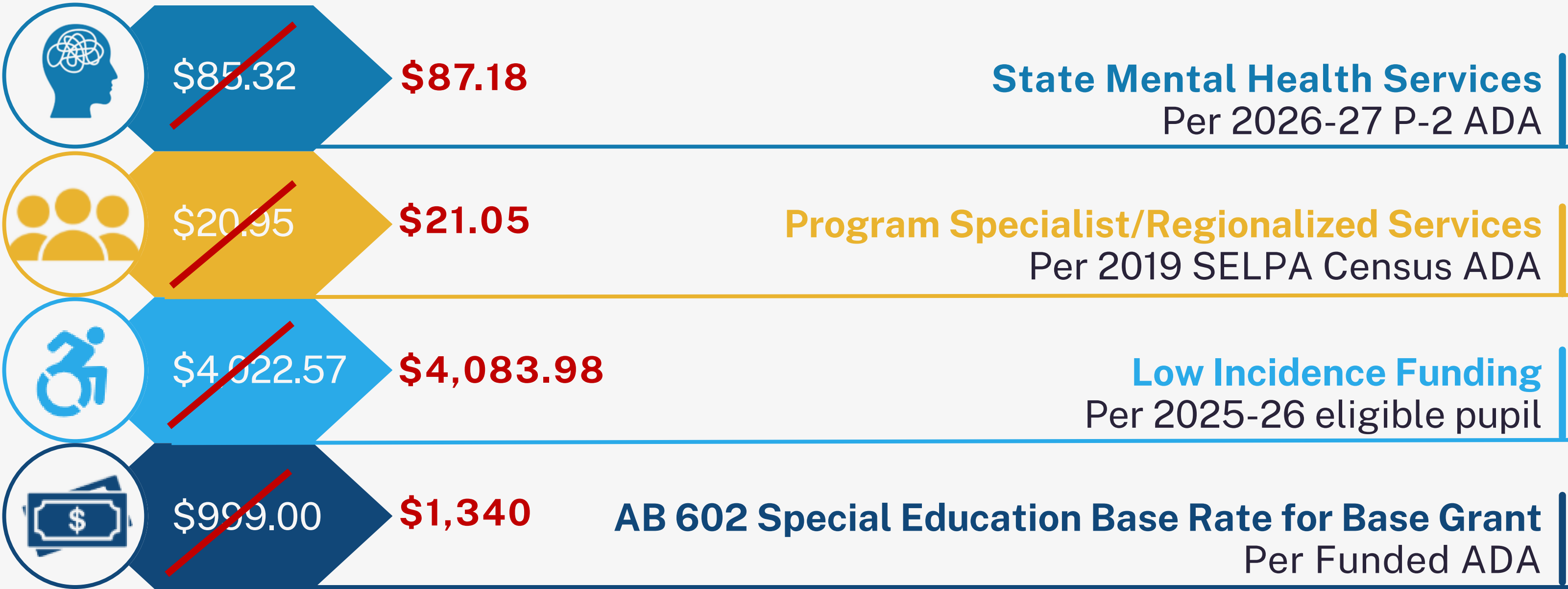
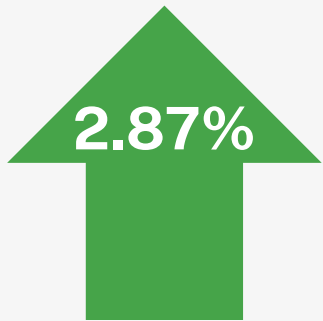
Governor's May Revise: Special Education Impact

Jennifer Brooksby
Chief Administrative Officer - EV SELPA

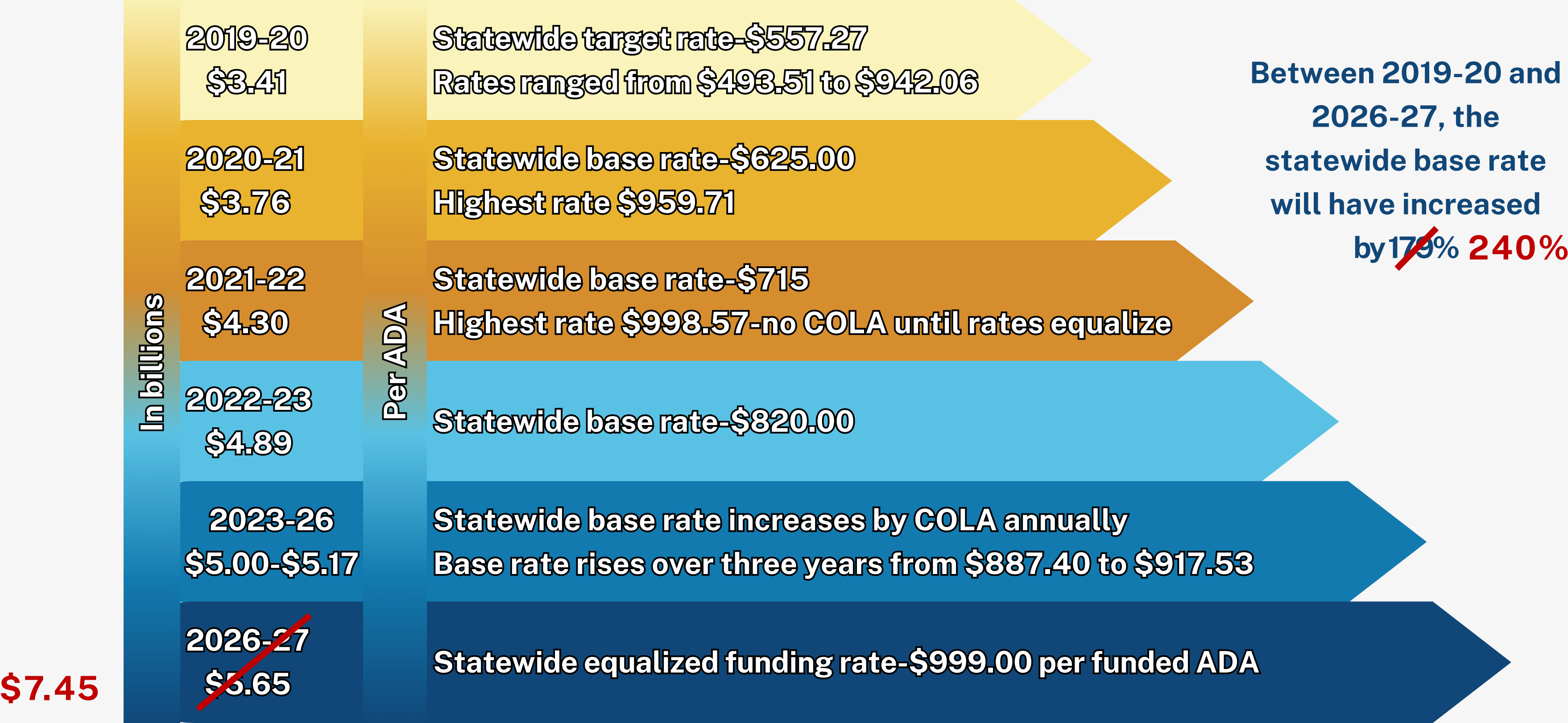


Special Education Funding Projection for 2026-2027

- Special education funding proposed to receive the estimated ~~2.41%~~ COLA

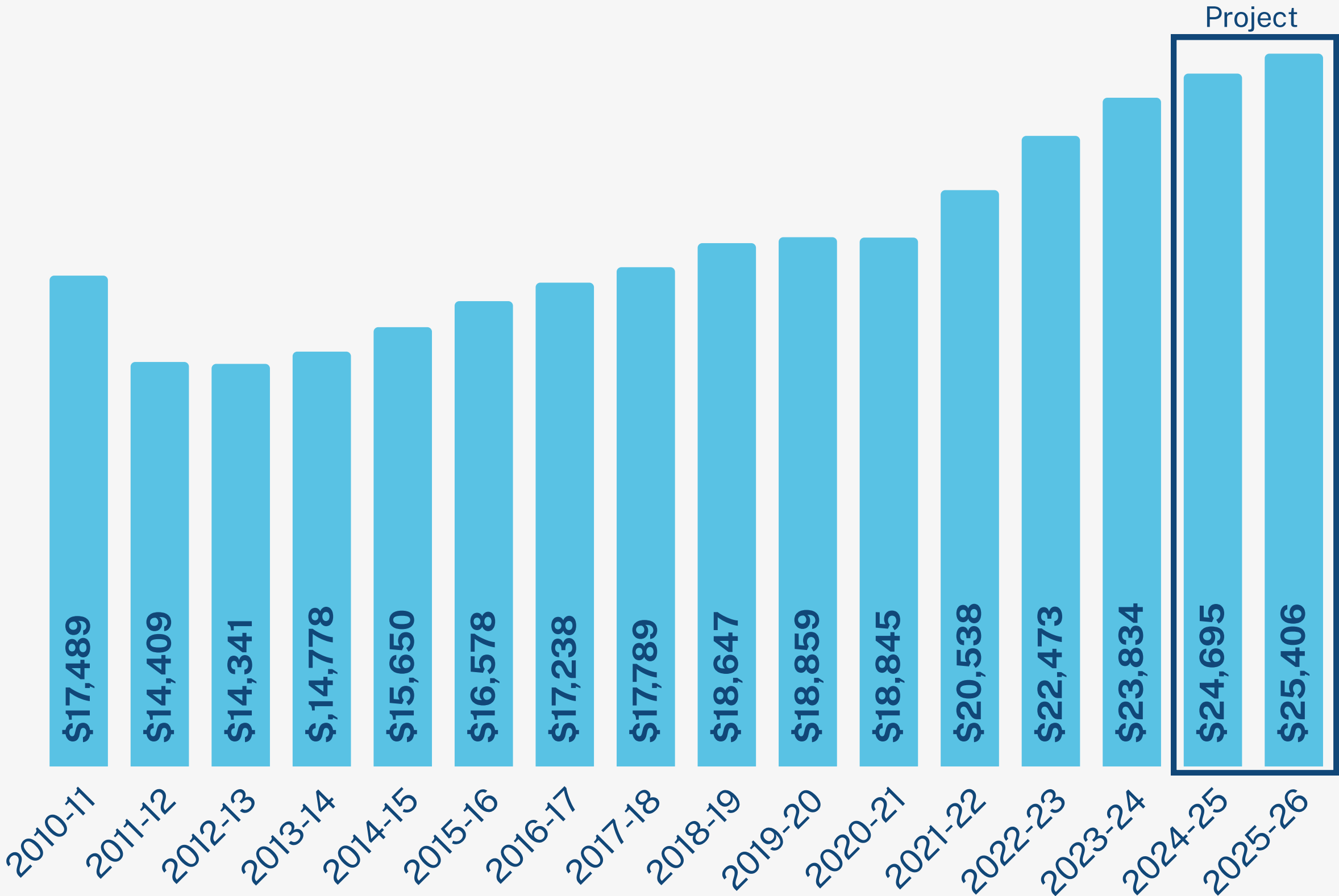


Historical Special Education Funding Trajectory



Special Education Annual Expenditures Continue to Rise

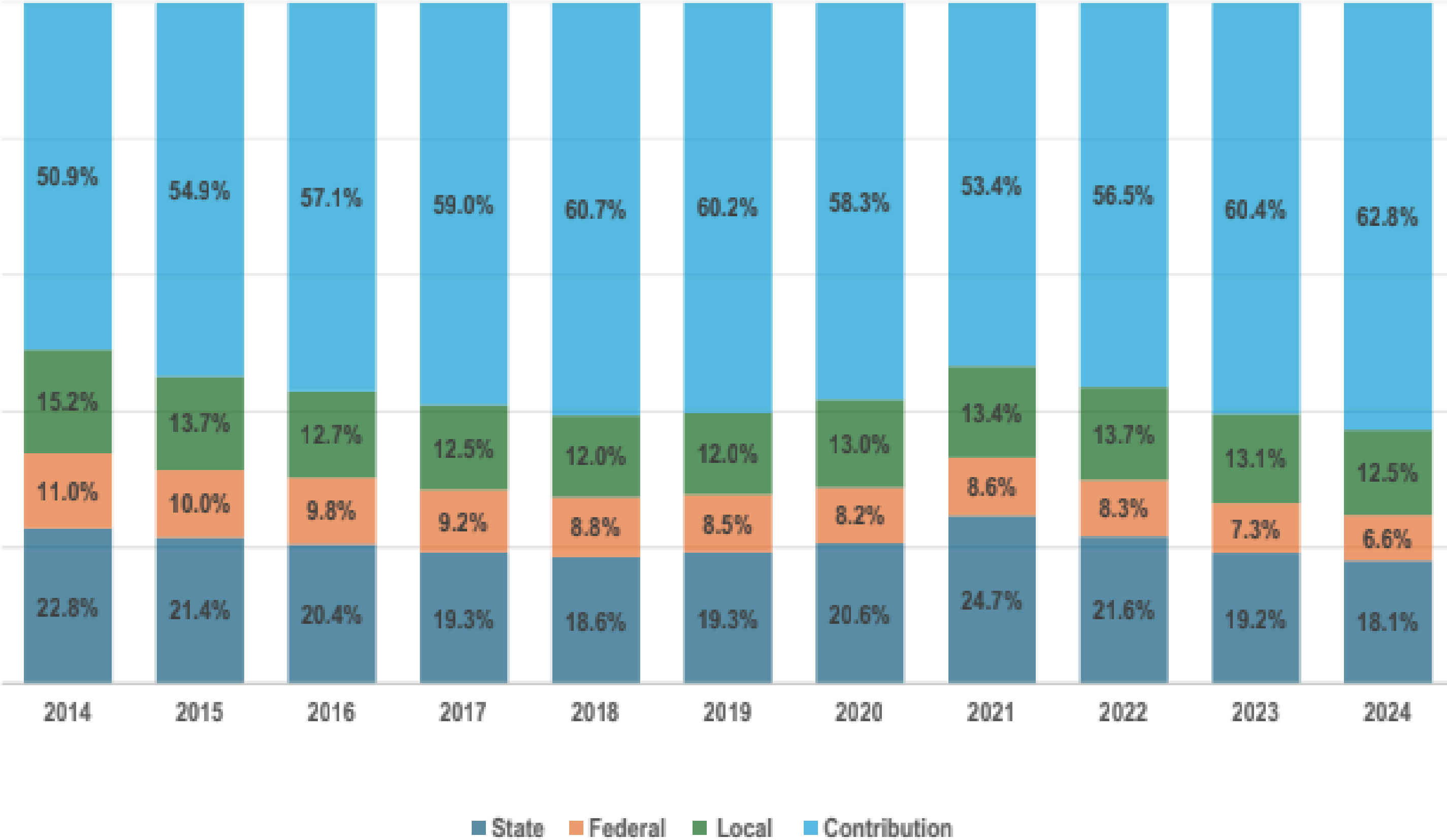
Special Education Program Expense per SWD



