

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

**** AGENDA **
September 16, 2021, 8:00 A.M.
Held virtually via Zoom**

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

PRESENTER

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

Finance Items

- | | | |
|-----|--|-------------------|
| 4.1 | EV SELPA 2020-2021 OT Proportionate Share Program
Return of Funds | Andrea Tennyson |
| 4.2 | EV SELPA 2020-2021 Adjusted NPS Costs | Andrea Tennyson |
| 4.3 | SBCSS 2020-2021 FFS Year-end Actuals & Return of Funds | Jennifer Alvarado |
| 4.4 | 2020-2021 Preliminary MOE & Excess Cost Reports | Andrea Tennyson |
| 4.5 | EV SELPA Fiscal Reporting Calendar 2021-2022 | Andrea Tennyson |

Program Items

- | | | |
|------|---|-------------------|
| 4.6 | ADR & Learning Recovery Plans <ul style="list-style-type: none">• EV SELPA Dispute Prevention & Resolution (ADR) Draft Plan | Patty Metheny |
| 4.7 | Learning Recovery Trainings | Mary Anne Klenske |
| 4.8 | EV SELPA Program Specialists | Patty Metheny |
| 4.9 | EV SELPA PCM Training 2021-2022 <ul style="list-style-type: none">• P-1 and Practitioner Level, only | Patty Metheny |
| 4.10 | EV SELPA SIP Leadership Team <ul style="list-style-type: none">• District Membership• Meeting September 23 at 7:30 am | Patty Metheny |
| 4.11 | EV SELPA Community Advisory Committee | Patty Metheny |

- District Membership
- Meeting September 20 at 9:30 am

- | | | |
|------|--|------------------|
| 4.12 | Compliance <ul style="list-style-type: none"> • Overdue Initials & Triennials • Nonpublic School Monitoring • Special Education Plan Implementation | Anne-Marie Foley |
| 4.13 | EV SELPA Due Process Update <ul style="list-style-type: none"> • LRP Account • Surrogate Parent Training • 2020-2021 Year in Review | Rick Homutoff |
| 4.14 | SBCSS East Valley Operations <ul style="list-style-type: none"> • 2021-2022 Staffing | Scott Wyatt |
| 4.15 | Hot Topics | Committee |

5.0 OTHER

- 5.1 2021-2022 EV SELPA Steering Committee Meetings
- 5.2 2021-2022 EV SELPA Board of Directors Meetings
- 5.3 2021-2022 EV SELPA CAC Meetings
- 5.4 EV SELPA Professional Development – September & October 2021
- 5.5 Next Meeting – October 7, 2021, 8:00 AM

East Valley SELPA
STEERING COMMITTEE MEETING MINUTES
July 15, 2021

MEMBERS PRESENT:

Dr. Patty Metheny
Rob Pearson
Patricia Buchmiller
Bridgette Ealy
Derek Swem
Dr. Scott Wyatt
Jim Stolze

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:

Linda Resiwain
Camile Riley
Scott Whyte
Jennifer Alvarado
Grace Granados
Lacey Hall
Lisa Regalado
Amber Tavis

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

MEMBERS ABSENT:

OTHERS PRESENT:

Rick Homutoff, Ed.D.
Anne-Marie Foley
Andrea Tennyson
Rosalva Contreras
Jessica Lascano

East Valley SELPA
East Valley SELPA
East Valley SELPA
East Valley SELPA
SB County, EV Operations

1.0 CALL TO ORDER: SELPA Administrator Dr. Patty Metheny called the meeting to order at 8:00 a.m. via Zoom.

2.0 PUBLIC COMMENTS: There were no public comments.

3.0 REVIEW/APPROVAL OF MINUTES: The minutes of the June 10, 2021 meeting were reviewed. Motion to approve the minutes was made by Patricia Buchmiller and seconded by Jim Stolze. The minutes were approved by consensus of the members present.

4.0 DISCUSSION/PRESENTATION

Finance Items

4.1 FY 2020/21 4th Quarter NPS Reimbursement Transfer

Andrea Tennyson presented the 4th Quarter NPS Reimbursement Transfer. Ms. Tennyson explained that these amounts reflect invoices received up to July 2nd as well as late invoices from previous months. These amounts will be set up as accruals by SBCSS Business Advisory Services after this meeting. Ms. Tennyson will update the districts once final invoices are received and books are closed.

4.2 AB 602 June 2021 CDE Certification SELPA Funding

Ms. Tennyson presented the AB 602 CDE Certification of SELPA Funding for FY 18/19, 19/20 and 20/21. She explained this will be the last time funding for FY 18/19 will be certified. A slight decrease for funding was noted for FY 19/20 and FY 20/21. P-2 June 2021 amounts were shared as well as the balance to be apportioned as of P-2.

4.3 FY 2020/21 EV SELPA Schedule REX

Ms. Tennyson represented Schedule Rex. She noted funding was calculated at \$625 per student at FY 18/19 numbers with no Cost-of-Living Adjustment. Funding revenues were explained. Ms. Tennyson is currently finalizing expenditures for FY 20/21. Final Grant Expenditure Reports are due to Ms. Tennyson early next week.

4.4 FY 2021/2022 EV SELPA Projected Base Funding

Dr. Metheny shared about the anticipated, historic increase in special education base funding. The SELPA base rate will be \$715 per student based on ADA. A base funding projection was shared by district.

4.5 COVID ADR & Learning Recovery Services Funds

Dr. Metheny shared information regarding two funds signed by Governor Newsom as part of Assembly Bill (AB) 130. These funds are being made available to SELPAs to address the challenges due to COVID-19. Section 160 allocates \$100,000,000 one-time money to SELPAs for Alternative Dispute Resolution practices to alleviate the disputes stemming from the pandemic. Section 161 allocates \$450,000,000 onetime monies to SELPAs for learning recovery purposes to support students impacted during the pandemic. Dr. Metheny shared the timeline and requirements for these grants. Fiscal amounts from CDE based on the higher of 2019 or 2020 special education pupil counts is expected by August 31, 2021. In order to develop the necessary plans for these funds, workgroups will be formed. Dr. Metheny requested three participants from each district (including the special education directors) be provided to the SELPA by the Monday, July 19, 2021.

Workgroups will start meeting early August for submission of the plan by October 1, 2021, as required. These funds must be spent by June 30, 2023. SACS code guidance is expected to come soon and Dr. Metheny will notify districts of the fund amounts as soon as it is provided. Districts were provided student counts for FY 2019 and FY 2020. Since funds will be allocated using these numbers, districts can estimate the amounts they will receive. It was recommended to share today's PowerPoint presentation with district stakeholders.

4.6 EV SELPA Fiscal Reporting Calendar 2021/2022

Ms. Tennyson reviewed activities for July 2021. The personnel data report has been submitted to CDE. Grant expenditure reports are due to SELPA by Friday. The SELPA is in the process of closing FY 20/21. Since a Steering and Finance Committee Meeting is not scheduled for the month of August activities for this month were also reviewed. Ms. Tennyson requested by 8/16/21 the Unaudited DAT file to begin Maintenance of Effort (MOE) testing. Dr. Metheny reminded districts that the use of exemptions may be necessary and encouraged them to review their record keeping relative to this.

Program Items

4.7 EV SELPA Alternative Dispute Resolution (ADR)

Dr. Metheny shared the work of the Covid-19 ADR Grant team. Two sample documents, including an infographic, highlighting ADR processes in the EV SELPA were shared. After a brief discussion, these will be revised to change some wording. They will be printed and distributed to district sites, including schools and district offices, for prominent display. SELPA will contact each district to determine the amount needed.

Dr. Homutoff shared he will be updating the EV SELPA Parental Procedural Safeguards to include ADR language. Jessica Lascano presented on the EV SELPA ADR Cadre. She reviewed the cadre's memberships, expectations, and responsibilities. She also presented the meeting schedule, training opportunities and provided dates for the 2022 ADR Conference in Riverside.

4.8 EV SELPA Supporting Inclusive Practices (SIP) Grant

The recently signed Trailer Bill will grant an additional \$12 million dollars to the SIP Grant. The EV SELPA SIP Leadership Team will continue their work this year. The meeting schedule for this year was shared and outlook/zoom invites have been sent for the committee members.

4.9 CALPADS Student Data

In absence of Lisa Horsley, Dr. Metheny shared that End-of-Year (EOY) student data reporting appears to be going well. Desired Results Developmental Profile (DRDP) submission was completed successfully two weeks ago. Faucette Microsystems is working to develop a pathway for district staff to access DRDP data thru WebIEP. Updates on the work will be provided as they become available. On July 14, 2021, the State SELPA Association received a communique from CALPADS. CALPADS has changed the name of annual IEPs to *Plan Review Meeting* and Triennial IEP to *Eligibility Evaluation*.

4.10 WebIEP Forms

In Anne-Marie Foley's absence, Dr. Metheny presented the revision of the EV-50 Form 6 to include the English Language Proficiency Assessments for California (ELPAC) information. A sample of this updated form was shared with the committee. A flyer with information about a regional training pertaining students with disabilities who are also EL students was reviewed.

4.11 EV SELPA 2021-2022 Brochure

Dr. Metheny shared the 2021-2022 brochure highlighting staff and their contact information. Staffing changes were only contract staff.

4.12 EV SELPA 2021-2022 Professional Development Catalog

The 2021-2022 Professional Development Catalog was shared. This catalog contains trainings for this first part of the year. Trainings will remain virtual thru December 2021. A new catalog will be developed for the second part of the year.

4.13 EV SELPA PCM Trainings 2021-2022

PCM trainings will resume in person in September 2021. These trainings will be conducted observing protocol developed using guidance provided by California Department of Public Health, Cal OSHA, PCM and SBCSS Risk Management services. Although PCM's goal is to implement all digital materials, EV SELPA will continue to use the training materials already purchased for the foreseeable future. It is estimated that EV SELPA will certify all employees digitally by the end of FY 22/23. A handout with new procedures and steps were reviewed. A training of instructors is scheduled at the SELPA office on September 14-17, 2021. As in the past, SELPA will pay to have two instructors per district to be certified. If districts do not have two certified instructors, they must contact the SELPA office to have the new people registered for the training. A PCM District Liaison Meeting has been scheduled for August 4, 2021. Flyer with the Zoom link was provided. A PCM instructor meeting has been scheduled for August 19, 2021, a flyer with the zoom link was also provided. Initial certification trainings have also been scheduled; all pertaining information is included in the professional development catalog. A list of each district's instructors will be email to the directors after this meeting.

4.14 SBCSS East Valley Operations

Dr. Wyatt shared 15 students in the Barbara Phelps Co HS EDD program graduated. It was a drive-by graduation ceremony due to the current health restrictions. He noted that a student from Colton JUSD was selected as a Student Speaker for the ceremony. East Valley Operations staff is preparing to return to in-person instruction with professional development trainings.

4.15 Hot Topics

AB 104 – Student Retention – The topic of student retention must be addressed in every IEP meeting. It is recommended this be done when reviewing a student's progress on goals.

AB 130 – Independent Study (IS) - This change and addition to existing IS law prescribes that a LEA **shall** offer independent study if parents request it. EV SELPA districts have started planning and adjusting their procedures to align with this new law. The SELPA will gather and provide guidance on this shortly.