- State special education funding increased only by COLA in most years
- Federal funding impact continues to decrease
- General Fund contribution is an intended part of funding special education
- Local contribution rates are increasing in alignment with growing SWD pupil counts

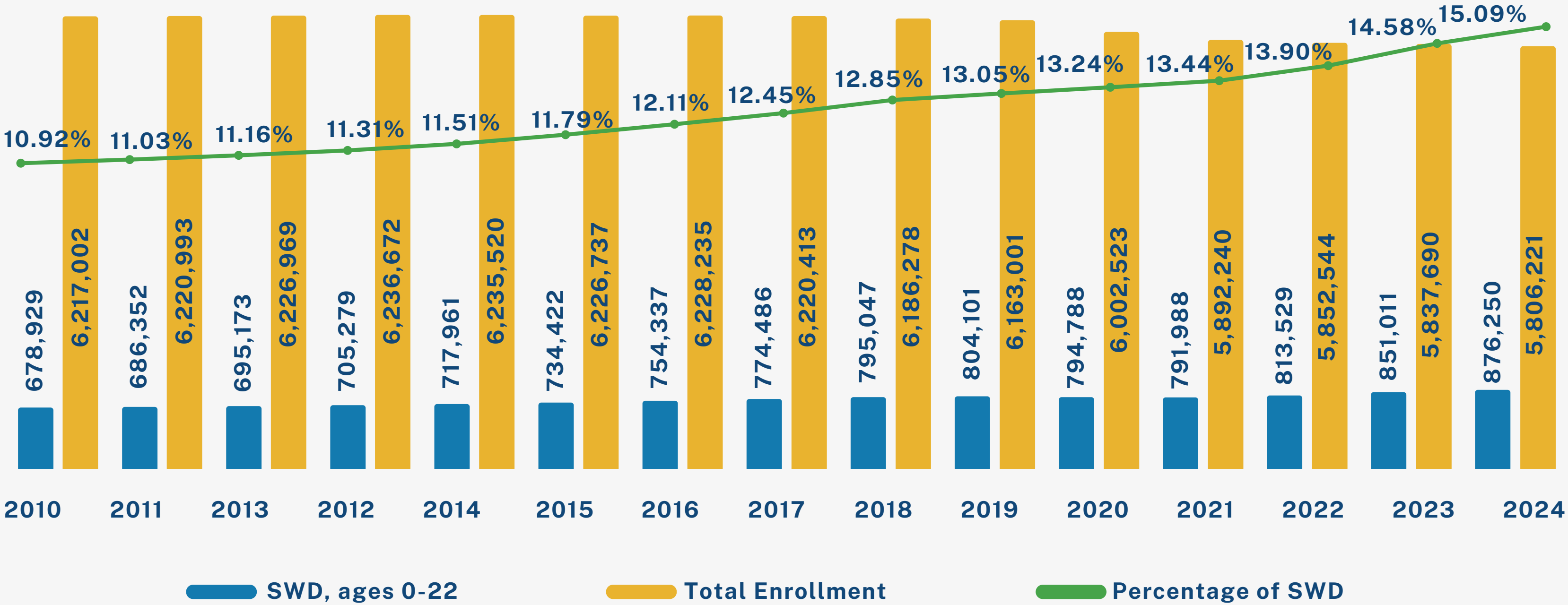
General Fund 01; Objects 1000-7999; Goals 5001-5770
2024-25 expenditures estimated
2025-26 SWD and expenditures estimated

California Distribution of Special Education Costs by Funding Source

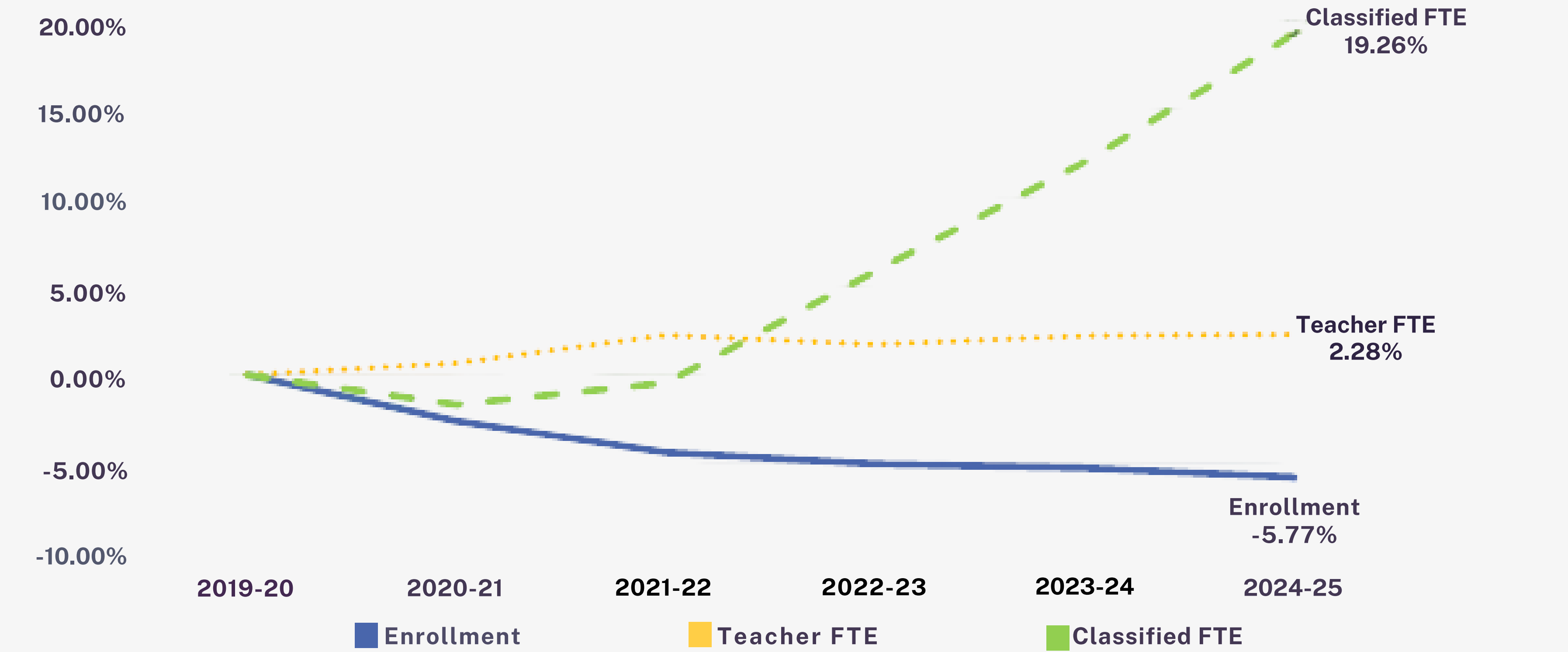


Statewide Enrollment and Incidence of SWD

- Statewide and local trends for enrollment can support projections for program and expenditure adjustments to meet the needs of students served by special education



Change in District Staff and Student Enrollment (2019-2024)



*Full-time equivalent

+\$1,500 

**Average Annual
Expenditure Increase**

Per Student with Disabilities (SWD)

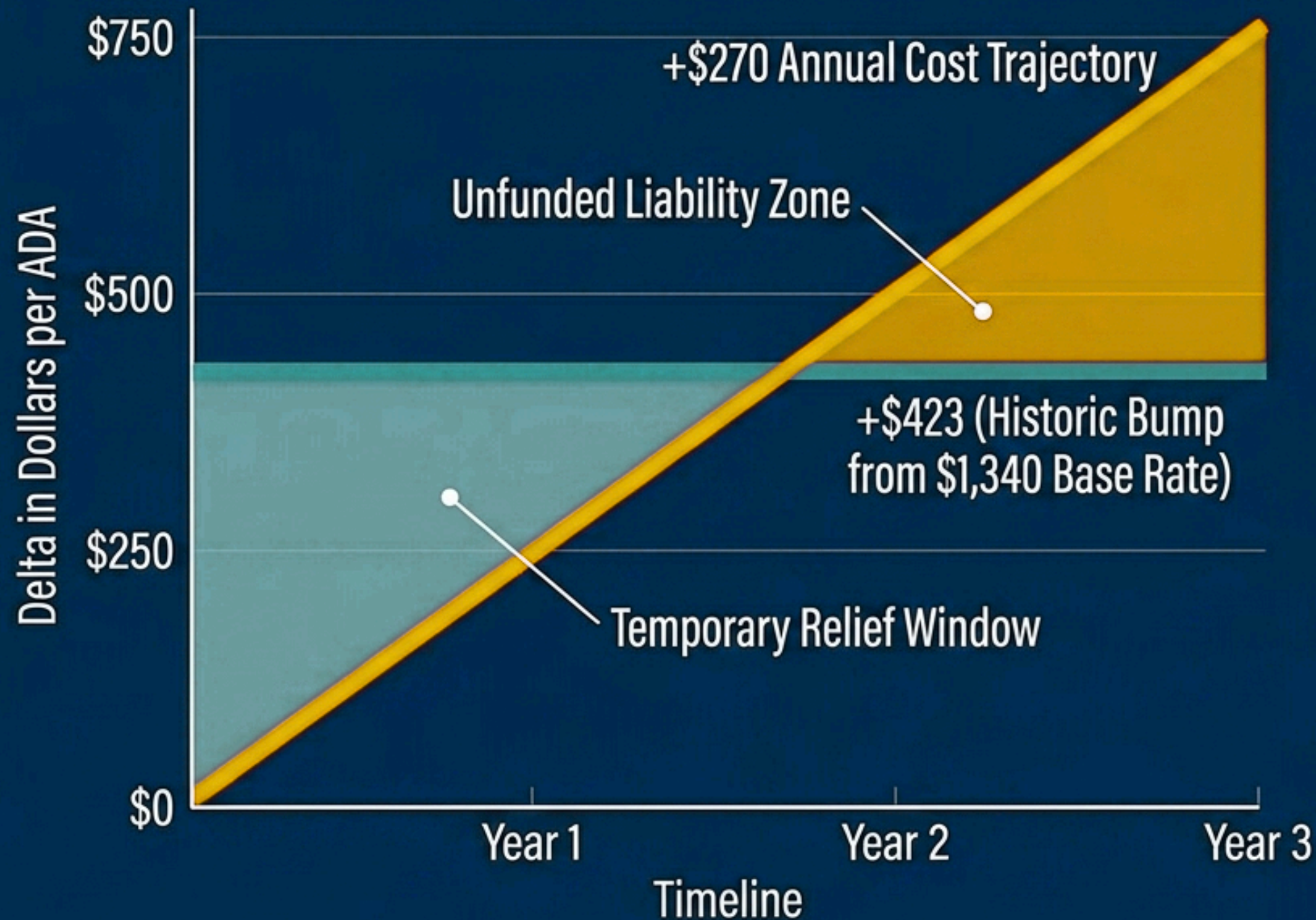
+\$270 

**Average Annual Local
Contribution Increase**

Per Average Daily Attendance (ADA)

This sustained five-year trajectory guarantees compounding baseline costs regardless of state-level funding interventions.

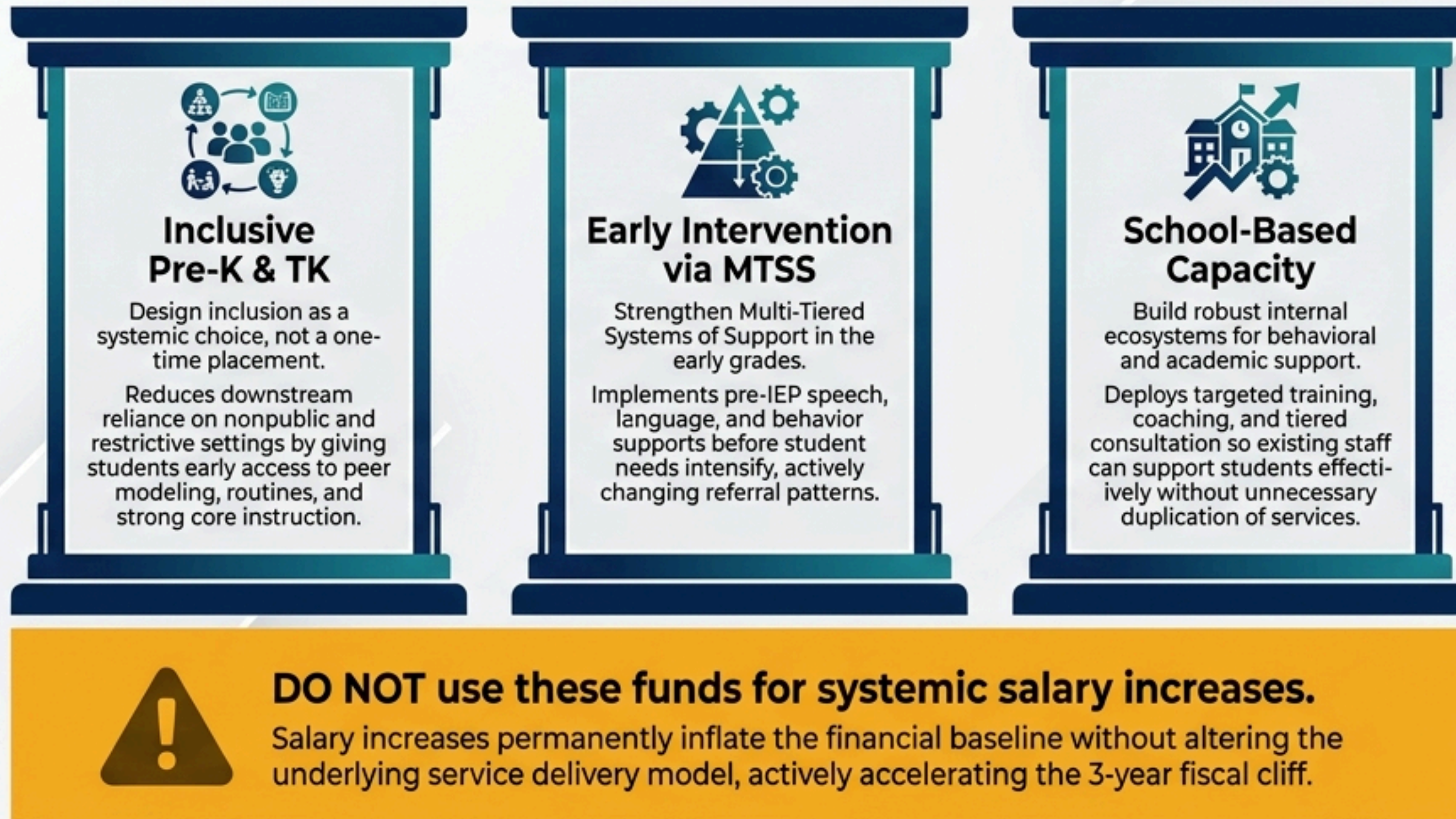
The Shrinking Buffer: When Trajectory Surpasses New Funding



- The historic +\$423 per ADA increase achieved via the \$1,340 proposed base rate is a static step-up.
- The +\$270 annual ADA cost increase is compounding momentum.
- The trending costs of special education will completely surpass the historic funding increase in under three years.

Treat new funds as investment capital to build systemic capacity and change future demand

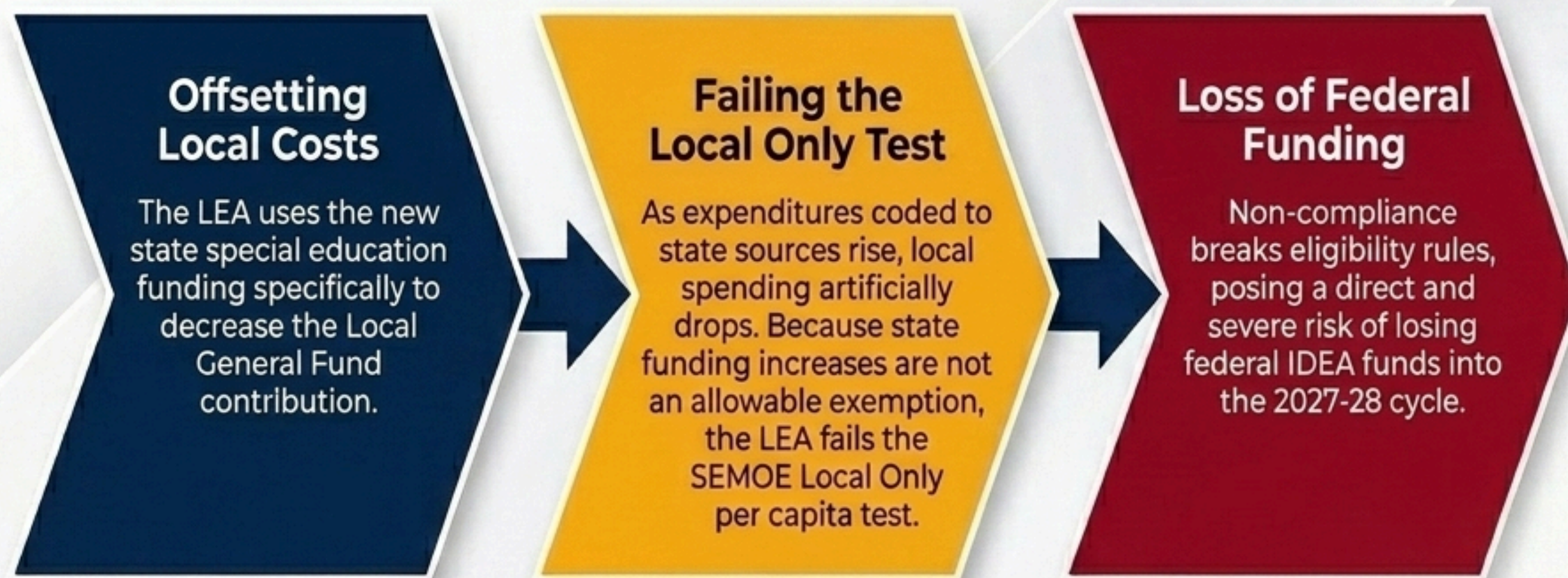
Fiscal sustainability requires prioritizing early intervention, inclusive practices, and personnel development over recurring operational liabilities.



Special Education Maintenance of Effort Risks

Using new state dollars to decrease local contributions without multiyear forecasting jeopardizes Special Education Maintenance of Effort (SEMOE) requirements.

SEMOE Compliance Tripwire





FISCAL REPORT

PUBLIC EDUCATION'S POINT OF REFERENCE FOR MAKING EDUCATED DECISIONS

New Special Education Revenue—Opportunities for Investment and Redesign



BY [ANJANETTE PELLETIER](#)

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posted June 2, 2026

California may be entering a consequential new phase in special education finance. Governor Gavin Newsom's May Revision proposes increasing the special education base rate to \$1,340 per funded average daily attendance, which would add roughly \$2.4 billion in ongoing statewide support. For educational leaders, this proposal is not limited to the size of the investment; it creates strategic choices for local educational agencies (LEAs). LEAs can use new revenue primarily to relieve General Fund pressure, or they can also direct part of it toward system redesign that improves inclusion, strengthens early support, and changes future cost trajectories.

The decision about how to best leverage funds matters because the fiscal and program pressures are real. General Fund contribution to special education has climbed steadily for LEAs, with the statewide average reaching 68%, and statewide special education identification now exceeds 15%. In many LEAs, rising referrals, service intensity, transportation, staffing demands, and more restrictive placements have created a pattern of recurring cost growth with no simple path to disruption. Using new restricted dollars to backfill unrestricted spending may be necessary, especially in the near term. But if that becomes the only strategy, LEAs may miss a rare opportunity to invest in intervention, service delivery redesign, and building inclusive capacity in ways that reduce future expenditure growth while improving outcomes for students with disabilities.

New special education revenue should be treated not only as fiscal relief, but as investment capital for a stronger and more sustainable continuum of support. In this initial article, the focus is on where those investments may generate the greatest return, including early childhood inclusion, preventive systems, staffing design, and school-based capacity. In Part II of this article, the focus will shift to special education maintenance of effort (SEMOE), including how leaders can monitor compliance, understand the implications of reduced local contribution, and incorporate SEMOE considerations into multiyear fiscal planning.

Start Where Return Is Highest: Prevention and Early Investment

Prevention and early intervention, especially across the early childhood continuum, offer one of the strongest opportunities for both educational and fiscal return. Early inclusion is not a one-time placement decision, but a system design choice that influences expectations, staffing, instructional practice, and family trust. LEAs that

invest early are often better positioned to reduce later dependence on separate settings because students gain access sooner to peer models, routines, communication support, and strong core instruction.

A more functional continuum of support is rarely built through a single funding source. In practice, leaders often need to layer new dollars with existing resources, such as Early Intervention Preschool (Pre-K) Grant resources, universal Pre-K and transitional kindergarten (TK) implementation funds, and local initiatives focused on inclusive practice and equitable access. This kind of fiscal coordination can support a more coherent Pre-K-to-elementary strategy rather than a collection of disconnected program decisions.

Investment is most effective when it is anchored in a robust early intervention framework. For many LEAs, that means strengthening Multi-Tiered Systems of Support (MTSS) in Pre-K and the early grades, screening students earlier, and providing pre-Individualized Education Program supports such as speech, language, and behavior interventions before needs intensify. LEAs are investing in innovative practices such as transition supports and summer bridge programming to improve readiness for TK and kindergarten and reduce later reliance on more restrictive settings.

In LEAs that have pursued inclusive early access with intention, the return on investment is often visible across both student outcomes and fiscal indicators. LEAs report lower transportation costs when more students can attend neighborhood programs, reduced reliance on nonpublic or other higher-cost placements, fewer disputes that lead to litigation or settlement expense, and more disciplined use of specialized staffing. Some have also identified efficiencies by strengthening instructional practice and role design so that existing staff can support students more effectively without unnecessary duplication of services. Taken together, these patterns suggest that inclusive transitions to TK and kindergarten are not only a programmatic priority, but one of the clearest long-term strategies for fiscal sustainability.

Build Capacity Where It Changes Demand and Delivery

A second high-value strategy is targeted investment in personnel capacity. When staffing decisions are aligned to student need, inclusive service delivery, and the actual operating model of schools, LEAs can improve support for students with disabilities while avoiding growth in higher-cost structures that are difficult to sustain. The key question is not only how many staff are employed, but how roles are designed, deployed, trained, and supported to meet needs effectively in general education environments whenever appropriate.

Behavioral support capacity is a particularly important area for investment across both general and special education. For some LEAs, this may mean expanding existing programs. For others, it may mean using new funds as seed capital to build a more coherent prevention and intervention model. The strongest approach is often not to create a separate system, but to strengthen school-based capacity through training, coaching, consultation, and tiered support. LEAs can also improve long-term fiscal stability by pairing these investments with clearer prereferral systems, stronger attendance supports, and coordination with Local Control and Accountability Plan priorities so that preventive infrastructure serves all students while reducing downstream demand on restrictive special education resources.

Comparable investments can strengthen other preventive systems as well, including MTSS, literacy and numeracy intervention, and services that improve outcomes for multilingual learners—all areas that are often closely tied to referral patterns. When early intervention is accessible, consistent, and well implemented, LEAs are better positioned to distinguish between students who need targeted general education support and those who require special education assessment and services. That distinction matters educationally, programmatically, and fiscally.

The proposed increase in the special education base rate creates a rare opening for strategic action. LEAs that use these resources only as short-term General Fund relief may gain temporary stability, but they may also forfeit the chance to influence future cost trajectories. LEAs that pair fiscal discipline with targeted program investment are more likely to build systems that are inclusive, responsive, and sustainable. For business and special education leaders alike, the challenge is to use new revenue not simply to close today's gap, but to change the conditions that produce tomorrow's demand.

Stay tuned for Part II of this article where we examine how these funding changes may affect SEMOE, what compliance considerations leaders should address early, and how multiyear fiscal planning can preserve flexibility for program improvement while protecting long-term sustainability. That discussion will be essential for leaders who want to turn an ongoing funding increase into a durable multiyear strategy.



FISCAL REPORT

PUBLIC EDUCATION'S POINT OF REFERENCE FOR MAKING EDUCATED DECISIONS

Part II—New Special Education Revenue Budget Relief or Compliance Crunch?



BY [ANJANETTE PELLETIER](#)

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posted June 8, 2026

With the proposed 2026-27 State Budget increases in special education funding, local educational agencies (LEAs) will still face important decisions about how best to use those resources—whether for short-term budget relief or long-term strategic investment. In Part I of this series (see the article “[New Special Education Revenue—Opportunities for Investment and Inclusion](#)” in the June 2026 *Fiscal Report*), the argument for proactive, preventative investment was outlined, focused on improving services, outcomes, and inclusive access with the potential for long-term return on investment for special education programs and the LEAs that operate them. However, given current fiscal pressures, many LEAs will first consider using the new funds to offset their existing and growing General Fund contributions as a reaction to budget realities.

Velocity of Cost Escalation

The escalating costs of special education are likely to outpace funding increases, driven by high referral rates, rising numbers of students with disabilities (SWD), and costly placements and services mandated by the Individuals with Disabilities Education Act (IDEA). The five-year trend in California shows that expenditures increase on average \$1,500 per SWD annually and the local contribution per average daily attendance (ADA) has risen by \$270 on average per year. At the proposed \$1,340 base rate, an increase of nearly \$423 per ADA, the trending costs of special education could easily surpass the historic increase in under three years, forcing proactive versus reactive decision-making. Rising costs will likely accelerate if LEAs fail to make solid choices about preventative action and future investment. If the new state revenues are primarily used to offset General Fund contribution, their lasting impact will rapidly dissipate, failing to transform the system or provide sustained programmatic health.

Alert: Using new state special education dollars solely to reduce General Fund contribution could cause failed “Local Only” tests in future years. Non-compliance with this obligation increases the risk of losing federal IDEA funds. Careful monitoring is non-negotiable.