5.0 OTHER

5.1 2021-2022 EV SELPA Steering Committee Meetings

5.2 2021-2022 EV SELPA Board of Directors Meetings

5.3 2021-2022 EV SELPA CAC Meetings

5.4 EV SELPA Professional Development – August & September 2021

6.0 ADJOURNMENT: Meeting adjourned at 10:43 am. Next meeting will be held on September 16, 2021.

4.0 FINANCE ITEMS

4.1 EV SELPA 2020-2021 OT Proportionate Share Program Return of Funds



2020-21 EAST VALLEY SELPA
PROPORTIONATE SHARE PROGRAM
OCCUPATIONAL THERAPY - FINAL COSTS & RETURN OF FUNDS

		Colton		Redlands		Rim		Yucaipa		TOTAL	
AB 602 Revenue Deduct - Off-the-top	\$ 1,786,441.00	\$ 552,786.00		\$ 795,472.00		\$ 107,860.00		\$ 330,323.00		\$ 1,786,441.00	
20/21 Actual Expenditures	\$ 1,579,794.19	\$ 482,069.55		\$ 749,240.63		\$ 75,504.87		\$ 272,979.14		\$ 1,579,794.19	
OT Count/Percentage		83	30.51%	129	47.43%	13	4.78%	47	17.28%	272	100.00%
Return of Funds Obj 7221	\$ 206,646.81	\$ 63,057.67		\$ 98,005.29		\$ 9,876.50		\$ 35,707.35		\$ 206,646.81	

4.2 EV SELPA 2020-2021 Adjusted NPS Costs

**EAST VALLEY SELPA
FY 2020-21 NPS Final Costs**

District	FN	Total Q1 Billing	Total Q2 Billing	Total Q3 Billing	Total Q4 Billing	Year End Adj	Total Billed FY 20-21
NPS Education	1180	119,560.08	252,010.49	259,604.23	222,471.58	32,081.98	885,728.36
NPS Mental Health	3900	62,250.27	65,691.32	10,022.28	58,182.50	3,321.31	199,467.68
Colton		\$ 181,810.35	\$ 317,701.81	\$ 269,626.51	\$ 280,654.08	\$ 35,403.29	\$ 1,085,196.04
NPS Education	1180	126,221.75	207,885.99	255,757.96	168,045.39	51,968.72	809,879.81
NPS Mental Health	3900	229,002.42	165,574.51	72,128.19	262,530.07	36,173.14	765,408.33
Redlands		\$ 355,224.17	\$ 373,460.50	\$ 327,886.15	\$ 430,575.46	\$ 88,141.86	\$ 1,575,288.14
NPS Education	1180	153,193.77	189,307.80	214,761.02	186,682.25	22,543.77	766,488.61
NPS Mental Health	3900	119,132.91	147,632.75	108,663.86	234,518.66	64,022.86	673,971.04
Rialto		\$ 272,326.68	\$ 336,940.55	\$ 323,424.88	\$ 421,200.91	\$ 86,566.63	\$ 1,440,459.65
NPS Education	1180	22,190.20	53,801.00	47,850.62	43,377.97	9,201.50	176,421.29
NPS Mental Health	3900	27,635.50	27,659.55	33,028.03	18,809.35	311.87	107,444.30
Rim		\$ 49,825.70	\$ 81,460.55	\$ 80,878.65	\$ 62,187.32	\$ 9,513.37	\$ 283,865.59
NPS Education	1180	60,815.13	130,480.62	153,261.42	130,331.28	30,643.70	505,532.15
NPS Mental Health	3900	61,952.83	81,868.31	69,043.99	111,051.81	34,226.34	358,143.28
Yucaipa		\$ 122,767.96	\$ 212,348.93	\$ 222,305.41	\$ 241,383.09	\$ 64,870.04	\$ 863,675.43
NPS Education Total	1180	\$ 481,980.93	\$ 833,485.90	\$ 931,235.25	\$ 750,908.47	\$ 146,439.67	\$ 3,144,050.22
NPS Mental Health Total	3900	\$ 499,973.93	\$ 488,426.44	\$ 292,886.35	\$ 685,092.39	\$ 138,055.52	\$ 2,104,434.63
Grand Total		\$ 981,954.86	\$ 1,321,912.34	\$ 1,224,121.60	\$ 1,436,000.86	\$ 284,495.19	\$ 5,248,484.85

4.3 SBCSS 2020-2021 FFS Year-end Actuals & Return of Funds

FEE-FOR-SERVICE BUDGET to ACTUALS COMPARISON - 2020-21

SELPA	East Valley			Budget	Actuals	+Increase/- Decrease
A. REVENUES						
		RS	OB	GL	April 2020	September 2021
1. AB602 Special Ed Funding	6500	8311	5001		\$ 9,960,885	\$ 10,660,792 \$ 699,907
2. Property Tax Transfer	6500	8097	5001			\$ 3,897,138
3. Property Tax Transfer Adjustment between 2020-21 P-2 and Annual (Payable)						\$ (161,138)
4. Net State Aid (A1-A2-A3)	6500	8311	5001			\$ 6,924,792
5. Federal IDEA (Local Assistance Entitlement)	3310	8181	5001		\$ 414,341	\$ 365,503 \$ (48,838)
6. Low Incidence	6500	8792	5001		\$ -	\$ -
7. Federal Preschool	3315	8182	5730		\$ 24,660	\$ 14,906 \$ (9,754)
8. Preschool Staff Development	3345	8182	5730		\$ 191	\$ - \$ (191)
9. Infant Part C	3385	8182	5710		\$ 57,745	\$ 57,745 \$ -
10. Infant State Apportionment	6510	8311	5710		\$ 1,541,062	\$ 1,540,794 \$ (268)
11. Infant Discretionary	6515	8590	5710		\$ 31,628	\$ - \$ (31,628)
12. Local Revenue (Contracts with Districts) Early Start	9385	8285	5710		\$ 119,885	\$ 119,885 \$ -
13. Local Revenue	6500	8699	5001		\$ -	\$ 151 \$ 151
14. Local Revenue (Contracts with Districts)	6500	8677	5750		\$ -	\$ 231,034 \$ 231,034
TOTAL REVENUE (excludes A2, A3, A4)					\$ 12,150,397	\$ 12,990,810 \$ 840,413
B. EXPENDITURES						
1. SAI Self-Contained (SDC)					\$ 7,800,837	\$ 6,831,918 \$ (968,919)
2. Low Incidence Itinerant DHH,VI,OM (Itinerant)					\$ 2,078,706	\$ 1,955,218 \$ (123,488)
3. 1:1 Aide Services (1:1) Aides					\$ 495,874	\$ 499,734 \$ 3,860
4. Early Start (NO FFS - State/Grant Funded)					\$ 1,769,343	\$ 1,527,314 \$ (242,029)
TOTAL EXPENDITURES					\$ 12,144,760	\$ 10,814,184 \$ (1,330,576)
C. PRIOR YEAR ADJUSTMENTS						
		RS	OB	GL		
1. 2020-21 Beginning Balance (Early Start)					\$ 918,274	\$ 893,170 \$ (25,104)
TOTAL PRIOR YEAR REVENUE ADJUSTMENTS					\$ 918,274	\$ 893,170 \$ (25,104)
D. 2020-21 Ending Balance						
1. Total Revenues (Section A)					\$ 12,150,397	\$ 12,990,810 \$ 840,413
2. Total Prior Year Revenue Adjustments (Section C)					\$ 918,274	\$ 893,170 \$ (25,104)
3. Total Expenditures (Section B)					\$ 12,144,760	\$ 10,814,184 \$ (1,330,576)
4. 2020-21 Ending Balance					\$ 923,910	\$ 3,069,796 \$ 2,145,886
5. Less Early Start Ending Balance					\$ 923,910	\$ 1,084,281 \$ 160,371
6. 2020-21 Net FFS Ending Balance					\$ 0	\$ 1,985,516 \$ 1,985,516

Number of Services	SDC	Low Incidence	1:1 Aide
Budget	175	215	9
Actuals*	190	219.5	13.5
Difference	15	4.5	4.5

*Includes Inter-SELPA counts as follows:

3 6.5 0

San Bernardino County Superintendent of Schools
EAST VALLEY COUNTY OPERATED SPECIAL EDUCATION PROGRAM
2020-21 Fee-for-Service
Year-End Actuals

		1	2	3	4	5	
		SAI SELF-CONTAINED	LOW INCIDENCE ITINERANT DHH, VI, OM	1:1 AIDE SERVICES	EARLY START	TOTAL	
		SDC	ITINERANT	1:1 AIDES	No FFS - State /Grant Funded		
1	OBJECT	EXPENSE					
2	1000-1999	Certificated Salaries	2,563,082	771,028	-	809,935	4,144,046
3	2000-2999	Classified Salaries	931,002	232,304	243,388	69,697	1,476,392
4	3000-3999	Employee Benefits	1,665,814	464,643	217,828	332,967	2,681,252
5	4000-4999	Books & Supplies	12,515	3,488	-	4,582	20,586
6	5000-5999	Services & Other Operating Expenditures	21,695	15,033	1,500	10,155	48,383
7	6000-6999	Capital Outlay	-	-	-	0	0
8							
9		Sub total	\$ 5,194,109	\$ 1,486,496	\$ 462,716	1,227,336	8,370,658
10		% of Total	0.77749	0.22251		n/a	1.0000000
11							
12		Allocated Cost (FN 2100, 2700, 8100) ES, FC, and CD not included	1,131,739	323,891	-	186,843	1,642,473
13		Sub total 1000-5000 costs	\$ 6,325,848.87	\$ 1,810,387.41	\$ 462,716.40	\$ 1,414,179	\$ 10,013,132
14							
15	7300-7380	Indirect Cost @ 8.0%	506,068	144,831	37,017	113,134	801,051
16							
17		TOTAL EXPENSE	\$ 6,831,918	\$ 1,955,218	\$ 499,734	\$ 1,527,314	\$ 10,814,184

		Obj	RS	Revenue:	SAI SELF-CONTAINED	LOW INCIDENCE ITINERANT DHH, VI, OM	1:1 AIDE SERVICES	EARLY START	TOTAL
					SDC	ITINERANT	1:1AIDES	No FFS - State /Grant Funded	
19	8097	6500	Property Tax Revenue	2,748,401	786,562	201,037			3,736,000
20	8181	3310	Federal Local Assistance	365,503					365,503
21	8311	6500	AB602 FFS Revenue (including Base for ADA)**	5,195,561	1,186,458	542,773			6,924,793
22			Total (Lines 19, 20, & 21)	8,309,466	1,973,020	743,810		0	11,026,296
23									
24			Other Revenue Sources						
25	8710	6500	Local Control Funding Formula						0
26	8182	3315	Federal Preschool - RS 3315	14,906					14,906
27	8182	3310	Preschool Local Entitlement						0
28	8182	3345	Preschool Staff Development	0					0
29	8182	3385	Infant Part C					57,745	57,745
30	8311	6510	Infant State Apportionment					1,540,794	1,540,794
31	8590	6515	Infant Discretionary					0	0
32	8285	9385	Other Local Revenue (contracts with districts)					119,885	119,885
33	8792	6500	Low Incidence	0					0
34	8710/8699	6500	Other Local Revenue / district contracts*	170,975	60,210				231,185
35	8981	6500	Contrib frm Unrestricted						0
36	8991	6500	Contrib to j. Hall						0
37			2020-21 Beginning Balance					893,170	893,170
38			TOTAL REVENUE:	8,495,346	2,033,230	743,810		2,611,594	13,883,981
39			Excess Cost (revenue minus expense)	\$ 1,663,429	\$ 78,012	\$ 244,076	\$ 1,084,281	\$ 3,069,797	

Number of services - Final (includes Inter-SELPA counts)	190.00	219.50	13.50	N/A
2020-21 Fee-For-Service Rates	\$ 42,706.00	\$ 9,263.00	\$ 55,097.00	

*Services provided via Inter-SELPA Agreement

**Excludes Intensive Therapeutic Svc (EBD) Fee-for-Service (\$194,250)

Summary	
Total 2020-21 Revenue	\$ 13,883,981
Total 2020-21 Expenses	\$ 10,814,184
2020-21 Ending Balance	\$ 3,069,797
Less Early Start Ending Balance	\$ 1,084,281
Net FFS Ending Balance	\$ 1,985,516

San Bernardino County Superintendent of Schools
East Valley County Operated Special Education Programs
2020-21 Fee-For-Service Return

District	SAI Services	% of Services	Total Return \$ 1,663,428.69	Low-Incidence	% of Services	Total Return \$ 78,011.60	1:1 Aides	% of Services	Total Return \$ 244,076.29	Total Return
Colton	75.0	39%	\$ 656,616.59	68.0	31%	\$ 24,167.60	5.5	41%	\$ 99,438.49	\$ 780,222.68
Redlands	7.5	4%	\$ 65,661.66	54.0	25%	\$ 19,191.92	1.0	7%	\$ 18,079.73	\$ 102,933.30
Rialto	84.0	44%	\$ 735,410.58	72.5	33%	\$ 25,766.93	6.0	44%	\$ 108,478.35	\$ 869,655.86
Rim of the World	3.0	2%	\$ 26,264.66	7.5	3%	\$ 2,665.54	0.0	0%	\$ -	\$ 28,930.21
Yucaipa - Calimesa	16.5	9%	\$ 144,455.65	11.0	5%	\$ 3,909.46	1.0	7%	\$ 18,079.73	\$ 166,444.84
S.B. City	3.0	2%	\$ 26,264.66	5.0	2%	\$ 1,777.03	0.0	0%	\$ -	\$ 28,041.69
Etiwanda	1.0	1%	\$ 8,754.89	1.0	0%	\$ 355.41	0.0	0%	\$ -	\$ 9,110.29
Humboldt	0.0	0%	\$ -	0.5	0%	\$ 177.70	0.0	0%	\$ -	\$ 177.70
Total	190.0	100%	\$ 1,663,428.69	219.5	100%	\$ 78,011.60	13.5	100%	\$ 244,076.29	\$ 1,985,516.58

District	2020-21 FFS Return
2020-21	\$ 1,985,516.58
Colton	\$ 780,222.68
Redlands	\$ 102,933.30
Rialto	\$ 869,655.86
Rim of the World	\$ 28,930.21
Yucaipa-Calimesa	\$ 166,444.84
S.B. City	\$ 28,041.69
Etiwanda	\$ 9,110.29
Humboldt	\$ 177.70
Total	\$ 1,985,516.58