SEMOE Compliance Obligation

Careful examination of ongoing budgetary needs, monitoring the trajectory of spending and General Fund contribution offset, and managing the special education maintenance of effort (SEMOE) impact will be central considerations in a multiyear strategy to build fiscal sustainability and achieve long-term impact.

The federal SEMOE requirement, calculated based on expenditures across four measurement areas or tests, is a key hurdle that necessitates multiyear monitoring and mitigation. There are only four allowable reasons for lowering the SEMOE obligation, and an increase in state funding is not on the list. Allowable exemptions (retirement or resignation of employees, reduced number of SWD, reduction in high-cost services, and one-time purchases or capital improvements) should be tracked as part of monitoring tasks, as these allow shifting of cost coverage. Unfortunately, growing expenditure trends have placed unsustainable obligations to maintain spending to meet IDEA eligibility and compliance requirements for federal funds. Correlated with patterns of declining enrollment and growing numbers of SWD, many LEAs have submitted failed tests for per capita calculations, and some passed only one test in recent comparisons.

For the SEMOE, General Fund contribution is reflected in the Local Only tests. With additional state funding, the requirement for General Fund contribution would be expected to decline as expenditures coded to state funding sources rise. For LEAs passing the Local Only test in isolation, utilizing the new special education funding to shift expenditure away from General Fund contribution could open a direct mechanism for compliance failure. Absent the existence of allowable exemptions to lowering the SEMOE obligation, failure of the Local Only test may pose a significant barrier to meeting the compliance and eligibility requirement for IDEA funds into 2027-28. LEAs must carefully analyze the influence of shifting expenditures to state and local coding, which will reduce expenditures attributed to the Local Only General Fund contribution. Ensuring spending trajectory will maintain the ability to pass at least one test of the SEMOE obligation should be considered early and frequently.

Required Steps: A Multiyear Monitoring Strategy

- **Establish Projections:** Consistently utilize the Subsequent Year Tracking Worksheet and the SEMOE Interim form for forward budget trajectory monitoring.
- **Analyze Funding Shifts:** Map out the significance of funding shifts and budgetary alignment to inform decisions about the investment versus reduction of the General Fund contribution.
- **Model Compliance:** Model the relationship between mitigating shortfalls or leveraging strategic investment to continuing IDEA funding eligibility and compliance over a multiyear period.
- **Weigh the Benefit:** Formally assess the trade-off of using new funds to mitigate shortfalls versus using a portion for strategic redesign that could result in permanent cost reductions.

There are LEAs for which the growing costs of special education programs are already on a dire path. These LEAs are projecting massive yearly increases to General Fund contribution, tightened budgets, and intense fiscal strain. The initial impulse will be to calculate the growing SEMOE obligation and use new funds to release pressure on the rest of the system.

For these leadership teams and school boards, thoughtful allocation of a portion of these resources towards preventative and capacity-building initiatives will take bold action and clear intention, without which the lasting impression of increased state funding will evaporate. The new base rate will provide necessary capital to address critical, high-cost areas; establish sustainable program models; and make intentional staffing and service delivery choices that lead to lasting cost reductions, securing both fiscal and programmatic health for years to come. We welcome you to join us in our upcoming [Special Education—Both Sides of the Equation](#) course, part of the [Special Education Professional Learning Pathway](#), where we will discuss LEA opportunities for proactive action and analysis on June 16, 2026.

4.3 EV SELPA 2026-2027 Fiscal Reporting Calendar



FY 2026-27 FISCAL REPORTING CALENDAR

JULY 2026

- 7/03/26** Districts to provide SELPA June PARs and PYR for TPP
- 7/11/26** 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.
- 7/31/26** SELPA to finalize closing of FY 25/26 books, Final REX will be sent out to districts
- 7/31/26** SELPA to submit May and June 2026 TPP Service and Certified Invoices to DOR

AUGUST 2026

- 8/07/26** Districts to provide SELPA July PARs and PYR for TPP and Salary Verifications for 25/26
- 8/13/26** SELPA to provide 25/26 Q4 Total NPS Reimbursement Transfer for invoices received/processed through 7/10/26 and year-end totals at Steering/Finance meeting
- 8/13/26** SELPA to present AB 602 June 2024 CDE Certification (23/24 R3, 24/25 R1, 25/26 P2)
- 8/13/26** SELPA to present Final 25/26 Schedule REX
- 8/13/26** SELPA to present the Final 25/26 proportionate costs for regional programs, Mental Health Counseling, Occupational Therapy, and Physical Therapy.
- 8/13/26** SELPA to present 2026-27 Schedule REX – projections based on enacted budget

SEPTEMBER 2026

- 9/02/26** SELPA to begin reviewing end-of-year (EOY) special education reports SEMA and SEMB, complete Subsequent Year Tracking (SYT) worksheets, and send out Excess Cost calculation worksheets to districts to complete.
- 9/07/26** Districts to provide SELPA August PARs and PYR for TPP
- 9/10/26** SBCSS to present PY (25/26) fee-for-service year-end actuals and return of funds (if appropriate) at Steering/Finance.
- 9/28/26** Districts to return completed and signed Excess Cost and SYT worksheets to SELPA.
- 9/30/26** SELPA to submit July TPP Service and Certified Invoices to DOR.

OCTOBER 2026

- 10/01/26** SELPA to begin working on 1st Interim budget revisions. Districts to provide SELPA with CY (26/27) P-2 ADA estimates by **Oct 9th for First Interim reporting and Projections**
- 10/09/26** Districts to provide SELPA September PARs and PYR for TPP
- 10/15/26** SELPA to present EOY special education reports, SEMA and SEMB MOE summary, Subsequent-Year Tracking, and Excess Cost Calculation worksheets at Steering/Finance meeting
- 10/15/26** Districts to provide Grant Exp Report 4 or Final (July 1 – September 30 CY) to SELPA if applicable
- 10/19/26** SELPA to submit Extraordinary Cost Pool (ECP) program claim to AU, SBCSS for CDE submission. Mail back up documents to CDE, due **November 2, 2026.**
- 10/19/26** ***SELPA to send Low Incidence Inventory report to districts for review and verification***
- 10/22/26** SELPA/SBCSS to prepare to submit CY (26/27) Part C Early Start Application to CDE
- 10/22/26** SELPA to submit Aug TPP Service and Certified Invoices to DOR

Subject to change, updated as needed.

9/8/2026



FY 2026-27
FISCAL REPORTING CALENDAR

NOVEMBER 2026

- 11/05/26** ***Districts to return Low Incidence Inventory verification report to SELPA (Elizabeth Coronel)***
11/07/26 Districts to provide Oct PARs and PYR for TPP to SELPA
11/12/26 SELPA to present CY (26/27) 1st Quarter NPS reimbursement transfer for paid invoices at Steering/Finance
11/12/26 SELPA to present First Interim budget revisions at Steering/Finance
11/12/26 SELPA to present Schedule REX (26/27) 1st Interim projections at Steering/Finance
11/16/26 All 25/26 end-of-year (EOY) special education forms/reports and supporting worksheets: Maintenance of Effort SEMA, SEMB, SYT, Excess Cost, and Table 8 due to CDE
11/21/26 SELPA to submit September TPP Service and Certified Invoices to DOR
11/24/26 SELPA/IBS to submit Part C Grant Application Package to CDE

DECEMBER 2026

- 12/07/26** Districts to provide November PARs and PYR for TPP to SELPA
12/09/26 SELPA and EV Ops will provide SBCSS FFS Fall 1 count to District Spec Ed Directors
12/10/26 EV Ops/IBS to present CY (25/26) Fall Count for SBCSS Fee-for-service Students
12/10/26 Districts to confirm if SEMAI (1st Interim) for MOE monitoring have been promoted to SACS
12/18/26 SELPA to submit Medi-Cal Program 2025-26 LEA BOP Annual report to DHCS
12/28/26 SELPA to submit October TPP Service and Certified Invoices to DOR
TBD SELPA to submit Infant Waiver Request to CDE if applicable (Current waiver valid until 6/30/26)

JANUARY 2027

- 1/05/27** SELPA to provide NPS P-1 ADA to Districts ***District deadline to BAS **1/08/27**
1/08/27 Districts to provide December PARs and PYR for TPP to SELPA
1/08/27 SELPA to certify data for SBCSS Infant Funding Report for P-1, due to CDE January 31
1/16/27 **Districts to provide Grant/Fund Expenditure Reports # 1 (Jul 1 – Dec 31) to SELPA for CY (26/27) and required back-up documents to be sent to CDE or report # 5 (PY 25/26) if applicable**
1/23/27 SELPA to submit November TPP Service and Certified Invoices to DOR

FEBRUARY 2027

- 2/1-19/27** FY 2026/27 Budget Development
2/05/27 Districts to provide January PARs and PYR for TPP to SELPA
2/11/27 SELPA to present SEMAI 1st Interim MOE summary report/MOE monitoring
2/11/27 SELPA to present CY (26/27) 2nd Quarter NPS reimbursement transfer for invoices paid thru Dec 2025 at Steering/Finance
2/12/27 SBCSS EV Ops to present FFS 2nd interim for CY

Subject to change, updated as needed.

9/8/2026



FY 2026-27

FISCAL REPORTING CALENDAR

- 2/16/27** Districts to provide SELPA with CY 26/27 P-2 estimates
2/23/27 SELPA to submit December TPP Service and Certified Invoices to DOR
2/20/27 SELPA to submit to AU FY 26/27 EV SELPA budgets
2/22/27 **Districts to complete and turn in final requests for Low Incidence materials (technology or furniture) purchases for FY 26/27**
TBD SELPA to prepare February certifications for CY (26/27) and PY (25/26, 24/25) AB602 Funding Allocation

MARCH 2027

- 3/06/27** Districts to provide February PARs and PYR for TPP to SELPA
3/06/27 Districts to inform SELPA if DAT files for SEMAI (2nd Interim) have been promoted for MOE monitoring
3/11/27 SELPA to present CY (25/26) Regional services Proportionate Share Costs (MH, OT, & PT)
3/11/27 SELPA to present updated Schedule REX after February Certification
3/11/27 SELPA to send Personnel Data Report logon and password information to Directors – sent 3/3/26
3/11/27 SELPA to send (25/26 P-1, 24/25 Annual, 23/24 Annual 2) AB602 allocations based on February Certifications to AU and districts by e-mail
3/23/26 SELPA to begin working on Annual Budget Plan for CAC and Steering presentation
3/27/26 SELPA to submit January TPP Service and Certified Invoices to DOR

APRIL 2027

- 4/06/27** Districts to provide March PARs and PYR for TPP to SELPA
4/06/27 SELPA to submit 2025-26 Infant Program Waiver Request form to CDE
4/09/27 SBCSS to present EV County Operated Spec Education FFS budget and Proposed rates for FY 26/27 at Steering/Finance meeting
4/09/27 SBCSS to present Student Services Counseling Center – Intensive Therapeutic Services rate for FY 26/27
4/08/27 SELPA to present SEMAI 2nd Interim MOE monitoring/summary report at Steering/Finance
4/09/27 SELPA to provide P-2 NPS ADA to districts *District deadline to BAS TBD
4/13/27 Districts to provide Grant Expenditure Report #2 (Jan 1 – Mar 31) or Final to SELPA for CY (25/26) for Res 3310/3311 and 3315/3317
4/21/27 SELPA to present 26/27 Operating Budget to Board Budget Ad Hoc Committee
4/28/27 SELPA to submit February TPP Service and Certified Invoices to DOR
4/28/27 SELPA to submit P-2 Infant Funding to AU for certification and submission to CDE

MAY 2027

- 5/08/27** Districts to provide April PARs and PYR for TPP to SELPA
5/14/27 SELPA to present FY 26/27 Proposed EV SELPA Budgets at Steering/Finance as presented to Board Budget Ad Hoc committee
5/13/27 SELPA to present 3rd Quarter NPS reimbursement transfer for invoices paid at Steering/Finance
5/15/27 Deadline for districts to submit Personnel Data Report (PDR)

Subject to change, updated as needed.

9/8/2026



FY 2026-27
FISCAL REPORTING CALENDAR

5/20/27 SELPA to present to Board of Directors EV SELPA FY 26/27 Proposed Budgets and SBCSS EV County Operated Spec Education FFS FY 26/27 rates for approval

JUNE 2027

6/06/27 Districts to provide May PARs and PYR for TPP to SELPA
6/08/27 Districts to turn in any pre-approved Low Incidence requests for reimbursement to Elizabeth Coronel (SELPA)
6/11/27 SBCSS to present final FY 25/26 EV County Operated Spec Education FFS average counts/costs at Steering
6/11/27 SELPA to present Proportionate Share Regional Programs student counts/unaudited actual costs at Steering
6/11/27 SELPA to present FY 26/27 Schedule REX Projections based on Governor's May Revise, subject to revision
6/18/27 SELPA to submit April TPP Service and Certified Invoices to DOR
6/17/27 SELPA to provide Annual NPS ADA to districts - due to County Office, SBCSS first week of July
6/26/27 Districts to prepare ALL grants (SELPA pass-throughs & LEAs) Expenditure Reports 3 (April 1, 2025- June 30, 2027) or FINAL expenditure reports for submission in mid-July 2025
TBD Last day for districts to turn in requests for reimbursement for TPP program related expenses
TBD SELPA to finalize AB602 CDE Certifications for CY (26/27, PY (25/26), and PPY (24/25)

PROGRAM ITEMS

4.4 EV SELPA Due Process & Legal Updates

Year in Review
2025-2026
Due Process Cases
&
2026-2027 to Date

Dr. Rick Homutoff
Program Manager for Due Process
September 10, 2026



EV SELPA 2024-2025

Due Process Cases

- For the 2025-2026 school year, the East Valley SELPA received 38 due process cases.
 - 34 cases have been settled
 - 1 case was withdrawn
 - 3 remain open
 - 10 of the 38 cases were from parents who filed previously.
 - For 2024-2025 only two cases were from parents who filed previously.
- There were no district filed cases in 2025-2026.
- There were 28 cases in 2022-2023 and 32 cases in 2023-2024, 35 cases in 2024-2025.
 - We continue to see a slight increase year over year.

EV SELPA 2025-2026 2026-2027 (to date) Due Process Cases

- Of the 38 cases from 2025-2026:
 - 21 Early resolution sessions
 - 19 Mediations
 - 0 Hearings.
- The last due process hearing in the East Valley SELPA was June 2021.
- For 2026-2027 we have received six due process cases.
 - At this point last year, we had received five cases.
- There are currently eight open cases, including three from last school year.

Due Process Costs

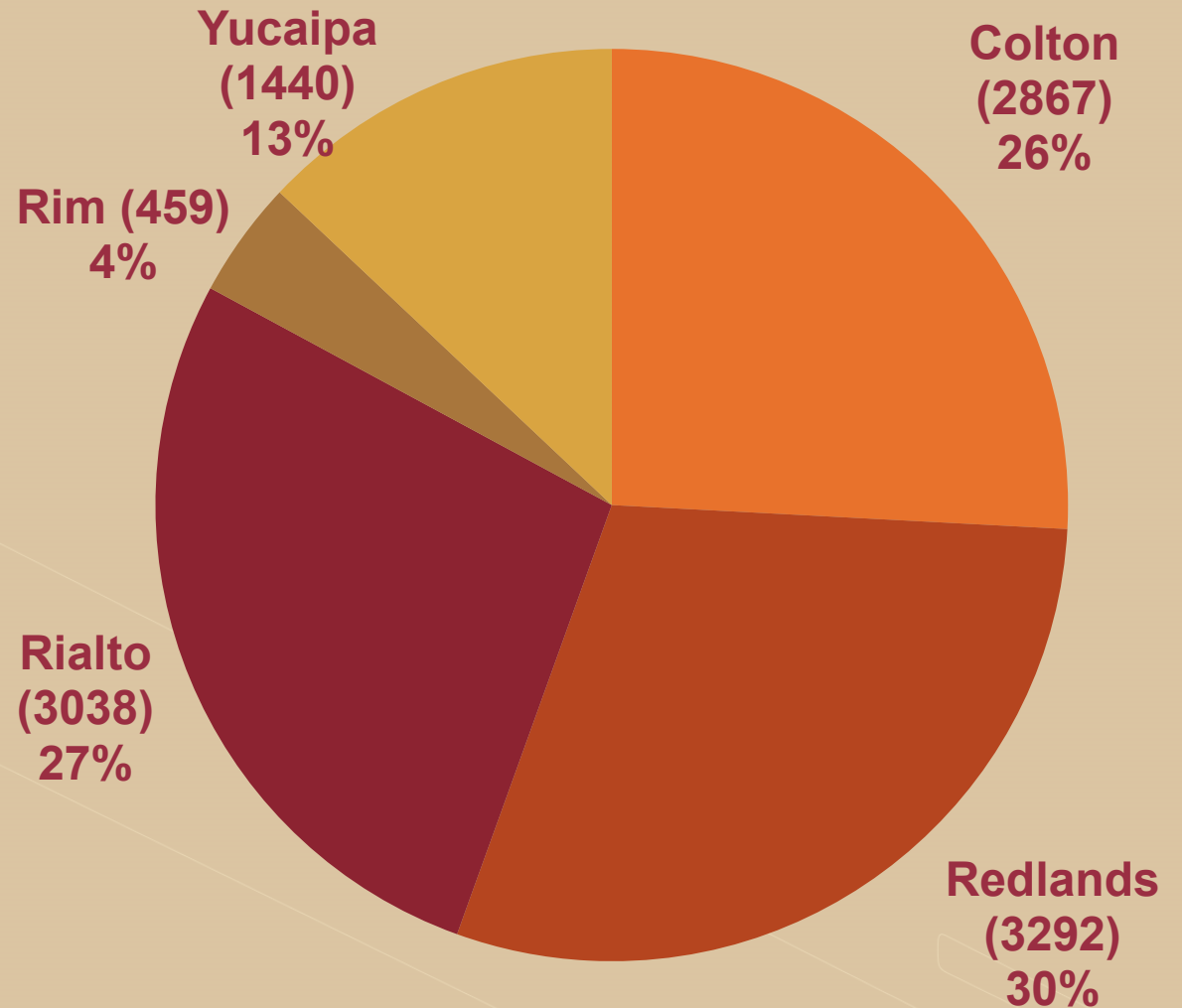
- Once again, The East Valley SELPA remained under budget, even as costs continue to rise due to many factors including attorney fee rate increases, independent educational evaluation cost increases, more parents seeking reimbursements, and cases taking significantly longer than previous years.
- The biggest expense continues to be attorney fees, both parent and district.
- We will continue to monitor costs and determine at the mid-year review if any adjustment to the budget will be required.

EV SELPA Due Process Timeline Trends

- In 2021-2022 the cases took an average of 61 days to resolve or settle.
- During 2022-2023 due process cases took an average of 72 days to settle.
- During 2023-2024 due process cases took an average of 98 days.
- In 2024-2025 cases took an average of 103 days to settle, mirroring the 2023-2024 average of 98 days.
- In 2025-2026 the average dropped to 67 days.
- The longest case took 137 days to settle, and one case settled in 8 days.
- There were 9 cases that were settled in 30 days or fewer.

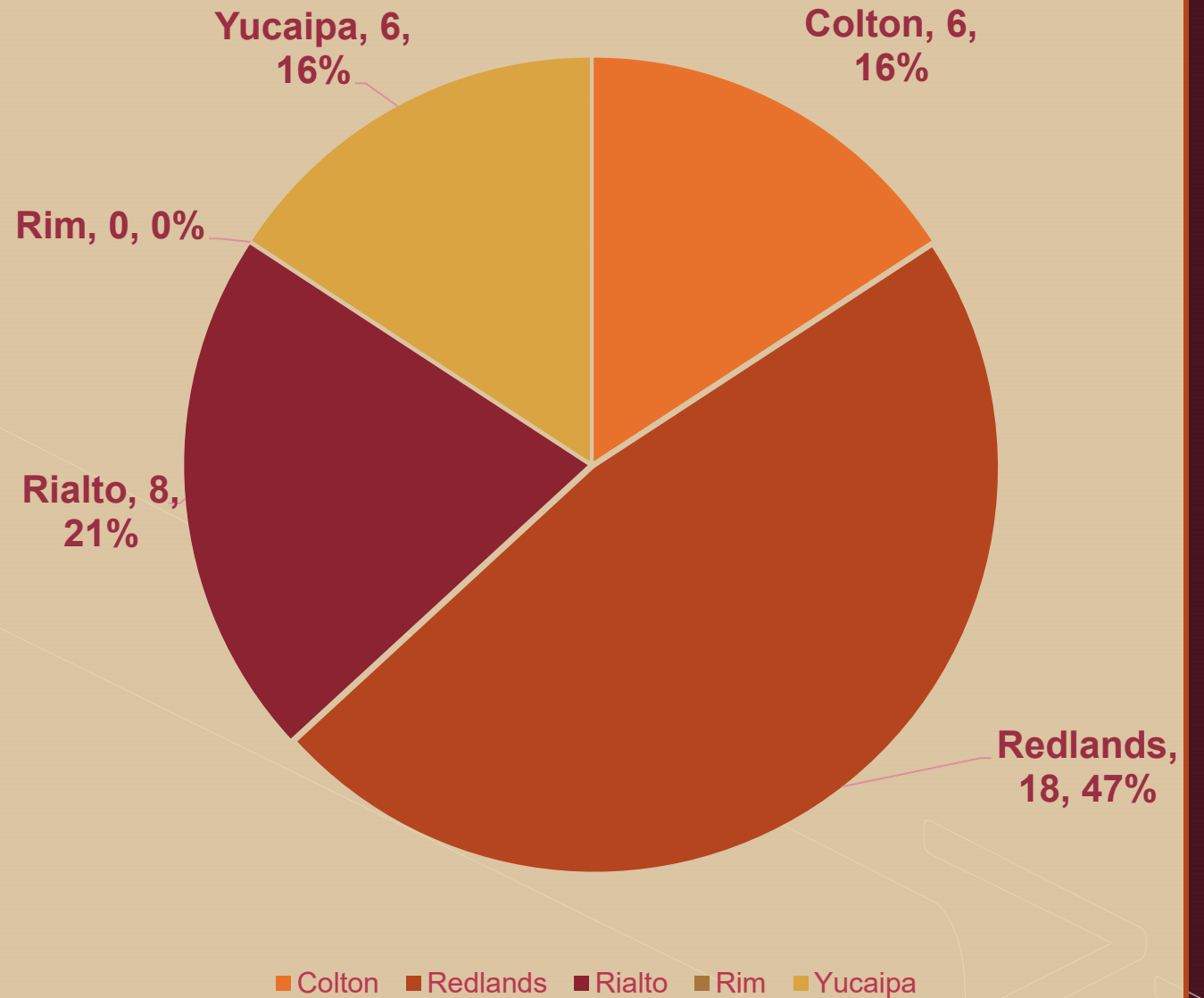
Latest Certified
Special Education
Pupil Count:

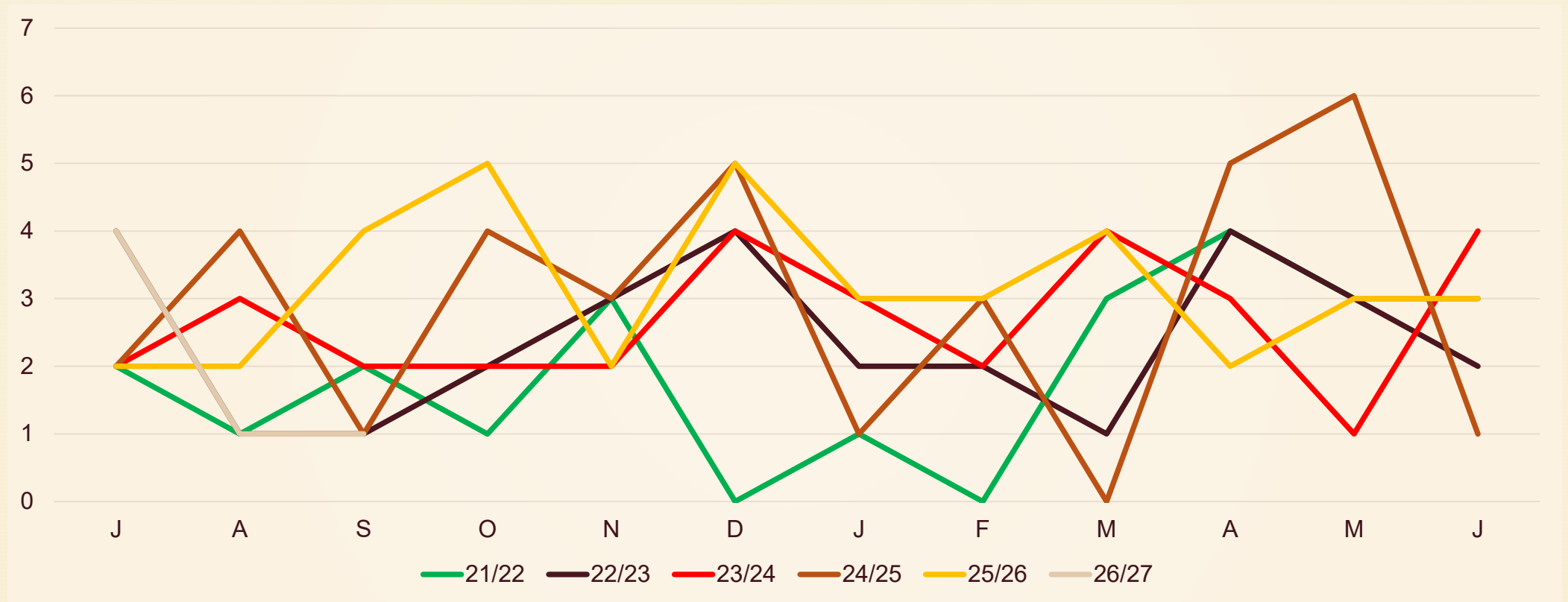
Percentage of
EVSELPA Total by
District



Census Day Count October 2025

EV SELPA 2025-202 Due Process Filings





EV SELPA Due Process by Month 2021 to Present



IEE Request Trends

- In 2022-2023 there were a total of 10 IEEs and 27 district assessments through due process settlement.
- Among the 17 settled cases in 2023-2024, we agreed on 13 IEEs and 41 district assessments.
- During the 2024-2025 school year we agreed to fund 12 IEEs and conduct 30 district assessments.
- In the 2025-2026 school year we agreed to fund 7 IEEs (so far) and conduct 17 district assessments.
- This has been in line with the trends over the past 4 years, seeing fewer IEEs requested and instead allowing district assessments.



Attorney Fee Trends 2021 to Present

- 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 was \$10,007.
- For 2024-2025 our average parent attorney fees paid out for the cases we settled was \$8,578.
- To date for the 2025-2026 school year, the average attorney fees paid out is \$8,948.

Age of Students in Due Process

- In the 2019-2020 school year, the average age of the student in a due process case was 13.21 years old.
- 2021-2022 = 11.88 years old.
- 2022-2023 = 12.41 years old.
- 2023-2024 = 12.03 years old.
- 2024-2025 = 10.66 years old.
- In 2025-2026 the average age was 11.24 years old.
- While most families are filing when their child is in elementary school (18 cases), there was an increase in cases last year of students in middle school (12 cases).