Inter-SELPA Agreement

4.4 2020-2021 Preliminary MOE & Excess Cost Reports



**2020-21 EAST VALLEY SELPA
SPECIAL EDUCATION MAINTENANCE OF EFFORT (MOE)
PRELIMINARY SUMMARY REPORT- SEMA & SEMB BASED on SACS UAs**

	A	B	C	D	E	F	G	H	J	K	L	M	N	O
1	SEMA (Actual to Actual)	STATE & LOCAL EXPENSE			INCREASE OR (DECREASE)	PASS (FAIL)	STATE & LOCAL EXPENSE PER PUPIL			INCREASE OR (DECREASE)	PASS (FAIL)	PUPIL COUNT		INCREASE OR (DECREASE)
2	(Note: State & Local Expense INCLUDES PCRA for SEMA comparison)	<i>FY 20/21</i>	<i>COMPARISON</i>	<i>COMP. YEAR</i>			<i>FY 20/21</i>	<i>COMPARISON</i>	<i>COMP. YEAR</i>			<i>CY YEAR</i>	<i>COMP. YEAR</i>	
3		<i>ACTUAL</i>	<i>YEAR</i>	<i>ACTUAL</i>			<i>ACTUAL</i>	<i>YEAR</i>	<i>ACTUAL</i>			<i>Oct-20</i>		
4	<i>SEMA Reference</i>	SEC. 3A, LINE 1C, COL.A		SEC. 3A, LINE 1C, COL.B	SEC. 3A, LINE 1C, COL.C		SEC. 3A, LINE 2E, COL.A		SEC. 3A, LINE 2E, COL.B	SEC. 3A, LINE 2E, COL.C		SEC. 3A, LINE 2D, COL.A	SEC. 3A, LINE 2D, COL.B	
5	COLTON	35,401,167.94	2019-20	34,109,576.73	1,291,591.21	PASS	13,537.73	2019-20	12,789.49	748.24	PASS	2,615	2,667	(52)
6	REDLANDS	37,971,161.54	2018-19	33,569,396.18	4,401,765.36	PASS	13,556.29	2019-20	12,006.22	1,550.07	PASS	2,801	2,796	5
7	RIALTO	55,315,103.77	2019-20	56,114,516.67	(799,412.90)	(FAIL)	19,361.25	2019-20	19,333.18	28.07	PASS	2,857	2,827	30
8	RIM	5,257,841.31	2018-19	6,095,983.27	(838,141.96)	(FAIL)	12,950.35	2018-19	15,278.15	(2,327.80)	(FAIL)	406	395	11
9	YUCAIPA	18,415,044.99	2019-20	18,414,997.74	47.25	PASS	13,711.87	2019-20	15,147.02	(1,435.15)	(FAIL)	1,343	1,277	66
10	SBCSS (EV Ops & SELPA)	17,250,856.50	2019-20	16,269,079.87	981,776.63	PASS	49,288.16	2019-20	46,483.09	2,805.07	PASS	350	407	(57)
11	CONSORTIUM TOTAL	169,611,176.05		164,573,550.46	5,037,625.59	PASS	16,352.79		15,951.58	401.22	PASS	10,372	10,369	3

	P	Q	R	S	T	U	V	W	Y	Z	AA	BB	CC	DD
12	SEMA (Actual to Actual)	LOCAL EXPENSE			INCREASE OR (DECREASE)	PASS (FAIL)	LOCAL EXPENSE PER PUPIL			INCREASE OR (DECREASE)	PASS (FAIL)	PUPIL COUNT		INCREASE OR (DECREASE)
13	(Note: State & Local Expense INCLUDES PCRA for SEMA comparison)	<i>FY 20/21</i>	<i>COMPARISON</i>	<i>COMP. YEAR</i>			<i>FY 20/21</i>	<i>COMPARISON</i>	<i>COMP. YEAR</i>			<i>CY YEAR</i>	<i>COMP. YEAR</i>	
14		<i>ACTUAL</i>	<i>YEAR</i>	<i>ACTUAL</i>			<i>ACTUAL</i>	<i>YEAR</i>	<i>ACTUAL</i>			<i>Oct-20</i>		
15	<i>SEMA Reference</i>	SEC. 3B, LINE 1A, COL.A		SEC. 3B, LINE 1A, COL.B	SEC. 3B, LINE 1A, COL.C		SEC. 3B, LINE 2C, COL.A		SEC. 3B, LINE 2C, COL.B	SEC. 3B, LINE 2C, COL.C		SEC. 3B, LINE 2B, COL.A	SEC. 3B, LINE 2B, COL.B	
16														
17	COLTON	20,077,410.35	2019-20	21,062,348.95	(984,938.60)	(FAIL)	7,677.79	2019-20	7,897.39	(219.61)	(FAIL)	2,615	2,667	(52)
18	REDLANDS	15,583,187.28	2019-20	17,584,629.24	(2,001,441.96)	(FAIL)	5,563.44	2019-20	6,460.19	(896.75)	(FAIL)	2,801	2,722	79
19	RIALTO	30,533,900.55	2019-20	32,268,533.24	(1,734,632.69)	(FAIL)	10,687.40	2019-20	11,414.41	(727.01)	(FAIL)	2,857	2,827	30
20	RIM	3,069,073.61	2019-20	3,030,016.10	39,057.51	PASS	7,559.29	2019-20	8,036.82	(477.53)	(FAIL)	406	395	11
21	YUCAIPA	8,314,304.47	2019-20	8,307,882.30	1,649,756.54	PASS	6,190.84	2019-20	7,792.65	(1,601.81)	(FAIL)	1,343	1,277	66
22	SBCSS (EV Ops & SELPA)	1,013,790.17	2013-14	1,959,443.59	(945,653.42)	(FAIL)	2,896.54	2013-14	3,768.16	(871.62)	(FAIL)	350	520	(170)
23	CONSORTIUM TOTAL	78,591,666.43		84,212,853.42	(3,977,852.62)	(FAIL)	7,577.29		8,074.68	(497.39)	(FAIL)	10,372	10,408	(36)



**2020-21 EAST VALLEY SELPA
SPECIAL EDUCATION MAINTENANCE OF EFFORT (MOE)
PRELIMINARY SUMMARY REPORT- SEMA & SEMB BASED on SACS UAs**

	A	B	C	D	E	F	G	H	J	K	L	M	N	O
1	SEMB (Budget to Actual)	STATE & LOCAL BUDGET/EXPENSE			INCREASE OR (DECREASE)	PASS (FAIL)	STATE & LOCAL BUDGET/EXPENSE PER PUPIL			INCREASE OR (DECREASE)	PASS (FAIL)	PUPIL COUNT		INCREASE OR (DECREASE)
2	(Note: State & Local Expense DOES NOT include PCRA for SEMB comparison)	<i>FY 21/22</i>	<i>COMPARISON</i>	<i>COMP. YEAR</i>			<i>FY 21/22</i>	<i>COMPARISON</i>	<i>COMP. YEAR</i>			<i>Oct-20</i>	<i>COMP. YEAR</i>	
3		<i>BUDGET</i>	<i>YEAR</i>	<i>ACTUAL</i>			<i>BUDGET</i>	<i>YEAR</i>	<i>ACTUAL</i>			<i>21/22 Projected</i>	<i>ACTUAL</i>	
4	<i>SEMB Reference</i>	SEC. 3A, LINE 1C, COL.A		SEC. 3A, LINE 1C, COL.B	SEC. 3A, LINE 1C, COL.C		SEC. 3A, LINE 2E, COL.A		SEC. 3A, LINE 2E, COL.B	SEC. 3A, LINE 2E, COL.C		SEC. 3A, LINE 2D, COL.A	SEC. 3A, LINE 2D, COL.B	
5	COLTON	34,728,144.00	2020-21	32,838,308.81	1,889,835.19	PASS	13,280.36	2020-21	12,557.67	722.69	PASS	2,615	2,615	0
6	REDLANDS	36,455,207.00	2020-21	30,493,572.66	5,961,634.34	PASS	13,015.07	2020-21	10,886.67	2,128.39	PASS	2,801	2,801	0
7	RIALTO	56,330,397.00	2018-19	56,114,516.67	215,880.33	PASS	19,716.62	2020-21	19,361.25	355.37	PASS	2,857	2,857	0
8	RIM	5,715,902.25	2018-19	5,200,086.85	515,815.40	PASS	14,078.58	2018-19	13,032.80	1,045.78	PASS	406	399	7
9	YUCAIPA	17,090,982.93	2020-21	15,137,471.85	1,953,511.08	PASS	12,725.97	2019-20	12,885.94	(159.97)	(FAIL)	1,343	1,277	66
10	SBCSS (EV Ops & SELPA)	18,600,526.59	2020-21	16,812,204.46	1,788,322.13	PASS	53,144.36	2020-21	48,034.87	5,109.49	PASS	350	350	0
11	CONSORTIUM TOTAL	168,921,159.77		156,596,161.30	12,324,998.47	PASS	16,286.27		15,523.23	763.04	PASS	10,372	10,299	73

	P	Q	R	S	T	U	V	W	Y	Z	AA	BB	CC	DD
12	SEMB (Budget to Actual)	LOCAL BUDGET/EXPENSE			INCREASE OR (DECREASE)	PASS (FAIL)	LOCAL BUDGET/EXPENSE PER PUPIL			INCREASE OR (DECREASE)	PASS (FAIL)	PUPIL COUNT		INCREASE OR (DECREASE)
13	(Note: State & Local Expense DOES NOT include PCRA for SEMB comparison)	<i>FY 21/22</i>	<i>COMPARISON</i>	<i>COMP. YEAR</i>			<i>FY 21/22</i>	<i>COMPARISON</i>	<i>COMP. YEAR</i>			<i>Oct-20</i>	<i>COMP. YEAR</i>	
14		<i>BUDGET</i>	<i>YEAR</i>	<i>ACTUAL</i>			<i>BUDGET</i>	<i>YEAR</i>	<i>ACTUAL</i>			<i>21/22 Projected</i>	<i>ACTUAL</i>	
15	<i>SEMB Reference</i>	SEC. 3B, LINE 1A, COL.A		SEC. 3B, LINE 1A, COL.B	SEC. 3B, LINE 1A, COL.C		SEC. 3B, LINE 2C, COL.A		SEC. 3B, LINE 2C, COL.B	SEC. 3B, LINE 2C, COL.C		SEC. 3B, LINE 2B, COL.A	SEC. 3B, LINE 2B, COL.B	
16														
17	COLTON	25,377,754.00	2019-20	21,062,348.95	4,315,405.05	PASS	9,704.69	2019-20	7,897.39	1,807.30	PASS	2,615	2,667	(52)
18	REDLANDS	16,220,217.00	2019-20	17,584,629.24	(1,364,412.24)	(FAIL)	5,790.87	2019-20	6,430.19	(639.32)	(FAIL)	2,801	2,722	79
19	RIALTO	39,487,101.00	2019-20	32,268,533.24	7,218,567.76	PASS	13,821.18	2019-20	11,414.41	2,406.77	PASS	2,857	2,827	30
20	RIM	3,850,951.00	2020-21	3,069,073.61	781,877.39	PASS	9,485.10	2019-20	8,036.82	1,448.28	PASS	406	395	11
21	YUCAIPA	10,611,561.75	2020-21	8,314,304.47	2,297,257.28	PASS	7,901.39	2019-20	7,792.65	108.74	PASS	1,343	1,277	66
22	SBCSS (EV Ops & SELPA)	1,137,219.00	2013-14	1,959,443.59	(822,224.59)	(FAIL)	3,249.20	2013-14	3,768.16	(518.96)	(FAIL)	350	520	(170)
23	CONSORTIUM TOTAL	96,684,803.75		84,258,333.10	12,426,470.65	PASS	9,321.71		8,095.54	1,226.18	PASS	10,372	10,408	(36)

Subsequent Year Tracking Worksheet

LOCAL EDUCATIONAL AGENCY (LEA):

SELPA Code and SELPA Name:

COLTON JUSD

TT 3602 East Valley Consortium

Fiscal Year

2020-2021

School Year	A	B	C	D	E	F	G	H	I	J
	State and Local Total Amount	State and Local Total MOE Result	State and Local Per Capita Amount	State and Local Per Capita MOE Result	Local Only Total Amount	Local Only Total MOE Result	Local Only Per Capita Amount	Local Only Per Capita MOE Result	Enrollment	Result for Fiscal Year
2011-2012 Expenditures (Compliance) SEMA - SACS2012ALL	\$ 17,307,865.17	Pass \$ -	\$ 7,538.27	Pass \$ -	\$ 6,801,678.93	Pass \$ -	\$ 2,962.40	Pass \$ -	2296	Pass
2012-2013 Expenditures (Compliance) SEMA - SACS2013ALL	\$ 17,737,963.96	Pass \$ -	\$ 7,434.18	Fail \$ -	\$ 6,578,767.29	Fail \$ -	\$ 2,757.24	Fail \$ -	2386	Pass
2013-2014 Expenditures (Compliance) SEMA - SACS2014ALL	\$ 19,129,872.49	Pass \$ -	\$ 7,754.31	Pass \$ -	\$ 7,253,933.40	Pass \$ -	\$ 2,940.39	Fail \$ -	2467	Pass
2014-2015 Expenditures (Compliance) SEMA - SACS2015ALL	\$ 22,638,795.20	Pass \$ -	\$ 8,983.65	Pass \$ -	\$ 9,412,801.67	Pass \$ -	\$ 3,735.24	Pass \$ -	2520	Pass
2015-2016 Expenditures (Compliance) SEMA - SACS2016ALL	\$ 25,142,024.09	Pass \$ -	\$ 9,647.75	Pass \$ -	\$ 12,306,282.82	Pass \$ -	\$ 4,722.29	Pass \$ -	2606	Pass
2016-2017 Expenditures (Compliance) SEMA - SACS2017ALL	\$ 25,822,274.53	Pass \$ -	\$ 9,674.89	Pass \$ -	\$ 14,800,198.50	Pass \$ -	\$ 5,545.22	Pass \$ -	2669	Pass
2017-2018 Expenditures (Compliance) SEMA - SACS2018ALL	\$ 29,136,871.72	Pass \$ -	\$ 10,522.52	Pass \$ -	\$ 16,310,569.97	Pass \$ -	\$ 5,890.42	Pass \$ -	2769	Pass
2018-2019 Expenditures (Compliance) SEMA - SACS2019ALL	\$ 31,467,165.56	Pass \$ -	\$ 11,459.27	Pass \$ -	\$ 19,174,560.12	Pass \$ -	\$ 6,982.72	Pass \$ -	2746	Pass
2019-2020 Expenditures (Compliance) SEMA - SACS2020ALL	\$ 34,109,576.73	Pass \$ -	\$ 12,789.49	Pass \$ -	\$ 21,062,348.95	Pass \$ -	\$ 7,897.39	Pass \$ -	2667	Pass
2020-2021 Expenditures (Compliance) SEMA - SACS2021ALL	\$ 35,401,167.94	Pass \$ -	\$ 13,537.73	Pass \$ -	\$ 20,077,410.35	Fail \$ -	\$ 7,677.79	Fail \$ -	2615	Pass
Expenditures (Eligibility No PCRA) SEMB - SACS2021ALL (Expenditures less PCRA for Comparison Year)	\$ 35,401,167.94 \$ (2,562,859.13)	Comparison Year	\$ 13,537.73 \$ (980.06)	Comparison Year	\$ 21,062,348.95	Comparison Year	\$ 7,897.39	Comparison Year		
	\$ 32,838,308.81	2020-2021	\$ 12,557.67	2020-2021	\$ 21,062,348.95	2019-2020	\$ 7,897.39	2019-2020		
2021-2022 Budget (Eligibility) SEMB - SACS2021ALL	\$ 34,728,144.00	Pass	\$ 13,280.36	Pass \$ -	\$ 25,377,754.00	Pass	\$ 9,704.69	Pass \$ -	2615	Pass

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

Signature of Authorized Agent

Date Signed

Printed Name and Title of Authorized Agent

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

Subsequent Year Tracking Worksheet

LOCAL EDUCATIONAL AGENCY (LEA):

SELPA Code and SELPA Name:

REDLANDS UNIFIED SCHOOL DISTRICT

TT 3602 East Valley Consortium

Fiscal Year

2020-2021

School Year	A	B	C	D	E	F	G	H	I	J
	State and Local Total Amount	State and Local Total MOE Result	State and Local Per Capita Amount	State and Local Per Capita MOE Result	Local Only Total Amount	Local Only Total MOE Result	Local Only Per Capita Amount	Local Only Per Capita MOE Result	Enrollment	Result for Fiscal Year
2011-2012 Expenditures (Compliance) SEMA - SACS2012ALL	\$ 22,298,938.06	Pass \$ -	\$ 8,632.96	Pass \$ -	\$ 6,818,925.87	Pass \$ -	\$ 2,639.92	Pass \$ -	2583	Pass
2012-2013 Expenditures (Compliance) SEMA - SACS2013ALL	\$ 23,895,115.16	Pass \$ -	\$ 8,882.94	Pass \$ -	\$ 7,703,841.30	Pass \$ -	\$ 2,863.88	Pass \$ -	2690	Pass
2013-2014 Expenditures (Compliance) SEMA - SACS2014ALL	\$ 24,820,216.46	Pass \$ -	\$ 8,957.13	Pass \$ -	\$ 7,862,472.03	Pass \$ -	\$ 2,837.41	Fail \$ -	2771	Pass
2014-2015 Expenditures (Compliance) SEMA - SACS2015ALL	\$ 27,250,090.51	Pass \$ -	\$ 9,652.88	Pass \$ -	\$ 9,025,800.07	Pass \$ -	\$ 3,197.24	Pass \$ -	2823	Pass
2015-2016 Expenditures (Compliance) SEMA - SACS2016ALL	\$ 28,250,404.98	Pass \$ -	\$ 10,057.10	Pass \$ -	\$ 9,960,919.63	Pass \$ -	\$ 3,546.07	Pass \$ -	2809	Pass
2016-2017 Expenditures (Compliance) SEMA - SACS2017ALL	\$ 29,390,606.87	Pass \$ -	\$ 10,538.04	Pass \$ -	\$ 10,661,559.54	Pass \$ -	\$ 3,822.72	Pass \$ -	2789	Pass
2017-2018 Expenditures (Compliance) SEMA - SACS2018ALL	\$ 29,694,947.34	Pass \$ -	\$ 10,949.46	Pass \$ -	\$ 11,049,672.26	Pass \$ -	\$ 4,074.36	Pass \$ -	2712	Pass
2018-2019 Expenditures (Compliance) SEMA - SACS2019ALL	\$ 33,569,396.18	Pass \$ -	\$ 12,006.22	Pass \$ -	\$ 12,549,787.85	Pass \$ -	\$ 4,488.48	Pass \$ -	2796	Pass
2019-2020 Expenditures (Compliance) SEMA - SACS2020ALL	\$ 31,644,522.72	Fail \$ -	\$ 11,625.47	Fail \$ -	\$ 17,584,629.24	Pass \$ -	\$ 6,460.19	Pass \$ -	2722	Pass
2020-2021 Expenditures (Compliance) SEMA - SACS2021ALL	\$ 37,971,161.54	Pass \$ -	\$ 13,556.29	Pass \$ -	\$ 15,583,187.28	Fail \$ -	\$ 5,563.44	Fail \$ -	2801	Pass
Expenditures (Eligibility No PCRA) SEMB - SACS2021ALL (Expenditures less PCRA for Comparison Year)	\$ 37,971,161.54 \$ (7,477,588.88) \$ 30,493,572.66	Comparison Year 2020-2021	\$ 13,556.29 \$ (2,669.61) \$ 10,886.68	Comparison Year 2020-2021	\$ 17,584,629.24 \$ - \$ 17,584,629.24	Comparison Year 2019-2020	\$ 6,460.19 \$ - \$ 6,460.19	Comparison Year 2019-2020		
2021-2022 Budget (Eligibility) SEMB - SACS2021ALL	\$ 36,455,207.00	Pass	\$ 13,015.07	Pass \$ -	\$ 16,220,217.00	Fail	\$ 5,790.87	Fail \$ -	2801	Pass

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

Signature of Authorized Agent

Date Signed

Printed Name and Title of Authorized Agent

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

Subsequent Year Tracking Worksheet

LOCAL EDUCATIONAL AGENCY (LEA):

SELPA Code and SELPA Name:

RIALTO USD

TT 3602 East Valley Consortium

Fiscal Year

2020-2021

School Year	A	B	C	D	E	F	G	H	I	J
	State and Local Total Amount	State and Local Total MOE Result	State and Local Per Capita Amount	State and Local Per Capita MOE Result	Local Only Total Amount	Local Only Total MOE Result	Local Only Per Capita Amount	Local Only Per Capita MOE Result	Enrollment	Result for Fiscal Year
2011-2012 Expenditures (Compliance) SEMA - SACS2012ALL	\$ 26,828,693.06	Pass \$ -	\$ 11,824.02	Pass \$ -	\$ 9,720,165.72	Pass \$ -	\$ 4,283.90	Pass \$ -	2269	Pass
2012-2013 Expenditures (Compliance) SEMA - SACS2013ALL	\$ 26,980,189.69	Pass \$ -	\$ 10,958.65	Fail \$ -	\$ 9,786,215.56	Pass \$ -	\$ 3,974.90	Fail \$ -	2462	Pass
2013-2014 Expenditures (Compliance) SEMA - SACS2014ALL	\$ 31,671,533.18	Pass \$ -	\$ 12,523.34	Pass \$ -	\$ 14,681,488.65	Pass \$ -	\$ 5,805.25	Pass \$ -	2529	Pass
2014-2015 Expenditures (Compliance) SEMA - SACS2015ALL	\$ 35,462,699.43	Pass \$ -	\$ 13,032.97	Pass \$ -	\$ 16,395,572.80	Pass \$ -	\$ 6,025.57	Pass \$ -	2721	Pass
2015-2016 Expenditures (Compliance) SEMA - SACS2016ALL	\$ 41,998,331.85	Pass \$ -	\$ 14,633.57	Pass \$ -	\$ 23,183,290.56	Pass \$ -	\$ 8,077.80	Pass \$ -	2870	Pass
2016-2017 Expenditures (Compliance) SEMA - SACS2017ALL	\$ 47,892,775.75	Pass \$ -	\$ 15,884.83	Pass \$ -	\$ 29,020,459.65	Pass \$ -	\$ 9,625.36	Pass \$ -	3015	Pass
2017-2018 Expenditures (Compliance) SEMA - SACS2018ALL	\$ 51,059,438.05	Pass \$ -	\$ 17,065.32	Pass \$ -	\$ 31,490,356.18	Pass \$ 8,827,639.26	\$ 10,524.85	Pass \$ 2,927.91	2992	Pass
2018-2019 Expenditures (Compliance) SEMA - SACS2019ALL	\$ 56,114,516.67	Pass \$ -	\$ 18,779.96	Pass \$ -	\$ 30,692,564.03	Fail \$ -	\$ 10,271.94	Fail \$ -	2988	Pass
2019-2020 Expenditures (Compliance) SEMA - SACS2020ALL	\$ 54,654,911.31	Fail \$ -	\$ 19,333.18	Pass \$ -	\$ 32,268,533.24	Pass \$ -	\$ 11,414.41	Pass \$ -	2827	Pass
2020-2021 Expenditures (Compliance) SEMA - SACS2021ALL	\$ 55,315,103.77	Fail \$ -	\$ 19,361.25	Pass \$ -	\$ 30,533,900.55	Fail \$ -	\$ 10,687.40	Fail \$ -	2857	Pass
Expenditures (Eligibility No PCRA) SEMB - SACS2021ALL (Expenditures less PCRA for Comparison Year)	\$ 56,114,516.67 \$ (11,128,479.78) \$ 44,986,036.89	Comparison Year 2018-2019	\$ 19,361.25 \$ 19,361.25	Comparison Year 2020-2021	\$ 32,268,533.24 \$ 32,268,533.24	Comparison Year 2019-2020	\$ 11,414.41 \$ 11,414.41	Comparison Year 2019-2020		
2021-2022 Budget (Eligibility) SEMB - SACS2021ALL	\$ 56,330,397.00	Pass	\$ 19,716.62	Pass \$ -	\$ 39,487,101.00	Pass	\$ 13,821.18	Pass \$ -	2857	Pass

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

Signature of Authorized Agent	Date Signed
Printed Name and Title of Authorized Agent	Contact Person's Name, E-Mail, and Telephone Number

Subsequent Year Tracking Worksheet

LOCAL EDUCATIONAL AGENCY (LEA):

SELPA Code and SELPA Name:

RIM OF THE WORLD USD

TT 3602 East Valley Consortium

Fiscal Year

2020-2021

School Year	A	B	C	D	E	F	G	H	I	J
	State and Local Total Amount	State and Local Total MOE Result	State and Local Per Capita Amount	State and Local Per Capita MOE Result	Local Only Total Amount	Local Only Total MOE Result	Local Only Per Capita Amount	Local Only Per Capita MOE Result	Enrollment	Result for Fiscal Year
2011-2012 Expenditures (Compliance) SEMA - SACS2012ALL	\$ 4,078,850.46	Pass \$ -	\$ 7,769.24	Pass \$ -	\$ 1,750,326.56	Pass \$ -	\$ 3,333.96	Pass \$ -	525	Pass
2012-2013 Expenditures (Compliance) SEMA - SACS2013ALL	\$ 3,607,690.07	Pass With Exemption(s) \$ 576,359.88	\$ 7,032.53	Fail \$ 1,123.51	\$ 1,432,189.96	Pass With Exemption(s) \$ 576,359.88	\$ 2,791.79	Pass With Exemption(s) \$ 1,123.51	513	Pass
2013-2014 Expenditures (Compliance) SEMA - SACS2014ALL	\$ 4,118,167.49	Pass \$ -	\$ 8,387.31	Pass \$ -	\$ 1,839,456.87	Pass \$ -	\$ 3,746.35	Pass \$ -	491	Pass
2014-2015 Expenditures (Compliance) SEMA - SACS2015ALL	\$ 4,663,587.20	Pass \$ -	\$ 10,340.55	Pass \$ -	\$ 1,972,067.09	Pass \$ -	\$ 4,372.65	Pass \$ -	451	Pass
2015-2016 Expenditures (Compliance) SEMA - SACS2016ALL	\$ 5,729,990.96	Pass \$ -	\$ 12,456.50	Pass \$ -	\$ 2,898,245.54	Pass \$ -	\$ 6,300.53	Pass \$ -	460	Pass
2016-2017 Expenditures (Compliance) SEMA - SACS2017ALL	\$ 5,679,696.44	Fail \$ -	\$ 13,395.51	Pass \$ -	\$ 2,817,083.61	Fail \$ -	\$ 6,644.07	Pass \$ -	424	Pass
2017-2018 Expenditures (Compliance) SEMA - SACS2018ALL	\$ 5,691,684.65	Fail \$ -	\$ 14,053.54	Pass \$ -	\$ 2,775,447.19	Fail \$ -	\$ 6,852.96	Pass \$ -	405	Pass
2018-2019 Expenditures (Compliance) SEMA - SACS2019ALL	\$ 6,095,983.27	Pass \$ -	\$ 15,278.15	Pass \$ -	\$ 2,914,039.62	Pass \$ -	\$ 7,303.36	Pass \$ -	399	Pass
2019-2020 Expenditures (Compliance) SEMA - SACS2020ALL	\$ 6,008,089.51	Fail \$ -	\$ 15,210.35	Fail \$ -	\$ 3,174,544.38	Pass \$ -	\$ 8,036.82	Pass \$ -	395	Pass
2020-2021 Expenditures (Compliance) SEMA - SACS2021ALL	\$ 5,257,841.31	Fail \$ -	\$ 12,950.35	Fail \$ -	\$ 3,069,073.61	Pass With Exemption(s) \$ 144,528.28	\$ 7,559.29	Fail \$ 365.89	406	Pass
Expenditures (Eligibility No PCRA) SEMB - SACS2021ALL (Expenditures less PCRA for Comparison Year)	\$ 6,095,983.27 \$ (895,896.42) \$ 5,200,086.85	Comparison Year 2018-2019	\$ 15,278.15 \$ (2,245.35) \$ 13,032.80	Comparison Year 2018-2019	\$ 3,069,073.61 \$ 3,069,073.61	Comparison Year 2020-2021	\$ 8,036.82 \$ 8,036.82	Comparison Year 2019-2020		
2021-2022 Budget (Eligibility) SEMB - SACS2021ALL	\$ 5,715,902.25	Pass	\$ 14,078.58	Pass \$ -	\$ 3,850,951.00	Pass	\$ 9,485.10	Pass \$ -	406	Pass

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

Signature of Authorized Agent

Date Signed

Printed Name and Title of Authorized Agent

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

Subsequent Year Tracking Worksheet

LOCAL EDUCATIONAL AGENCY (LEA):

SELPA Code and SELPA Name:

YUCAIPA-CALIMESA JUSD

TT 3602 East Valley Consortium

Fiscal Year

2020-2021

School Year	A	B	C	D	E	F	G	H	I	J
	State and Local Total Amount	State and Local Total MOE Result	State and Local Per Capita Amount	State and Local Per Capita MOE Result	Local Only Total Amount	Local Only Total MOE Result	Local Only Per Capita Amount	Local Only Per Capita MOE Result	Enrollment	Result for Fiscal Year
2011-2012 Expenditures (Compliance) SEMA - SACS2012ALL	\$ 10,908,760.07	Pass \$ -	\$ 10,119.44	Pass \$ -	\$ 3,383,019.22	Pass \$ -	\$ 3,138.24	Pass \$ -	1078	Pass
2012-2013 Expenditures (Compliance) SEMA - SACS2013ALL	\$ 10,911,029.26	Pass \$ -	\$ 10,697.09	Pass \$ -	\$ 2,776,239.12	Fail \$ -	\$ 2,721.80	Fail \$ -	1020	Pass
2013-2014 Expenditures (Compliance) SEMA - SACS2014ALL	\$ 10,741,031.92	Fail \$ -	\$ 11,096.11	Pass \$ -	\$ 3,025,671.84	Fail \$ -	\$ 3,125.69	Fail \$ -	968	Pass
2014-2015 Expenditures (Compliance) SEMA - SACS2015ALL	\$ 11,830,157.23	Pass \$ -	\$ 11,853.86	Pass \$ -	\$ 3,025,925.74	Fail \$ -	\$ 3,031.99	Fail \$ -	998	Pass
2015-2016 Expenditures (Compliance) SEMA - SACS2016ALL	\$ 13,154,636.14	Pass \$ -	\$ 11,872.42	Pass \$ -	\$ 5,637,937.66	Pass \$ -	\$ 5,088.39	Pass \$ -	1108	Pass
2016-2017 Expenditures (Compliance) SEMA - SACS2017ALL	\$ 14,684,090.77	Pass \$ -	\$ 12,593.56	Pass \$ -	\$ 6,689,813.53	Pass \$ -	\$ 5,737.40	Pass \$ -	1166	Pass
2017-2018 Expenditures (Compliance) SEMA - SACS2018ALL	\$ 15,252,244.76	Pass \$ -	\$ 11,572.26	Fail \$ -	\$ 8,265,756.27	Pass \$ -	\$ 6,271.44	Pass \$ -	1318	Pass
2018-2019 Expenditures (Compliance) SEMA - SACS2019ALL	\$ 18,415,019.30	Pass \$ -	\$ 13,711.85	Pass \$ -	\$ 9,550,915.63	Pass \$ -	\$ 7,111.63	Pass \$ -	1343	Pass
2019-2020 Expenditures (Compliance) SEMA - SACS2020ALL	\$ 19,243,346.54	Pass \$ -	\$ 15,147.02	Pass \$ -	\$ 9,951,216.67	Pass \$ -	\$ 7,792.65	Pass \$ -	1277	Pass
2020-2021 Expenditures (Compliance) SEMA - SACS2021ALL	\$ 18,415,044.99	Pass With Exemption(s) \$ 927,750.00	\$ 13,711.87	Fail \$ 726.51	\$ 8,314,304.47	Pass With Exemption(s) \$ 1,643,334.37	\$ 6,190.84	Fail \$ 1,286.87	1343	Pass
Expenditures (Eligibility No PCRA) SEMB - SACS2021ALL (Expenditures less PCRA for Comparison Year)	\$ 18,415,044.99 \$ (3,277,573.14) \$ 15,137,471.85	Comparison Year 2020-2021	\$ 15,147.02 \$ (2,261.08) \$ 12,885.94	Comparison Year 2019-2020	\$ 8,314,304.47 \$ 8,314,304.47	Comparison Year 2020-2021	\$ 7,792.65 \$ 7,792.65	Comparison Year 2019-2020		
2021-2022 Budget (Eligibility) SEMB - SACS2021ALL	\$ 17,090,982.93	Pass	\$ 12,725.97	Fail \$ -	\$ 10,611,561.75	Pass	\$ 7,901.39	Pass \$ -	1343	Pass

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

Signature of Authorized Agent

Date Signed

Printed Name and Title of Authorized Agent

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

Subsequent Year Tracking Worksheet

LOCAL EDUCATIONAL AGENCY (LEA):

SELPA Code and SELPA Name:

EAST VALLEY OPS/SBCSS

TT 3602 East Valley Consortium

Fiscal Year

2020-2021

School Year	A	B	C	D	E	F	G	H	I	J
	State and Local Total Amount	State and Local Total MOE Result	State and Local Per Capita Amount	State and Local Per Capita MOE Result	Local Only Total Amount	Local Only Total MOE Result	Local Only Per Capita Amount	Local Only Per Capita MOE Result	Enrollment	Result for Fiscal Year
2011-2012 Expenditures (Compliance) SEMA - SACS2012ALL	\$ 12,653,378.65	Pass \$ -	\$ 21,666.74	Pass \$ -	\$ 1,432,806.79	Pass \$ -	\$ 2,453.44	Pass \$ -	584	Pass
2012-2013 Expenditures (Compliance) SEMA - SACS2013ALL	\$ 13,286,518.91	Pass \$ -	\$ 24,834.61	Pass \$ -	\$ 1,475,936.27	Pass \$ -	\$ 2,758.76	Pass \$ -	535	Pass
2013-2014 Expenditures (Compliance) SEMA - SACS2014ALL	\$ 14,228,876.77	Pass \$ -	\$ 27,363.22	Pass \$ -	\$ 1,959,443.59	Pass \$ -	\$ 3,768.16	Pass \$ -	520	Pass
2014-2015 Expenditures (Compliance) SEMA - SACS2015ALL	\$ 14,588,020.08	Pass \$ -	\$ 28,887.17	Pass \$ -	\$ 1,094,653.88	Fail \$ -	\$ 2,167.63	Fail \$ -	505	Pass
2015-2016 Expenditures (Compliance) SEMA - SACS2016ALL	\$ 16,189,819.81	Pass \$ -	\$ 32,186.52	Pass \$ -	\$ 900,577.69	Fail \$ -	\$ 1,790.41	Fail \$ -	503	Pass
2016-2017 Expenditures (Compliance) SEMA - SACS2017ALL	\$ 16,348,724.47	Pass \$ -	\$ 34,490.98	Pass \$ -	\$ 777,572.21	Fail \$ -	\$ 1,640.45	Fail \$ -	474	Pass
2017-2018 Expenditures (Compliance) SEMA - SACS2018ALL	\$ 16,934,744.68	Pass \$ -	\$ 37,970.28	Pass \$ -	\$ 820,508.10	Fail \$ -	\$ 1,839.70	Fail \$ -	446	Pass
2018-2019 Expenditures (Compliance) SEMA - SACS2019ALL	\$ 19,031,930.92	Pass \$ -	\$ 40,493.47	Pass \$ -	\$ 1,034,847.70	Fail \$ -	\$ 2,201.80	Fail \$ -	470	Pass
2019-2020 Expenditures (Compliance) SEMA - SACS2020ALL	\$ 18,918,615.73	Pass With Exemption(s) \$ 2,592,210.21	\$ 46,483.09	Pass \$ 5,515.34	\$ 977,052.42	Fail \$ -	\$ 2,400.62	Fail \$ -	407	Pass
2020-2021 Expenditures (Compliance) SEMA - SACS2021ALL	\$ 17,250,856.50	Pass With Exemption(s) \$ 2,649,535.86	\$ 49,288.16	Pass \$ 6,509.92	\$ 1,013,790.17	Fail \$ -	\$ 2,896.54	Fail \$ -	350	Pass
Expenditures (Eligibility No PCRA) SEMB - SACS2021ALL (Expenditures less PCRA for Comparison Year)	\$ 17,250,856.50 \$ (438,652.04) \$ 16,812,204.46	Comparison Year 2020-2021	\$ 49,288.16 \$ (1,253.29) \$ 48,034.87	Comparison Year 2020-2021	\$ 1,959,443.59 \$ 1,959,443.59	Comparison Year 2013-2014	\$ 3,768.16 \$ 3,768.16	Comparison Year 2013-2014		
2021-2022 Budget (Eligibility) SEMB - SACS2021ALL	\$ 18,600,526.59	Pass	\$ 53,144.36	Pass \$ -	\$ 1,137,219.00	Fail	\$ 3,249.20	Fail \$ -	350	Pass

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

Signature of Authorized Agent

Date Signed

Printed Name and Title of Authorized Agent

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

EAST VALLEY SELPA

LEA

Excess Cost Calculation

Fiscal Year 2020-21

The excess cost calculation determines excess costs of the provision of special education services and related services; maintenance of effort (MOE) demonstrates the LEA has not supplanted local funds with IDEA funds to pay excess costs.

Except as otherwise provided, funds provided to an LEA under Part B of the Individuals with Disabilities Education Act (Act) may only be used to pay the excess costs of providing special education and related services to children with disabilities. Excess costs are those costs for the education of an elementary school or secondary school student with a disability that are in excess of the average annual per student expenditure in an LEA during the **2020-21 school year** for an elementary school or secondary school student, as may be appropriate. Per 34 Code of Federal Regulations (CFR) Section 300.202(b)(2)(i), an LEA meets the excess cost requirement if it has spent at least a minimum average amount for the education of children with disabilities, before using Part B funds.