Why Did Parents File for Due Process?

- Inadequate IEPs: Goals and/or services did not address student needs or lack of progress
- Assessment/Child Find: Delayed or incomplete testing, especially psychoeducational, FBA, OT and ERMHS
- Insufficient behavior, mental health, safety or 1:1 aide supports
- Placement/LRE disputes, including NPS, RTC and home/hospital
- IEP implementation failures: missed services, accommodations, AAC or 1:1 aides
- Parent participation and/or procedural issues: Lack of PWN, records, missing required IEP team members and unclear offers

■ The Most Common Remedies for 2025-2026

- Compensatory education and/or private services
- IEP amendments: Goals, services, behavior plans and aides were added/modified
- District assessments and IEEs with IEP review
- Placement/support changes, including NPS or RTC
- Reimbursement for private services and expenses
- Parent attorney fees



Questions?

4.5 Bridge Authorization Training



BRIDGE AUTHORIZATION CERTIFICATION

East Valley SELPA is offering a *virtual* workshop for Mild/Moderate Supports Needs and Extensive Support Needs credential holders

About the Workshop:

The Bridge Authorization Workshop is designed to meet the requirements for existing credential holders. Upon successful completion of the workshop, participants will receive a verification certificate that may be used to apply to the California Commission on Teacher Credentialing (CTC) for the applicable added authorization.

What is the Bridge Authorization?

An added authorization for special education credential holders whose credential were issued prior to the new standards and is intended to result in these credential holders having authorizations that are equivalent in scope to the new:

- Mild/Moderate Support Needs (MMSN) authorization
- Extensive Support Needs (ESN) authorization

Intended Audience:

Certificated staff who hold an Education Specialist credential authorized in:

- Mild/Moderate Disabilities
- Moderate/Severe Disabilities
- An equivalent specialty area

Participant Requirements:

Participants must have access to a computer with a camera and be available to participate for the full duration of the session.



**Tuesday, March 9, 2027
2:30 pm – 4:30 pm
Virtual Session**

Register Online

<https://sbcss.k12oms.org/46-285847>



Credential Information Alert

DATE:

June 30, 2022

NUMBER:

22-06

SUBJECT: Expanded Education Specialist Instruction Credential Authorization Assignments

Summary:

This Credential Information Alert (CIA) provides information related to the authorizations and assignments for the updated Education Specialist Instruction Credentials. The additions and amendments to Title 5 CCR related to the Education Specialist Instruction Credentials were approved by the Office of Administrative Law and are effective as of July 1st, 2022. These provisions create a new Education Specialist Instruction Credential authorizations which focus on student support needs and allow holders to serve broadly across multiple Federal disability areas. Additionally, these regulations create bridge documents for educators that hold previously issued Education Specialist Instruction authorizations and wish to earn the equivalent authorization under the new Education Specialist standards.

Key Provisions:

The Education Specialist Instruction Credential authorization structure has been updated to provide more flexibility in meeting the needs of students with disabilities while complying with federal guidelines relating to disability categories. The seven Education Specialist Instruction Credential areas that previously existed have been reorganized into five areas, eliminating the separate credentials for Language and Academic Development (LAD) and Physical and Health Impairments (PHI) while building preparation for these areas into the remaining five credential authorizations. The five new authorization areas include:

AUTHORIZATION TITLE	DOCUMENT CODE	AUTHORIZATION CODE
Mild To Moderate Support Needs	TC3S	R3MN
Extensive Support Needs	TC3S	R3EN
Deaf And Hard Of Hearing	TC3S	R3HD
Early Childhood Special Education	TC3S	R3ER

Visual Impairments	TC3S	R3VB
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In addition to these full authorizations, an Early Childhood Special Education (ECSE) added authorization is also available which allows the holder to serve in ages birth through kindergarten. This is an expansion of the previous ECSE authorization, which was limited to ages birth through pre-kindergarten. This expansion of the ECSE authorization's scope should help address the anticipated increase in transitional kindergarten classrooms for special education students that will result from the Universal TK mandate.

AUTHORIZATION TITLE	DOCUMENT CODE	AUTHORIZATION CODE
Early Childhood Added Authorization	TC3S	SEEC

The authorization statements for each of these new authorizations can be found in [Appendix A](#).

Assigning Educators

The new Mild to Moderate Support Needs (MMSN) and Extensive Support Needs (ESN) authorizations allow service to students based on their support needs. Unlike previously issued authorizations, they are not solely focused on student disability areas. However, the services authorized by these documents are still tied to specific disability areas. Educators with either of these authorizations can serve students across the majority of disability areas, including: autism, emotional disturbance, intellectual disability, multiple disabilities, orthopedic impairment, other health impairment, specific learning disability, and traumatic brain injury. Additionally, educators who hold an ESN authorization are able to serve students with a deafblind disability area – note that they cannot serve students with only hearing or visual impairments. They may do so provided that they are also authorized to meet the student support needs identified through the IEP (Individualized Education Program) process. The definitions for the two levels of support needs are:

Mild to Moderate Support Needs includes providing specially designed instruction to access grade level California Content Standards in the Least Restrictive Environment. The education specialist provides instruction and supports in one or more of the following domains: academics, communication, gross/fine motor, social-emotional, behavioral, vocational, and learning environment access skills. The supports may also include health, movement, and sensory support. Mild to Moderate Support Needs practices may include lower student to educator ratio.

Extensive Support Needs include providing specially designed instruction to access grade level California Content Standards in the Least Restrictive Environment. The education specialist provides intensive instruction and supports in two or more of the following domains: academics, communication, gross/fine motor, social-emotional, behavioral, vocational and adaptive/daily living skills. The supports also often include health, movement, and sensory support. Extensive Support Needs practices include lower student to educator ration.

The remaining authorizations of Deaf and Hard of Hearing, Early Childhood Special Education, and Visual Impairments continue to authorize service based on student disability. A breakdown of the grade levels, support needs, and disability areas each of the above authorizations are able to serve can be found in the chart provided in [Appendix B](#).

Bridge Documents

The Commission created bridge authorizations as a way for existing Education Specialist credential holders to obtain the new authorization without having to complete an entire preparation program. Of these five new credentials, only three will have modified/expanded authorizations. Therefore, existing Education Specialist teaching credential holders could complete additional coursework, professional development and/or demonstrated competence if they are interested in obtaining the new authorization. Earning a bridge authorization is at the sole discretion of the teacher. These three credential areas are below. The Visual Impairment and Deaf and Hard of Hearing credential authorizations will remain the same, therefore no bridge process will be necessary. Note that educators are not eligible for bridge authorizations if they have not been issued the previous iterations of the authorization. For example, they cannot earn an Extensive Support Needs bridge authorization (R3BE) if they had not already earned a Moderate/Severe authorization (R3MS).

AUTHORIZATION TITLE	DOCUMENT CODE	AUTHORIZATION CODE	REQUIRED TO HOLD PRE-ISSUANCE
Education Specialist Bridge – Mild To Moderate Support Needs	TC3S	R3BM	Mild/Moderate (R3MM)
Education Specialist Bridge – Extensive Support Needs	TC3S	R3BE	Moderate/Severe (R3MS)
Education Specialist Bridge – Early Childhood	TC3S	R3BC	Early Childhood Special Education (R3EC)

These authorizations allow the holder to perform all services authorized by the Education Specialist Instruction Credential that are not otherwise authorized by their existing authorization. For Mild/Moderate and Moderate/Severe authorization holders, this bridge authorization expands the disability areas the educator can serve in addition to allowing them the ability to be placed in classrooms organized by student support needs. For Early Childhood Special Education authorization holders, the bridge authorization expands the grade limits of the document. The existing authorization for ECSE credentials allows the holder to teach special education students age birth through pre-kindergarten. The expanded R3CH authorization allows for instruction through kindergarten programs.

Note that educators that earn the bridge documents are not restricted to serving by support needs in disability areas their previously held credential already authorized, as those authorizations allowed for service across need.

✓ = Authorizes Service; ✗ = Does not Authorize Service

Credential Authorization	Specific Learning Disability	Emotional Disturbance	Multiple Disabilities	Autism	Deafness or Hearing Impairment	Deaf-Blindness	Visual Impairment Including Blindness	Orthopedic Impairment	Other Health Impairment	Traumatic Brain Injury
Mild/Moderate Disabilities (TK-22)	✓	✓	✗	✗	✗	✗	✗	✗	✓	✗
Moderate/Severe Disabilities (TK-22)	✗	✓	✓	✓	✗	✓	✗	✗	✗	✗
Mild To Moderate Support Needs (TK-22)	✓	✓	✓	✓	✗	✗	✗	✓	✓	✓
Extensive Support Needs (TK-22)	✓	✓	✓	✓	✗	✓	✗	✓	✓	✓

Existing Education Specialist Credential Authorization holders would only need to verify that they have met the new Teaching Performance Expectation (TPE) content to apply for the expanded authorizations. These educators would only need to verify that they have met the new Teaching Performance Expectation (TPE) content not covered during the credential holder's initial preparation period to apply for the expanded ECSE authorization. Completion of this content can be verified through the following:

- completion of coursework;
- professional development; or
- demonstrated competence and experience.

This option will be available as of July 1, 2022. Current Education Specialist Instruction Credential holders who wish to upgrade to the new authorization may begin the process of meeting the new TPE areas now so that they can upgrade after July 1st. Details on which TPEs would need to be met can be found in [CIA 22-07](#).

When applying for a bridge document, applicants are required to submit a paper application, standard processing fee, and verification that the applicant has completed the additional content identified by the Teaching Performance Expectations specific to their credential. This may be submitted directly by the applicant or through the verifying entity. If submitted by the applicant, the verification must be an original document signed by a representative of the verifying entity. Bridge authorizations shall remain valid as long as the appropriate prerequisite credential remains in force.

Transitional Kindergarten

The previously issued Early Childhood Special Education credential authorization (authorization code: ECSE) holders are not authorized to teach Transitional Kindergarten (TK), as it is defined by CDE as the first year of a two-year kindergarten program. This ECSE authorization allows the holder to teach students with disabilities age birth through pre-kindergarten. With the movement of four-year-olds into the TK space, the expanded authorization allows educators who earn the new Early Childhood Special Education credential authorization (authorization code: R3CH) under these new program standards to teach students with disabilities in both TK and Kindergarten assignments.

Existing ECSE teachers can upgrade to the new ECSE authorization that allows teaching TK and Kindergarten at their sole discretion using the process outlined in the Bridge Documents section above.

Assignment Monitoring Through the California Statewide Assignment Accountability System (CalSAAS)

The Commission is working with the California Department of Education to capture student support needs in California Longitudinal Pupil Achievement Database (CALPADS) reporting. This will allow us to monitor educators holding these expanded authorizations against their students' disability areas and support needs in future CalSAAS monitoring.

Important Dates:

Effective Date: July 1st, 2022

Resources:

Assignment Special Education Resource Page: <https://www.ctc.ca.gov/credentials/assignment-resources/ar-special-ed>

Updated Special Education Chart: https://www.ctc.ca.gov/docs/default-source/credentials/assignment-resources/sped-chart-2022_corrected.pdf?sfvrsn=b59027b1_9

Authorization Sort Table: <https://www.ctc.ca.gov/credentials/assignment-resources/authorization-sort-table>

CIA 22-06 – Education Specialist – Assignments
<https://www.ctc.ca.gov/docs/default-source/credentials/alerts/2022/cia-22-06.pdf>

CIA 22-07 – Education Specialist – Bridge Authorizations
<https://www.ctc.ca.gov/docs/default-source/credentials/alerts/2022/cia-22-07.pdf>

CIA 22-08 – Education Specialist – Online Submissions
<https://www.ctc.ca.gov/docs/default-source/credentials/alerts/2022/cia-22-08.pdf>

CIA 22-09 – Education Specialist – OOS and OOC

<https://www.ctc.ca.gov/docs/default-source/credentials/alerts/2022/cia-22-09.pdf>

Contact Information:

Credential questions can be directed to the Commission's Information Services Unit at credentials@ctc.ca.gov.

Assignment related questions must be directed to the entity that serves as the monitoring authority for the Local Education Agency (LEA). County Offices of Education may contact the Commission's Assignment Unit directly with assignment-related questions regarding certificated staffing through the dedicated COE email address. County personnel who do not have access to the dedicated email address may request it by sending their full name, position, and county office of employment to credentials@ctc.ca.gov.

Appendix A: Expanded Special Education Authorization Descriptions

Previous Authorization	Expanded Authorization	New Authorization Description
Mild/Moderate (R3MM)	Mild to Moderate Support Needs (R3MN)	This authorizes the holder to conduct Educational Assessments related to students' access to the academic curriculum and progress towards meeting instructional goals, provide instruction, and Special Education Support to students with mild to moderate support needs related to one or more of the following disabilities: autism, emotional disturbance, intellectual disability, multiple disabilities, orthopedic impairment, other health impairment, specific learning disability, and traumatic brain injury; in kindergarten, including transitional kindergarten, grades 1-12 through age 22, and classes organized primarily for adults in services across the continuum of program options available.
Moderate/Severe (R3MS)	Extensive Support Needs (R3EN)	This authorizes the holder to conduct Educational Assessments related to students' access to the academic curriculum and progress towards meeting instructional goals, provide instruction, and Special Education Support to students with extensive support needs related to one or more of the following disabilities: autism, deafblind, emotional disturbance, intellectual disability, multiple disabilities, orthopedic impairment, other health impairment, specific learning disability, and traumatic brain injury; in kindergarten, including transitional kindergarten, grades 1-12 through age 22, and classes organized primarily for adults in services across the continuum of program options available.
Early Childhood (R3EC)	Early Childhood (R3ER)	This authorizes the holder to conduct Educational Assessments related to students' access to the academic curriculum and progress towards meeting instructional academic goals; and provide instruction and Special Education Support to students from birth through kindergarten who are eligible for early intervention special education and related services related to one or more of the following disabilities: autism, emotional disturbance, intellectual disability, orthopedic impairment, other health impairment, specific learning disability, traumatic brain injury, and multiple disabilities including developmental delay and a disabling medical condition in services across the continuum of program options available.

Early Childhood AA (ECSE)	Early Childhood AA (SEEC)	This authorizes the holder to conduct Educational Assessments related to students' access to the academic curriculum and progress towards meeting instructional academic goals; and provide instruction and Special Education Support to students from birth through kindergarten who are eligible for early intervention special education and related services related to one or more of the following disabilities: autism, emotional disturbance, intellectual disability, orthopedic impairment, other health impairment, specific learning disability, traumatic brain injury, and multiple disabilities including developmental delay and a disabling medical condition in services across the continuum of program options available.
Deaf and Hard of Hearing (R3DH)	Deaf and Hard of Hearing (R3HD)	This authorizes the holder to conduct Educational Assessments related to students' access to the academic core curriculum and progress towards meeting instructional academic goals, provide instruction, and Special Education Support to individuals with a disability of deaf or hard-of-hearing or deafblind, including autism, and services to students with a hearing loss that manifests itself in conjunction with additional disabilities including unilateral or bilateral, whether fluctuating, conductive, sensorineural, and/or auditory neuropathy, to students from birth through age 22, and classes organized primarily for adults in services across the continuum of program options available.
Visual Impairments (R3VI)	Visual Impairments (R3VB)	This authorizes the holder to conduct Educational Assessments related to student's access to the academic core curriculum and progress towards meeting instructional academic goals, provide instruction, and Special Education Support to individuals with a disability of visual impairment including blind or deafblind, including autism, to students from birth through age 22, and classes organized primarily for adults in services across the continuum of program options available.
N/A	Education Specialist Bridge – Mild to Moderate Support Needs (R3BM)	This authorizes the holder to perform all services authorized by the Education Specialist Instruction Credential: Mild to Moderate Support Needs that are not otherwise authorized by their existing Mild/Moderate Disabilities Education Specialist Credential.
N/A	Education Specialist Bridge – Extensive	This authorizes the holder to perform all services authorized by the Education Specialist Instruction Credential: Extensive Support Needs that are not otherwise authorized by their

	Support Needs (R3BE)	existing Moderate/Severe Disabilities Education Specialist Credential.
N/A	Education Specialist Bridge – Early Childhood (R3BC)	This authorizes the holder to perform all services authorized by the Education Specialist Instruction Credential: Early Childhood Special Education that are not otherwise authorized by their existing Early Childhood Special Education Credential, including the authorization to provide instruction in transitional kindergarten and kindergarten classes for students with disabilities.

Appendix B: Expanded Education Specialist Instruction Assignment Chart

✓ = Authorizes Service for disability Category; ✗ = Does not Authorize Service in identified disability area

Credential Authorization	Auth. Code	Grade Level	Student Support Level	Autism Spectrum Disorders	Emotional Disturbance	Established Medical Disability	Intellectual Disability	Multiple Disabilities	Orthopedic Impairments	Other Health Impairment	Specific Learning Disability	Traumatic Brain Injury	Deafness or Hearing	Deafblindness	Visual Impairments	Resource Specialist ¹	Adapted Physical Education
Mild To Moderate Support Needs	R3MN	TK-12 (up to age 22), and Adult Ed.	Mild to Moderate Only	✓	✓	✓	✓	✓	✓	✓	✓	✓	✗	✗	✗	✓	✗
Extensive Support Needs	R3EN	TK-12 (up to age 22) and Adult Ed.	Extensive Only	✓	✓	✓	✓	✓	✓	✓	✓	✓	✗	✓	✗	✓	✗
Deaf And Hard of Hearing	R3HD	Birth - Age 22, and Adult Ed.	All	✗ ²	✗	✗	✗	✗	✗	✗	✗	✗	✓	✓	✗	✓	✗
Early Childhood Special Education	R3CH	Birth-K	All	✓	✓	✓	✓	✓	✓	✓	✓	✓	✗	✗	✗	✓	✗
Visual Impairments	R3VB	Birth - Age 22, and Adult Ed.	All	✗ ²	✗	✗	✗	✗	✗	✗	✗	✗	✗	✓	✓	✓	✗
Early Childhood Added Authorization	SEEC	Birth-K	All	✓	✓	✓	✓	✓	✓	✓	✓	✓	✗	✗	✗	✗	✗
Education Specialist Bridge – Mild to Moderate Support Needs	R3BM	TK-12 (up to age 22), and Adult Ed.	Mild to Moderate Only, for disabilities unauthorized by R3MM auth	✓	✓	✓	✓	✓	✓	✓	✓	✓	✗	✗	✗	✓	✗
Education Specialist Bridge – Extensive Support Needs	R3BE	TK-12 (up to age 22), and Adult Ed.	Extensive Only, for disabilities unauthorized by R3MS	✓	✓	✓	✓	✓	✓	✓	✓	✓	✗	✓	✗	✓	✗
Education Specialist Bridge – Early Childhood	R3BC	Birth-K	All	✓	✓	✓	✓	✓	✓	✓	✓	✓	✗	✗	✗	✓	✗

¹ May serve as a resource specialist within the grade levels authorized on the document

² May teach VI or DHH students that also have autism, but cannot serve students with the autism disability area alone

4.6 EV SELPA United in Inclusion



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

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

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

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

EAST VALLEY SELPA UNITED IN INCLUSION RECOGNITION AWARD

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

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



STEPS

- 1) Meet with your district Special Education Director to discuss desire to participate in the United in Inclusion recognition process
- 2) District contacts the assigned EV SELPA Program Specialist to set-up a planning meeting:
 - a. Establish desired ribbon level
 - b. Create goals and timeline
 - c. Determine necessary resources to accomplish goals
- 3) EV SELPA Program Specialist assists site in preparing the validation plan and necessary artifacts
- 4) Submit validation plan and artifacts to EV SELPA Program Manager
- 5) Participate in a Validation Review with the East Valley SELPA
- 6) East Valley SELPA Board of Directors honor the United in Inclusion award recipients at a Board meeting



No Fee

Inclusive Math Classrooms:

Co-Teaching with Building Thinking Classrooms
for General Education and Special Education Students

This professional learning series focuses on designing and delivering high-quality first instruction in the secondary math classroom to meet the needs of all students, especially students with disabilities. General education teachers and their special education co-teachers will explore evidence-based strategies for fostering mathematical understanding while addressing diverse learning needs. Through interactive sessions, educators will learn how to work together in an inclusive educational setting to apply Universal Design for Learning principles. By integrating practical tools and collaborative planning, teachers will leave equipped to create equitable, accessible and engaging math classrooms that empower all students to succeed.

Audience

6-12 math teachers, SpEd teachers, teachers on assignment, and administrators

Continental breakfast and lunch provided.



High Desert

October 21, 2026
December 9, 2026

8:30 a.m. - 3:00 p.m.

Desert/Mountain
Educational Service Center
17800 Highway 18
Apple Valley, CA 92307

Register now or
scan the QR code
bit.ly/46K9zLM.



San Bernardino

September 28, 2026
November 10, 2026

8:30 a.m. - 3:00 p.m.

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

Register now or
scan the QR code
bit.ly/40MorFW.





Every Student Belongs in the Studio

Supporting All Students
in Arts Education Classrooms

Designed for arts educators across disciplines, this session provides a practical overview of special education through an arts education lens, including the basics of Individualized Education Programs (IEPs), the 13 eligibility areas, and how student needs may appear in arts classrooms. Using real-world examples, participants will develop instructional strategies and behavioral supports to improve access, engagement, and success for all students, leaving with tools they can immediately apply. In collaboration with the Students With Disabilities/SELPA Team and the Arts Education Coordinator, the session also introduces Universal Design for Learning (UDL) as a proactive framework, highlighting its connection to positive behavior supports and alignment with the Arts Education Framework.

Audience: Arts education leaders, teachers, SpEd teachers, and administrators across all arts disciplines



October 22, 2026

Registration:

<https://sbcss.k12oms.org/28-276810>

Location:

Brier Building
760 E Brier Drive
San Bernardino, CA 92408

May 5, 2027

Registration:

<https://sbcss.k12oms.org/28-276811>

Location:

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

Time for both sessions:

8:30 am – 3:00 pm

Transforming lives through education

Curriculum/Instruction and Academic Enrichment | Education Support Services
Adrienne Galarza | Adrienne.Galarza@sbcss.net | 909.386.2603 | www.sbcss.net

4.7 SBCSS FFS Program Update

Specialized Academic Instruction (SAI)
2026-2027

8/31/2026

East Valley Student Services														
PROGRAM	SCHOOL	CLASS TIMES		DISTRICT OF LOCATION	FOLLOWING DIST CAL	GRADE	TEACHER	# OF PARAS INCL 1:1 Paras	# of 1:1 Paras	DIST # of 1:1 Paras	# of Students			2026-27 Principal
		Mon - Thur	Friday									AM	PM	
ED	B. Phelps	8:30 - 3:00	8:30 - 1:30	Redlands	Redlands	9 - 12	Hines	5	3	0	11			Lily
Low Inc.	Judson	7:25 - 1:25	7:25 - 12:25	Redlands	Redlands	2 - 8	Eder	4	2	0	12			Lily
ESN	Colton HS	8:45 - 3:15	8:45 - 1:45	Colton	Colton	9 - 12	Lambert	6	4	0	10			Lily
ESN	Colton HS	8:45 - 3:15	8:45 - 1:45	Colton	Colton	9 - 12	Schodt	6	4	0	12			Lily
ESN	Rialto HS	8:30 - 3:00	8:30 - 1:30	Rialto	Rialto	9 - 12	Hoffman	4	2	0	9			Lily
ESN	Dollahan	7:25 - 1:25	7:25 - 12:25	Rialto	Rialto	3 - 8	Parker	4	0	1	12			Lily
	6						6	29	15	1	66			

PROGRAM	SCHOOL	CLASS TIMES		DISTRICT OF LOCATION	FOLLOWING DIST CAL	GRADE	TEACHER	# OF PARAS INCL 1:1 Paras	# of 1:1 Paras	DIST # of 1:1 Paras	# of Students			2026-27 Principal
		Mon - Thur	Friday									AM	PM	
ES	Dollahan	8:00 - 2:00		Rialto	Early Start	Early	Wright	0	0	0	8			Lily
ES	Dollahan	8:00 - 2:00		Rialto	Early Start	Early	Waskel	1	0	0	7			Lily
ES	Dollahan	8:00 - 2:00		Rialto	Early Start	Early	Pearce	0	0	0	8			Lily
	1						3	1	0	0	23			

4.8 EV SELPA Regional Program Development Timeline

REGIONAL PROGRAM DEVELOPMENT TIMELINE

1. Request for new program submitted to EV SELPA BOD by **June 30** ✓
2. SBCSS conducts needs survey by **October 31**
3. SBCSS reviews survey and presents findings to Steering **November 14**
4. Districts submit letters of intent by **January 1**
5. SBCSS Superintendent provides assurances outlined in policy by **January 31**
6. Steering reviews assurances **February 11**
7. EV SELPA BOD reviews assurances **February 17**
8. EV SELPA BOD reviews assurances and approves program **March 17**
9. New program begins **July 1**



4.9 High Quality IEPs Parent Toolkit

4.10 CALPADS/SEIS Student Data



EV SELPA SEIS Data Techs Collaborative Meetings

SEIS Data Techs and district representatives are invited to learn about the latest SEIS updates, CALPADS information and data monitoring. Attendees are encouraged to bring questions, ideas and suggestions to share with the group.

September 17, 2026

November 12, 2026

February 23, 2027

May 6, 2027

Time:

1:30-3:00 PM

Location:

Dorothy Inghram Learning Center

670 E Carnegie Dr.

San Bernardino, CA 92408

Register online:

<https://sbcss.k12oms.org/46-280845>

Dear LEA Representative,

The California Department of Education Special Education Division is hosting the CALPADS Fall 1 Statewide Virtual Roadshow on Wednesday, September 16th, 2026.

Register in advance for this webinar:

https://us02web.zoom.us/webinar/register/WN_5TXgIncrSE2vf5rNaEv5tQ

This session will train local special education data coordinators and Special Education Local Plan Area (SELPA)-level staff on the updates and changes for the CALPADS Fall 1 Submission as well as other special education-related data. The training will cover:

- What's new for Fall 1
- Local System Audits to Prepare for Fall 1
- Fall 1 CALPADS Data Submission and Reports
- Fall 1 Data and:
 - The Annual Determinations Letter (ADL)
 - State Performance Plan and Annual Performance Report Indicators
 - Statutory Meeting Timelines
- CALPADS Monitoring Reports

SELPA staff, district and site-level special education data coordinators, and CALPADS local educational agency (LEA) administrators are welcome to attend. For general questions or if you are in need of accommodations, please contact Isabell Robertson, Office Technician, at irobertson@cde.ca.gov.

Thank you,
The SPED Data Team

CALPADS Fall 2026 Special Education Data Roadshow



Special Education data coordinators, SELPA-level staff, and CALPADS administrators are encouraged to attend, particularly those with access to CALPADS, the local Special Education Data System and the Student Information System.