Section 602(8) of the Act and CFR Section 300.16 require the LEA to compute the minimum average amount for the education of children with disabilities in its elementary schools and for children with disabilities in its secondary schools. Calculations must be made separately for elementary and secondary schools in an LEA. LEAs **may not** compute the minimum average amount it must spend on the education of children with disabilities based on a combination of the enrollments in its elementary and secondary schools.

The calculations below demonstrate how to compute the minimum average amount an LEA must spend for the education of each of its elementary and secondary school children with disabilities under section 602(3) of the Act before it may use funds under Part B of the Act.

There are no Federal rules on how to break out elementary from high school expenditures for children with disabilities for a unified district. It has been suggested that LEAs can use a variety of approaches. One approach is to split elementary from high school expenditures for children with disabilities based on certificated full time equivalent (FTE) personnel. To do this, the LEA should count the number of certificated FTE in elementary and the number of certificated FTE personnel in secondary and pro-rate expenditures proportionately. If the FTE personnel serves in a LEA-wide capacity, pro-rate them in a reasonable manner. LEA should maintain documentation to support the method chosen for this local definition.

For the year ending June 30, 2021, LEAs must submit the Excess Cost Calculation Excel Workbook to their Special Education Local Plan Area (SELPA) with the signature of the Special Education Director and the Chief Business Officer, or their designees, on or before September 15, 2021. SELPAs must submit reports electronically to the California Department of Education prior to November 15, 2021. The email for submission of electronic copies of the Excess Cost Calculation Excel Workbook is spedfiscalprogrpts@cde.ca.gov. Also, the CDE requests the SELPA name be in the subject line of the email.

ALL DATA IS FOR FY 2019-20 EXCEPT ITEMS 18 and 21 WHICH ARE 2020-21

Local Definition

TOTAL EXPENDITURES	% ELEMENTARY	% SECONDARY
-----------------------	-----------------	----------------

Enter certificated staff FTE %s

--	--

Section a. First, the LEA must determine the total expenditures for elementary and secondary students only from all OPERATING funds—local, State, and Federal (including Part B)—in 2019-20. (Use FUNDS 01-07, 09, 13, and 61-62 ONLY)

Item 1	State and Local Expenditures - FD 01-07, 09, 13, 61, 62; RS 0000-2999 and 6000-9999 Objects 1000-7999		\$	-	\$	-
Item 2	Federal Expenditures - FD 01-07, 09, 13, 61, 62; RS 3000-5999 (excluding preschool Resources 3315, 3345 & coordinated early intervening services Resources 3312, 3318 & state portion of Resource 3385 IDEA Early Intervention Grants) Objects 1000-7999		\$	-	\$	-
Item 3	Total Expenditures		\$	-	\$	-

Section b. Next, the LEA must subtract from the total expenditures calculated in section a. above all amounts spent in 2019-20 for the following resources (these are considered supplemental expenditures). Actual expenditures only. (Use FUNDS 01-07, 09, 13, and 61-62 ONLY)

Item 4	Total Expenditures		\$	-	\$	-	\$	-
Item 5	IDEA, Part B allocation - RS 3310, 3311, 3327, 3386 Objects 1000-7999		\$	-	\$	-	\$	-
Item 6	ESEA, Title 1, Part A allocation - RS 3010, 3177, 3185 Objects 1000-7999		\$	-	\$	-	\$	-
Item 7	ESEA, Title III, Parts A & B allocation - RS 4201-4204 Objects 1000-7999		\$	-	\$	-	\$	-
Item 8	State & local funds spent for children with disabilities - Report Goal 5xxx (excluding 5710 & 5730 preschool and infants) and for Resources listed above in item 1 (Objects 1000-7999)		\$	-	\$	-	\$	-
Item 9	State & local funds spent for ESEA, Title I, Part A & Title III, Parts A & B - Report Object 8980 state and local general fund contributions from unrestricted revenues for the above programs (Items 6-7). If none, enter "0".		\$	-	\$	-	\$	-
Item 10	Total Expenditures less supplemental expenditures		\$	-	\$	-	\$	-

Section c. Next, deduct capital outlay and debt service for resources not listed in section b. above. (FUNDS 01-07, 09, 13, 61-62 ONLY)

Item 11	Total Expenditures less supplemental expenditures	\$	-	\$	-	\$	-
Item 12	Capital Outlay and Debt - OBJ 6xxx, &/or OBJ 7438, &/or OBJ 7439, &/or FUNCTION 8500			\$	-	\$	-
Item 13	Total Expenditures less Capital Outlay & Debt	\$	-	\$	-	\$	-

Section d. Next, the LEA must determine the average annual expenditure per student by dividing the average number of students enrolled in the school of the agency during **2019-20** (including children with disabilities) into the amount computed under the above paragraph. The amount obtained through this computation is the minimum amount the LEA must spend (on the average) for the education of each of its children with disabilities "before" Part B funds may be used.

Item 14	Total amount for average calculation	\$	-	\$	-	\$	-
From CBEDS Tab Item 15	Number of students enrolled in 2019-20 school year - CBEDS, ALL students (General Ed and Special Ed)						
Item 16	Average annual expenditure per student	\$	-	\$	-	\$	-

Section e. Next, to determine the total minimum amount of funds the LEA must spend for the education of its children with disabilities in the LEA (not including capital outlay and debt service), the LEA must multiply the number of children with disabilities in the LEA during **2020-21** times the average annual per student expenditure obtained in section d. above. Funds under Part B of the Act can only be used for excess costs over and above this minimum.

NOTE: Item 17 below requires the LEA to calculate the amount of time each student is actually in special education classes. CASEMIS data specifies the percentage of time each student is in General Education. Use this information for each special ed student to get a FTE on each. See attached worksheet for calculation instructions.

Item 17	Average annual expenditure per student	\$	-	\$	-	\$	-
FY 2020-21 Item 18	Number of full-time special ed student equivalents (FTE of time spent in special education classes; <i>(excluding 5710 & 5730, preschool and infants)</i>)				0.00		0.00
Item 19	TOTAL MINIMUM AMOUNT THAT MUST BE SPENT BEFORE USING PART B FUNDS (Excess Cost)	\$	-	\$	-	\$	-

Section f. Finally, determine how much was spent in 2020-21 on LEA children with disabilities and verify this amount is equal to or exceeds the amount calculated in section e. above (FUNDS 01-07, 09, 13, 61-62 ONLY)

Item 20	TOTAL MINIMUM AMOUNT THAT MUST BE SPENT BEFORE USING PART B FUNDS (Excess Cost)	\$	-	\$	-	\$	-
FY 2020-21 Item 21*	2020-21 expenditures - State & Local Funds Spent for Children With Disabilities - RS 0000-2999; 6000-9999 Objects 1000-7999 and Goal 5XXX (<i>excluding 5710 & 5730, preschool and infants</i>)			\$	-	\$	-
Item 22**	Amount LEA spent on children with disabilities in excess of requirement*	\$	-	\$	-	\$	-

* Note: Item 21 is NOT the same as Item 8 above. Item 21 is the 2020-21 expenditure amount. Item 8 is the 2019-20 expenditure amount. It does not include SACS supplemental form Program Cost Report Schedule of Allocation Factors (PCRAF). Information from the PCRAF is not included in this worksheet.

** Note: Item 22 should be positive. If it is negative, then the LEA has not met the excess cost requirement and may not use any of their federal IDEA Part B funds.

Special Education Director or Designee

Chief Business Officer or Designee

2019/20 Enrollment Data

DISTRICT	CDS CODE	ELEMENTARY GRADES										Ungr Elem	Tot Elem
		K	1	2	3	4	5	6	7	8			
Colton	3667686	1,688	1,537	1,598	1,627	1,624	1,666	1,558	1,827	1,830	-	14,955	
Redlands	3667843	1,639	1,479	1,407	1,506	1,549	1,583	1,591	1,652	1,696	-	14,102	
Rialto	3667850	1,944	1,701	1,853	1,903	1,890	1,881	2,001	2,003	2,052	-	17,228	
Rim	3667868	273	213	243	212	223	239	235	249	225	-	2,112	
Yucaipa	3667959	863	688	711	786	719	748	752	738	787	-	6,792	
TOTAL		6,407	5,618	5,812	6,034	6,005	6,117	6,137	6,469	6,590	-	55,189	

SECONDARY GRADES					
9	10	11	12	Ungr Sec	Total Sec
1,671	1,618	1,649	1,576	-	6,514
1,761	1,704	1,761	1,734	-	6,960
2,155	1,893	1,864	2,046	-	7,958
270	257	226	251	-	1,004
787	761	756	735	-	3,039
6,644	6,233	6,256	6,342	-	25,475

Total Enrollment
21,469
21,062
25,186
3,116
9,831
80,664

Source:

CA Department of Education

DATA Quest - Enrollment Data

<http://dq.cde.ca.gov/dataquest/page2.asp?level=District&subject=Enrollment&submit1=Submit>

EAST VALLEY SELPA
COLTON JUSD

NUMBER OF FULL-TIME SPECIAL EDUCATION STUDENT EQUIVALENTS CALCULATOR
(FTE of time spent in special education, excluding preschool and infants)
FISCAL YEAR 2020-21

Percentage of Time	Total Special Education Pupil Count by Percentage	Percentage in General Education	Percentage in Special Education	Special Education FTE
0% to 10%	183	10%	90%	164.70
11% to 20%	314	20%	80%	251.20
21% to 30%	131	30%	70%	91.70
31% to 40%	52	40%	60%	31.20
41% to 50%	26	50%	50%	13.00
51% to 60%	26	60%	40%	10.40
61% to 70%	52	70%	30%	15.60
71% to 80%	78	80%	20%	15.60
81% to 90%	785	90%	10%	78.50
91% to 100%	968	99%	1%	9.68
Total	2,615	n/a	n/a	681.58

* Enter total pupil count by percent of time

EAST VALLEY SELPA
REDLANDS USD

NUMBER OF FULL-TIME SPECIAL EDUCATION STUDENT EQUIVALENTS CALCULATOR
(FTE of time spent in special education, excluding preschool and infants)
FISCAL YEAR 2020-21

Percentage of Time	Total Special Education Pupil Count by Percentage	Percentage in General Education	Percentage in Special Education	Special Education FTE
0% to 10%	155	10%	90%	139.50
11% to 20%	350	20%	80%	280.00
21% to 30%	84	30%	70%	58.80
31% to 40%	28	40%	60%	16.80
41% to 50%	308	50%	50%	154.00
51% to 60%	364	60%	40%	145.60
61% to 70%	140	70%	30%	42.00
71% to 80%	364	80%	20%	72.80
81% to 90%	252	90%	10%	25.20
91% to 100%	756	99%	1%	7.56
Total	2,801	n/a	n/a	942.26

* Enter total pupil count by percent of time

EAST VALLEY SELPA
RIALTO USD

NUMBER OF FULL-TIME SPECIAL EDUCATION STUDENT EQUIVALENTS CALCULATOR
(FTE of time spent in special education, excluding preschool and infants)
FISCAL YEAR 2020-21

Percentage of Time	Total Special Education Pupil Count by Percentage	Percentage in General Education	Percentage in Special Education	Special Education FTE
0% to 10%	257	10%	90%	231.30
11% to 20%	371	20%	80%	296.80
21% to 30%	29	30%	70%	20.30
31% to 40%	143	40%	60%	85.80
41% to 50%	86	50%	50%	43.00
51% to 60%	57	60%	40%	22.80
61% to 70%	143	70%	30%	42.90
71% to 80%	171	80%	20%	34.20
81% to 90%	486	90%	10%	48.60
91% to 100%	1114	99%	1%	11.14
Total	2,857	n/a	n/a	836.84

* Enter total pupil count by percent of time

EAST VALLEY SELPA
RIM OF THE WORLD USD

NUMBER OF FULL-TIME SPECIAL EDUCATION STUDENT EQUIVALENTS CALCULATOR
(FTE of time spent in special education, excluding preschool and infants)
FISCAL YEAR 2020-21

Percentage of Time	Total Special Education Pupil Count by Percentage	Percentage in General Education	Percentage in Special Education	Special Education FTE
0% to 10%	65	10%	90%	58.50
11% to 20%	37	20%	80%	29.60
21% to 30%	8	30%	70%	5.60
31% to 40%	12	40%	60%	7.20
41% to 50%	41	50%	50%	20.50
51% to 60%	8	60%	40%	3.20
61% to 70%	8	70%	30%	2.40
71% to 80%	16	80%	20%	3.20
81% to 90%	61	90%	10%	6.10
91% to 100%	150	99%	1%	1.50
Total	406	n/a	n/a	137.80

* Enter total pupil count by percent of time

EAST VALLEY SELPA
YUCAIPA-CALIMESA JUSD

NUMBER OF FULL-TIME SPECIAL EDUCATION STUDENT EQUIVALENTS CALCULATOR
(FTE of time spent in special education, excluding preschool and infants)
FISCAL YEAR 2020-21

Percentage of Time	Total Special Education Pupil Count by Percentage	Percentage in General Education	Percentage in Special Education	Special Education FTE
0% to 10%	81	10%	90%	72.90
11% to 20%	40	20%	80%	32.00
21% to 30%	67	30%	70%	46.90
31% to 40%	54	40%	60%	32.40
41% to 50%	147	50%	50%	73.50
51% to 60%	94	60%	40%	37.60
61% to 70%	81	70%	30%	24.30
71% to 80%	81	80%	20%	16.20
81% to 90%	322	90%	10%	32.20
91% to 100%	376	99%	1%	3.76
Total	1,343	n/a	n/a	371.76

* Enter total pupil count by percent of time

4.5 EV SELPA Fiscal Reporting Calendar 2021-2022



2021-22 FISCAL REPORTING CALENDAR

JULY 2021

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

AUGUST 2021

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

SEPTEMBER 2021

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

OCTOBER 2021

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

Subject to change, updated as needed.

Updated 9/13/21



2021-22 FISCAL REPORTING CALENDAR

NOVEMBER 2021

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

DECEMBER 2021

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

JANUARY 2022

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

FEBRUARY 2022

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

MARCH 2022

- 3/10/22** SBCSS to present EV Ops FFS Budget - 2nd Interim update
- 3/10/22** SELPA to present CY (21/22) Fall Regional services Proportionate Share Costs as of 2nd Interim related to OT, MH & PT at Steering/Finance
- 3/18/22** Districts to provide February PARs and PYR for TPP to SELPA
- 3/25/22** SELPA to send PY (20/21 Annual, 19/20 Annual 2) AB602 allocations based on February Certifications to districts by e-mail
- 3/25/22** SELPA to send the CY (21/22) AB602 Certifications based on P-1 State Funding Exhibit to districts by e-mail
- 3/31/22** SELPA to submit January TPP Service and Certified Invoices to DOR

Subject to change, updated as needed.

Updated 9/13/21



2021-22 FISCAL REPORTING CALENDAR

APRIL 2022

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

MAY 2022

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

JUNE 2022

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

PROGRAM ITEMS

4.6 Dispute Prevention & Resolution (ADR)
Allocation and Learning Recovery Plans



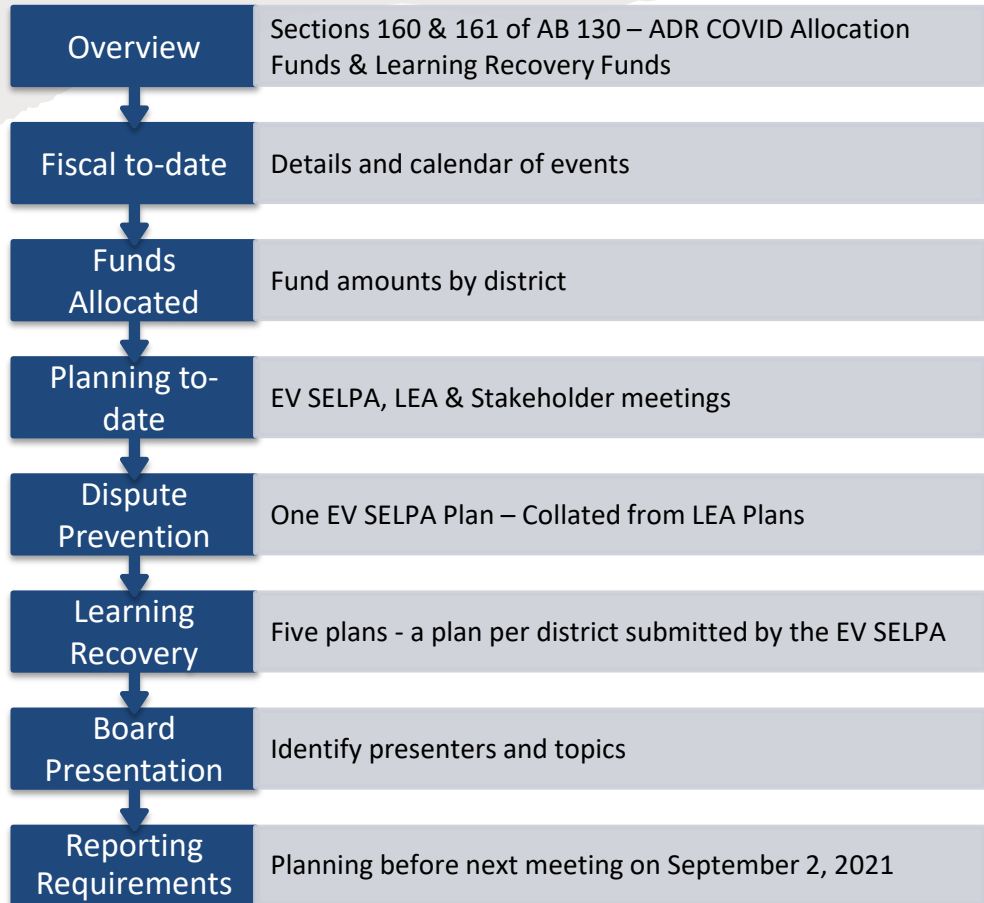
EAST VALLEY
SELPA

Educating Together

Dispute Prevention & Resolution (ADR) Allocation and Learning Recovery Plans

Patty Metheny, Ed.D., East Valley SELPA, Administrator
September 16, 2021

Our Time Together



Dispute Prevention & Resolution (ADR) Allocation: Purpose of the Funds

SEC. 160. (a) The sum of one hundred million dollars (\$100,000,000)* is hereby appropriated from the General Fund to the Superintendent of Public Instruction on a one-time basis for allocation to special education local plan areas for the purpose of supporting member local educational agencies in conducting dispute prevention and voluntary alternative dispute resolution activities to prevent and resolve special education disputes resulting from school disruptions stemming from the COVID-19 public health emergency during the period of March 13, 2020 to September 1, 2021, inclusive, in a collaborative and equitable manner.

Learning Recovery: Purpose of the Funds

SEC. 161. (a) The sum of four hundred fifty million dollars (\$450,000,000)* is hereby appropriated from the General Fund to the Superintendent of Public Instruction on a one-time basis for allocation to special education local plan areas and shall be expended by special education local plan areas and their member local educational agencies for purposes of providing learning recovery support to pupils, as defined in this section, associated with impacts to learning due to school disruptions stemming from the COVID-19 public health emergency during the period of March 13, 2020, to September 1, 2021, inclusive.

Fiscal to-date for the EV SELPA

ADR COVID FUNDS (Section 160)	
Fund Amount (Statewide)	\$100,000,000
Calculation of Funds	CDE identified October 2019 as higher count of SWDs ages 3-22 and calculated a SELPA amount (8.23.21)
Distribution of Funds	EV SELPA calculated a distribution of 80% of funds to its LEAS (9.2.21)
Date of Allocation	September 13, 2021
Funds Received/Posted by SBCSS	September 10, 2021
Funds Sent to LEAs	By September 30, 2021

Learning Recovery Funds (Section 161)	
Fund Amount (Statewide)	\$450,000,000
Calculation of Funds	CDE identified October 2019 as higher count of SWDs ages 3-22 and calculated a SELPA amount (8.23.21)
Distribution of Funds	EV SELPA calculated a distribution of 80% of funds to its LEAS (9.2.21) but funds must be matched 1:1 with LEA or SELPA funds
Funds Received/Posted by SBCSS	September 10, 2021
Funds Sent to LEAs	By September 30, 2021

Fund Amounts

Based on CDE Apportionment Data (8/23/21)

Dispute Prevention & Resolution (ADR) ALLOCATION

LEA	CDE Pupil Count	Estimated Amount
EV SELPA	10,230	\$1,271,228
	20%	\$243,446
Remaining for Allocation		\$1,027,782
Colton JUSD	2743 (27%)	\$277,501
Redlands USD	2801 (27%)	\$277,501
Rialto USD	2942 (29%)	\$298,057
Rim of the World USD	408 (4%)	\$41,111
YCJUSD	1336 (13%)	\$133,612

EV SELPA Amounts

Based on CDE Apportionment Data (8/23/21)

LEARNING RECOVERY FUNDS

LEA	CDE Pupil Count	Estimated Amount
EV SELPA Total	10,230	\$5,720,524
Colton JUSD	2743 (27%)	\$1,544,541
Redlands USD	2801 (27%)	\$1,544,541
Rialto USD	2942 (29%)	\$1,658,952
Rim of the World USD	408 (4%)	\$228,822
YCJUSD	1336 (13%)	\$743,668

Planning Meetings

EV SELPA Administration & CDE, Special Education Division

EV SELPA Administration & State SELPA Association

EV SELPA Administration & School Services of CA

EV SELPA & District Representatives

EV SELPA & District Specific Teams

The Plans

(Due October 1, 2021)

**One EV SELPA – wide Dispute
Prevention & Resolution Plan
submitted by EV SELPA**

**(Districts will submit individual plans to EV SELPA
September 16, 2021)**

**Five Individual LEA Learning Recovery Plans
Submitted by the EV SELPA**

**(Districts will submit individual plans to EV SELPA September 16,
2021)**



Dispute Prevention & Resolution (ADR) Plan*

On or before October 1, 2021, develop and submit a plan to the Superintendent of Public Instruction detailing how they will support their member local educational agencies in conducting dispute prevention and voluntary alternative dispute resolution activities, including:

detailed proposed expenditure information broken down by eligible activity, the number, disabilities, and demographics of pupils proposed to be served.

The CDE encourages SELPAs and LEAs to consider innovative and strategic resolve disagreements with families collaboratively and informally whenever possible.

*Template provided September 1, being amended by CDE due to formatting errors.

Support Areas – Must Address at Least One

- **Early intervention to promote collaboration and positive relationships between families and schools and to prevent disputes through proactive communication, collaborative problem solving, and parent support activities**
- **Parent education regarding special education processes and rights under the federal Individuals with Disabilities Education Act**
- **Parent peer support**
- **Language access provided as a supplement pursuant to state and federal law**
- **Collaboration with family empowerment centers and other family support organizations**

Impacted Areas – Must Address at Least One

- **Conduct voluntary alternative dispute resolution activities, including offering voluntary alternative dispute resolution for issues that are not resolved through the individualized education program process.**
- **Partnership with family empowerment centers or other family support organizations, including by providing support to those organizations to assist in the activities specified in this subdivision to prevent and resolve disputes in a pupil centered, collaborative, and equitable manner**
- **Identify, and conduct outreach to, families who face language barriers and other challenges to participation in the special education process, and whose pupils have experienced significant disruption to their education as a result of the COVID-19 pandemic**
- **Other impacted areas (Identify the impacted area and the plan for using the funds)**
-



EAST VALLEY
SELPA

Educating Together

Components of EV SELPA-wide Dispute Prevention & Resolution Plan

- Parent relationship building and training
- Parent partners as consultants, including those who speak Spanish
- Parent Academy, parent networks, parent navigators
- Family outreach practices, particularly for those who faced barriers (i.e. Economic, language, etc.)
- Consultant contracts for staff and parent training
- Consultant contracts for professional mediators and neutral facilitators

Students Served by EV SELPA Dispute Prevention & Resolution Plan



ALL STUDENTS WITH
DISABILITIES (PUPIL COUNT
FROM OCTOBER 2020)



THE THIRTEEN DISABILITIES



DEMOGRAPHICS –
PERCENTAGE OF ELL AND
POVERTY

Proposed Expenditures Procedures EV SELPA Dispute Prevention & Resolution Plan

Itemize fund amounts by resource

Describe plan components that align

Calculate by including indirect

Ensure total matches fund allocation amount

Provide to EV SELPA

EV SELPA collates and reports as a total fund amount



Learning Recovery Plans*

On or before October 1, 2021, the SELPA will work with its member local educational agencies to develop and submit a plan to the Superintendent of Public Instruction detailing how the special education local plan area and its member local educational agencies will implement the requirements of this section, including:

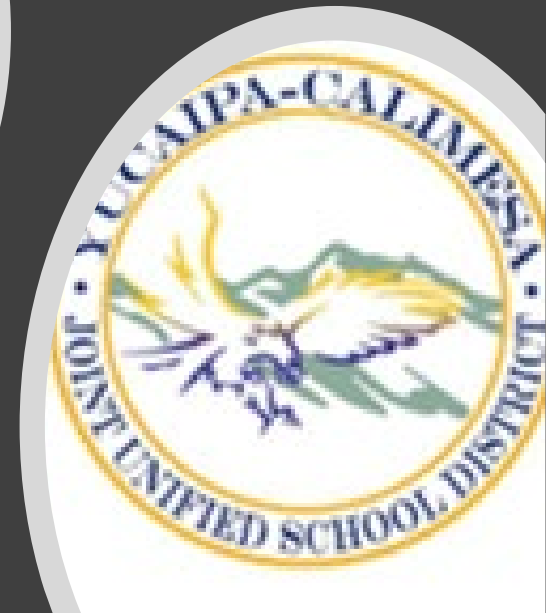
detailed proposed expenditure information broken down by eligible activity, the number, disabilities, and demographics of pupils proposed to be served, evidence of matching funds as required by this section, and any other information required by the State Department of Education.