This session will cover:

Fall 1 CALPADS Data Submission and Reports

What's new for Fall 1

State Performance Plan (SPP)/ Annual Performance Report Indicators using Fall 1 data

Data for Annual Determinations Letter (ADL)

Monitoring Reports and Holding Timely Meetings

Looking ahead to 2027-28

Thursday

October 8, 2026

8:30 - 11:30 am

Brier Building, Arrowhead Room
760 E. Brier Drive, San Bernardino



Online Registration: <https://sbcss.k12oms.org/46-277042>



SAVE THE DATE

CALPADS SPRING 2027 SPECIAL EDUCATION DATA ROADSHOW

Special Education data coordinators, SELPA-level staff, and CALPADS administrators are encouraged to attend, particularly those with access to CALPADS, the local Special Education Data System and the Student Information System



**Friday
April 30, 2027**

9:00 am - 2:00 pm

**Dorothy Inghram Learning Center
670 E. Carnegie Dr., San Bernardino**



Additional event information and registration details coming soon.



THE DATA ADVANTAGE: SEASON 7

A **FREE**, 3-part series designed for staff responsible for special education data submissions

Featuring Corey Stacy, Consultant, LCS-Training

November 12 , March 16 & April 27 @ 9 - 11 AM

For our first session of the **2026-27** installment of The Data Advantage, we will focus on accuracy and compliance of Fall 1 processes that can be done early before the reporting season begins. Our second session will be a mid-year, proactive data training, including many steps that can be done year-round to ensure accurate data once the reporting periods begin. Our third session in April will address EOY 1, again focusing on working smarter and really honing in on the actions to take early – before the re-reporting period starts, before the end of the school year, before the LEA approval deadline, and before the final CALPADS Certification period. Padlet of all materials and recordings included. We are looking forward to another FUN season!!



REGISTER HERE

OMS Registration Link:

<https://stateselpa.k12oms.org/2722-282246>

Questions? Email: register@selpa.info

Funding to make this series **FREE** of charge
is provided by the SELPA Administrators of California

4.11 Compliance & Monitoring Activities

4.12 NonPublic School Information



Local Educational Agency Onsite Visit for Nonpublic School

General Information

Date of Onsite Visit:

Name of Nonpublic School (NPS):

Street Address of NPS:

City: State: Zip Code:

Name of NPS Administrator:

NPS Administrator Phone: Email:

Name of Local Educational Agency (LEA):

Name of Person Conducting the Onsite Monitoring:

State Student Identifier: Date of Birth:

Date of Last Individualized Education Program (IEP): Grade Level:

Facility Monitoring

[\(Education Code \(EC\) Section 56366.1\(e\)\(4\)\(B\)\)](#)

Walkthrough of the Facility

Describe the facility:

Student Monitoring

[\(EC Section 56366.1\(e\)\(4\)\(B\)\)](#)

Review of Services Provided Through the Individual Service Agreement

Describe the services provided by the NPS to the pupil through the Individual Service Agreement (ISA).

Review of Progress on Goals Set Forth in the Individualized Education Program

Describe the progress the pupil is making towards the goals set forth in the pupil's IEP.

Review of Progress on Goals Set Forth in the Behavior Intervention Plan

If the pupil has a Behavior Intervention Plan (BIP), describe the progress the pupil is making toward the goals set forth in the pupil's BIP.

Observation of Pupil During Instruction

Describe the observation of the pupil during instruction.

Pursuant to EC Section 56366.1(e)(4)(B), the LEA shall report the findings resulting from the monitoring visit to the California Department of Education, using the Local Educational Agency Online Visit for Nonpublic School form developed and published by the CDE on its Internet website, within 60 calendar days of the onsite visit.

When this document is complete, email it to the Nonpublic Schools Unit at: NPS@cde.ca.gov.

Date emailed to SELPA:

Date emailed to the CDE:

4.13 California Legislative Workgroup

SELPA Legislative Update

September 3, 2026

— Legislative Committee —



AB 2526 Special education local plan areas: apportionments: alternate assessments *Support*



AB 2526 (Muratsuchi) – Special education local plan areas: apportionments: alternative assessments

- **Subject:** Special education local plan areas: apportionments: alternate assessments
- **Status:** Approved by the Legislature; Presented to Governor on 8/27/26
- **Description:** Expands the low-incidence funding formula, contingent on a future appropriation, to include students eligible to take the California Alternate Assessment
- **SELPA Impact:**
 - Funding would continue to flow through SELPAs
 - Recognizes students with significant support needs not captured by current low-incidence categories
 - Practical impact depends on whether the Legislature appropriates new funding

AB 2241 School facilities: inclusive school playgrounds *Support*



AB 2241 (Boerner) School Facilities: Inclusive playgrounds

- As amended on August 18, 2026, this bill would require the CDE to curate and maintain an online resource demonstrating best practices for inclusive school playground design and also would authorize CDE to recommend requirements or incentives to encourage inclusive playground features and provide related resources and education to LEAs
- Support Position: CAFSE, SELPA Administrators of California
- STATUS: Approved by the Legislature on 8/26; to the Governor

AB 2555 English Learners: reclassification

Support



- **AB 2555 (Patel) English Learners: Reclassification**
 - **IMPACT ON SPECIAL EDUCATION:** Commencing July 1, 2028, and subject to the availability of specified rubrics and sample alternate pupil work and performance tasks, the bill would establish an alternative pathway for reclassifying an English learner with an individualized education program (IEP) as English proficient. To qualify, the pupil must (1) be an English learner, (2) have an IEP, (3) have received English language development instruction but not achieved the proficiency level required for reclassification, (4) have used all designated supports and accommodations and any domain exemptions required by the pupil's IEP, and (5) have either scored an overall performance level that is one level below the level established by the State Board of Education for reclassification on the English language proficiency assessment or, as applicable, received any score on the statewide alternate assessment for English language proficiency. The pupil's LEA must also determine, through the use of specified alternate coursework and performance tasks, that the pupil has demonstrated a level of English proficiency comparable to the applicable threshold for reclassification. The LEA would then be required to report the pupil to the California Department of Education as reclassified as English proficient.
 - **STATUS: Approved by the Legislature on 8/27; to the Governor**
 - **Letter of Support - [AB 2555 Letter of Support](#)**

SB 1381 State Special Schools: information

Watch



SB 1381 (Cervantes) - State special schools: information

- Requires LEAs to notify parents or guardians of pupils who are deaf, hard of hearing, blind, visually impaired, or deaf-blind about the option to attend a state special school as part of the existing annual parent notification
- Beginning in 2027–28, requires LEAs to provide information about the applicable state special school when developing, reviewing, or revising an eligible pupil's IEP
- Requires CDE, by July 1, 2027, to develop standardized materials for LEAs to use in providing these notifications

Status - Approved by the Legislature; presented to the Governor on 8/21/26

SB 373 Nonpublic, nonsectarian schools

Update (Chaptered 10/10/25)

Procedural Safeguards for for ALL Students



SB 373 (Grove) Special education: nonpublic, nonsectarian schools or agencies

Staff was unable to get our clean-up language in this year's education omnibus bill, but we will be looking to get the following vetted language into next year's version:

(2) **(A)** In accordance with Section 1415(d)(1)(A) of Title 20 of the United States Code and Section 300.504(a) of Title 34 of the Code of Federal Regulations, parents **of pupils within California, parents of pupils placed at nonpublic schools outside of California, and pupils placed at nonpublic schools outside of California,** shall be given a copy of their rights and procedural safeguards once every school year and at all of the following times:

(i) Upon initial referral or parental request for assessment.

(ii) Upon receipt of the first state complaint under Section 56500.2 in a school year.

(iii) Upon receipt of the first due process hearing request under Section 56502 in a school year.

(iv) When a decision is made to make a removal that constitutes a change of placement of an individual with exceptional needs because of a violation of a code of pupil conduct in accordance with Section 300.530(h) of Title 34 of the Code of Federal Regulations.

(v) Upon request by a parent ~~or pupil.~~

(B) Upon request by a pupil, the pupil shall be given a copy of their rights and procedural safeguards.

(3) A local educational agency may place a current copy of the procedural safeguards notice on its internet website, if the internet website exists, pursuant to Section 1415(d)(1)(B) of Title 20 of the United States Code.

(4) The contents of the procedural safeguards notice shall contain the requirements listed in Section 1415(d)(2) of Title 20 of the United States Code and Section 300.504(c) of Title 34 of the Code of Federal Regulations.

(e) Child find data collected pursuant to this chapter, or collected pursuant to a regulation or an interagency agreement, are subject to the confidentiality requirements of Sections 300.610 to 300.627, inclusive, of Title 34 of the Code of Federal Regulations.

AB 2490 Teacher credentialing: substitute teachers: days of service *Support*

AB 2490 (Valencia) Teacher credentialing: substitute teachers: days of service

- To earn an Emergency Career Substitute Permit (CL-505b)
 - 90 days of subbing for the three prior years (or)
 - This bill allows verification that substitute has received at least five hours of PD, an orientation training and assigned to a teaching mentor program
 - Can be used in a special education assignment
 - Requires 30 hours/year of PD for annual renewal
 - Serve up to 70 days in a single classroom
- STATUS: Approved by the Legislature on 8/26/26; to the Governor
- Letter of Support [AB 2490 Letter of Support](#)



AB 2468 School accountability: pupils with disabilities: inclusion

Support



AB 2468 (Patel) School accountability: pupils with disabilities: inclusion [Support Letter](#)

- Establishes the Supporting Inclusive Practices (SIP) Project in statute, with CDE responsible for targeted technical assistance to LEAs based on IDEA performance or monitoring, and CCEE responsible for statewide universal supports, including inclusive practices assistance, demonstration sites, inclusion academies, clinical placement pipelines, and statewide resources
- Requires CDE and CCEE to coordinate their respective SIP activities through referrals, data sharing, annual reviews, and joint review of guidance and communications
- August 18 amendments: Redirect funding provided in the 2026–27 State Budget for SIP to CCEE, for allocation to El Dorado COE, to implement the bill’s universal support activities on behalf of CCEE
- STATUS: Approved by the Legislature on 8/27/26; to the Governor

INFORMATION ITEMS

4.14 Low Incidence Guidelines Workgroup

4.15 EV SELPA Alternative Dispute Resolution



By Invitation Only



FACILITATED IEP TRAINING

Understanding IEP Facilitation: *Benefits and Skills Development*

Discover the concept of IEP facilitation, along with its purpose, benefits, and advantages. Participants will enhance their abilities in conflict prevention and achieving agreements, fostering a positive shift in communication culture within the IEP process.

Join Us for Cohort 1:

October 12 & 13, 2026 + November 5, 2026

8:30 am - 3:30 pm

REGISTER ONLINE:

<https://sbcss.k12oms.org/46-279748>

Access Code is Key2Ed

Dorothy Inghram Learning Center



By Invitation Only



FACILITATED IEP TRAINING

Understanding IEP Facilitation: *Benefits and Skills Development*

Discover the concept of IEP facilitation, along with its purpose, benefits, and advantages. Participants will enhance their abilities in conflict prevention and achieving agreements, fostering a positive shift in communication culture within the IEP process.

Join Us for Cohort 2:

November 3 & 4, 2026 + December 1, 2026

8:30 am - 3:30 pm

REGISTER ONLINE:

<https://sbcss.k12oms.org/46-279750>

Access Code is Key2Ed

Dorothy Inghram Learning Center

4.16 EV SELPA Special Education Leadership Series

SPECIAL EDUCATION LEADERSHIP DEVELOPMENT SERIES

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

Monday, September 28, 2026
8:00 - 10:00 am

Monday, November 16, 2026
8:00 - 10:00 am

Monday, February 1, 2027
8:00 - 10:00 am

Monday, May 3, 2027
2:00 - 4:00 pm



Open to EV SELPA Member Districts Only

Register Online: <https://sbcss.k12oms.org/46-284342>

(Use Access Code: SPED LDRSP)

Location: Dorothy Inghram Learning Center

4.17 EV SELPA SIP Grant Opportunities

- SIP Demonstration Sites

4.18 EV SELPA Special Education Resource Fair



SPECIAL EDUCATION **RESOURCE FAIR**

Join us for a free, open-house-style Resource Fair connecting families & students with disabilities to essential community resources, services, and opportunities!



FRIDAY, OCTOBER 16, 2026



10:00 AM - 12:30 PM



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

Don't Miss Out!
Explore Resources Including....

- * Transitional Support Services
- * Conservatorship Information & Support Services
- * Representatives from Our Member Districts
- * Educational Programs
- * Health & Mental Health Services
- * Recreational Opportunities
- * Local Community Resources
- * And Many More!



For more information or questions,
please contact the EV SELPA Office (909) 252-4502



HOT TOPICS

OTHER

5.1 2026-2027 EV SELPA Steering Committee Meetings

2026/2027
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 2026 – NO MEETING

AUGUST 13, 2026

SEPTEMBER 10, 2026

OCTOBER 15, 2026

NOVEMBER 12, 2026

DECEMBER 10, 2026

JANUARY 2027 – NO MEETING

FEBRUARY 11, 2027
(Brier Building, Arrowhead Room)

MARCH 11, 2027

APRIL 8, 2027

MAY 13, 2027

JUNE 10, 2027



5.2 2026-2027 EV SELPA Board of Directors Meetings

2026/2027
East Valley SELPA
BOARD OF DIRECTORS MEETING SCHEDULE

September 23, 2026

November 18, 2026

February 17, 2027

March 17, 2027

May 19, 2027

June 16, 2027

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



5.3 2026-2027 EV SELPA CAC Meetings

**2026/2027
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 21, 2026

NOVEMBER 16, 2026

FEBRUARY 22, 2027

APRIL 19, 2027