*Template provided September 1, being amended by CDE due to formatting errors.

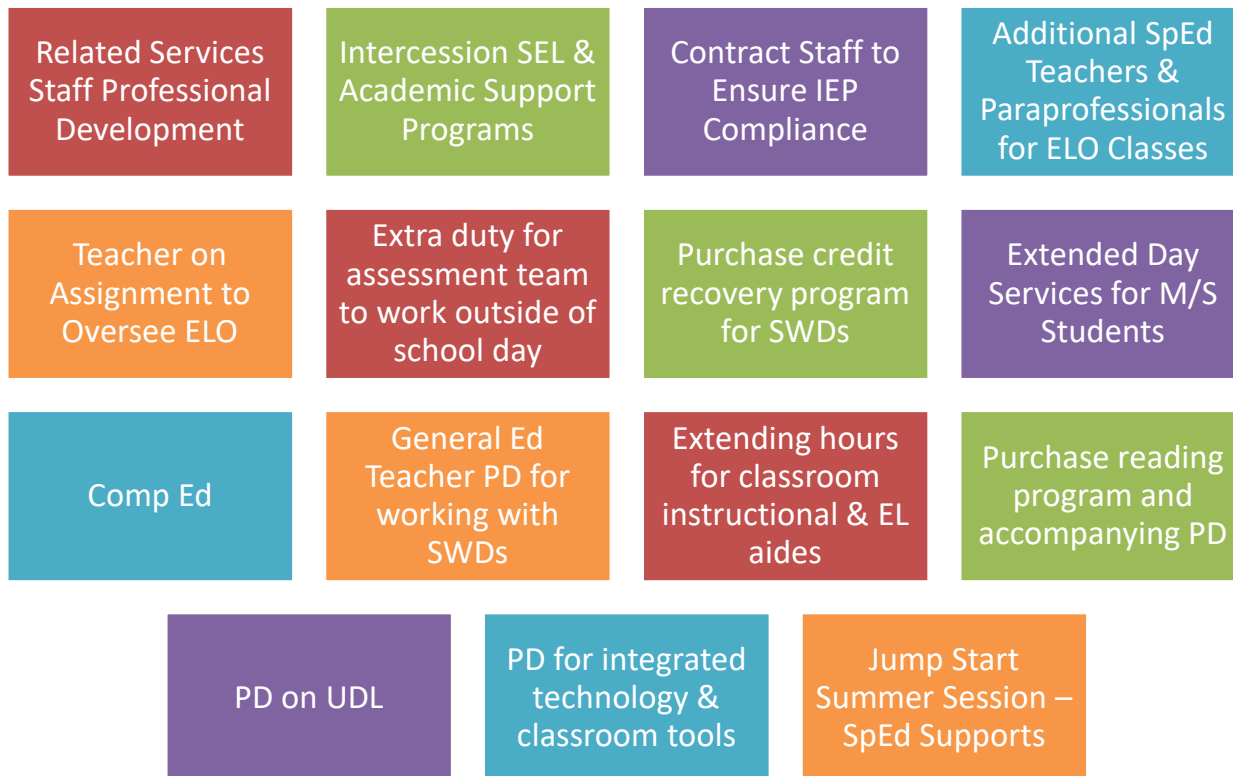
Impacted Areas – Must Address at Least One

- **Additional Support and Services Needed to Address Identified Learning Needs**
- **Positive Behavior Supports**
- **Assessing Learning and Academic Needs of Students**
- **Social Emotional Needs**
- **High Quality Instruction**
- **Supporting Students Return to In-Person Instruction**
- **Child Find**
- **Assessing Students who are Waiting of Initial IEPs**
- **Complete Overdue IEPs**
- **Other Impacted Areas (Identify the impacted Area and the plan for using the funds)**

EV SELPA Will Submit Five
Different Learning
Recovery Plans (One Per
District)



Some Components of Individual District Learning Recovery Plans



Students Served by District Learning Recovery Plans

DESCRIBE THE STUDENT
POPULATION (I.E. STUDENTS
WITH MODERATE/SEVERE
DISABILITIES) AND INCLUDE THE
NUMBER FROM OCTOBER 2020
PUPIL COUNT

LIST THE DISABILITIES

DEMOGRAPHICS – PERCENTAGE
OF ELL AND POVERTY, IF APPLY

Proposed Expenditures Procedures Each District Learning Recovery Plan

Itemize fund amounts by resource

Describe plan components that align

Calculate by including indirect

Ensure total matches fund allocation amount

Provide to EV SELPA

East Valley
SELPA
Board of
Directors
September
22, 2021

- Starts at 2 pm, held in-person (DILC)
- Decide how districts will present, some on dispute resolution and some on learning recovery components

Colton

Redlands

Rialto

Rim

YCJUSD



EAST VALLEY
SELPA

Educating Together

Program Reporting Requirements

Dispute Prevention & Resolution (ADR)
Due Date: September 30, 2023
Requirement
Number of cases mediated through ADR
Number of cases totally resolved by agreement
List of issues that generated the request for dispute resolution services
Demographics of pupils (disability, family income, EL, primary language)
Summary of outreach activities
Summary of activities conducted in partnership with family support organizations

Learning Recovery
Due Date: September 30, 2023
Requirement
Summary of learning recovery services
Demographics of pupils (disability, family income, EL, primary language)

Today at 2 pm



- EV SELPA “office hours” to assist with completing Dispute Prevention & Resolution Plans



EAST VALLEY
SELPA

Educating Together

4.7 Framework for Determining the Individual Impact of Distance-Learning



Framework for Determining the Individual Impact of Distance-Learning

Presented by:

Mary Anne Klenske, MA, EV SELPA Program Specialist
Colleen Meland, MA, EV SELPA Program Specialist

Session 1: **September 28, 2021**

Session 2: **October 12, 2021**

Session 3: **October 19, 2021**

3:00 pm - 4:30 pm

Register Online:

<https://sbcss.k12oms.org/46-207784>

This Live Webinar is a three-part series which breaks down the most recent research on the impact of distance-learning and how it informs instruction.

In session 1, we will look at how neuroscience and cognitive psychology have given researchers a new way of looking at how humans learn

In session 2, participants will understand the latest research into learning loss during distance learning, how socio-economic and other factors have contributed to remote learning loss. The educational priorities for accelerated learning as well as components characteristics and strategies for accelerated learning will be reviewed.

Lastly, session 3, will focus on how data inform planning and instruction are used to create personal learning profiles for each student. This is a move from lecture-based instruction to collaborative Learning.

Framework for Determining the Individual Impact of Distance Learning

Presented by
Mary Anne Klenske and Colleen Meland

September 28, October 12 and October 19

All presentations are from 3:00 p.m. to 4:30 p.m.



Three Session Virtual Training

Session 1: Brain Science and Learning..."

Session 2: Research Based Approaches to Accelerated Learning

Session 3: Tailored Instruction and Individualized Learning

Intended Audience and Goal of the Series

School site Administrators, District Level Administration, Teachers, and Direct Service Providers are all encouraged to attend.

This series serves as an introduction to evidence-based practices that are supported by cognitive neuroscience to plan instruction to meet the needs of our diverse learners and address any lost instruction during distance learning.

4.8 EV SELPA Program Specialist

East Valley Special Education Local Plan Area

2021-2022 Program Specialist Assignments

Recognizing that flexibility in assignments is necessary within a multi-district SELPA, support assignments are fluid. The East Valley SELPA Program Specialists are not be assigned to specific districts. Instead, they are assigned based on student and district need. While any of the program specialists may be called on to address specific needs and support their colleagues, the program specialists possess unique strengths and specializations. Given this, the East Valley SELPA Program Specialists will take the lead in the following specializations.

Autism	ABA (BCBA)	Behavior	Transition/TPP	IEP Development	CAC
Susanne Ferguson	Courtney Beatty	Mary Anne Klenske	Colleen Meland	Shannon Vogt	Susanne Ferguson
BI Classrooms	Community Outreach	Moderate/Severe Instruction	Mild/Moderate Instruction	Early Childhood	AAC
Shannon Vogt	Colleen Meland	Shannon Vogt	Mary Anne Klenske & Colleen Meland	Courtney Beatty	Susanne Ferguson

Districts may contact any program specialist directly for consultation purposes. Districts are required to complete and provide an EV-23 'Request for EV SELPA Program Specialist Services' by following the attached procedures.

Program Specialist	Phone Number	Email Address
Courtney Beatty	909-252-4519	courtney.beatty@sbcss.net
Susanne Ferguson	909-252-4520	susanne.ferguson@sbcss.net
Mary Anne Klenske	909-252-4524	maryanne.klenske@sbcss.net
Colleen Meland	909-252-4525	colleen.meland@sbcss.net
Shannon Vogt	909-252-4523	Shannon.vogt@sbcss.net

4.9 EV SELPA PCM Training 2021-2022

PCMA Recertification Update

September 16, 2021 at 8:30 am EV SELPA received this information*

- Web Based PCM Practitioner Recertification courses will be available again until December 31, 2021.
- Initials will remain in-person.

**Official announcement will be out tomorrow, September 17, 2021*

EV SELPA PCM Training Changes for 2021-2022 School Year

Based on concerns regarding the development of new COVID variants, and the very “up close and personal” nature of training and testing for P2 certification, EV SELPA has decided to restrict future PCM certification trainings to Level P1 for the remainder of this current school year.

Furthermore, any trainings conducted at EV SELPA will require ALL participants, vaccinated and not, to be tested each day prior to the start of training. This is to safeguard all attendees from exposure to the virus if a training participant gets exposed to the virus when returning home or into to the community after departing training.

Future scheduled trainings at EV SELPA are as follows:

September 22, 23

October 5,6

November 17,18,19

December 14,15

These are the guidelines for being tested prior to each day of training:

The testing team will arrive each day at 7:30. Participants will be provided in advance the registration link to register for the COVID Test:



2 TestFlyer.pdf

Please note that if any individuals have already resisted for a COVID-19 Rapid Test with SBCSSS, then they do not need to register again. Their information will be in the system.

The PCMA instructor trainer shared that newly trained instructors can co-train in a P1 training.

There are new videos on the PCM website available to them for viewing physical crisis intervention procedures. When a P2 training is held in the future, one of us should support them with it and it will count as their co-training for that level.

2021-22 PCM INITIAL TRAININGS
\$40.00 per person
EV SELPA

TRAINING	DATE(S)	TIME(S)	REGISTRATION LINK
PRACTITIONER	9/22-23/21	*8:30-4:00	https://sbcss.k12oms.org/46-205527
PRACTITIONER	10/5-6/21	*8:30-4:00	https://sbcss.k12oms.org/46-207930
PRACTITIONER	11/18-19/21	*8:30-4:00	https://sbcss.k12oms.org/46-207874
PRACTITIONER	12/14-15/21	*8:30-4:00	https://sbcss.k12oms.org/46-207933

PRACTITIONER P1	9/8-10/21	8:30-4:00	https://sbcss.k12oms.org/46-205528
PRACTITIONER P1	11/17-19/21	*8:30-4:00	https://sbcss.k12oms.org/46-207780

*COVID-19 Rapid Testing will be conducted prior to the start of every event that corresponds to the dates listed above. Participants must arrive at 7:30 am to the Dorothy Inghram Learning Center, 670 E. Carnegie Drive, San Bernardino, CA 92408, testing will be held in conference room "D" (with the exception of 9/23/21, held in room "C"). Participants need to register (see flyer attachment), this helps registration move faster. Please note that if a participant has already resisted for a COVID-19 Rapid Test with SBCSSS, then they do not need to register again. Vaccinated and non-vaccinated participants must be tested each day of training.

2 WAYS TO TEST



15 Min Rapid Test

RESULTS IN 15 MINUTES

Register with QR Code



color



Lab Processed Test

RESULTS IN 24 - 48 HRS

Register with QR Code



Check our monthly calendar for locations, dates, and times

Transforming lives through education
victor.torres@sbcss.org / daniel.anchondo@sbcss.org

Testing for SBCSS Employees and their Families

4.10 EV SELPA SIP Leadership Team

2021/2022

East Valley Special Education Local Plan Area

SIP Leadership Team Meeting

SEPTEMBER 23, 2021 - 7:30 am - 8:30 am

NOVEMBER 2, 2021 - 3:30 pm - 4:30 pm

DECEMBER 16, 2021 - 7:30 am - 8:30 am

FEBRUARY 8, 2022 - 3:30 pm - 4:30 pm

APRIL 21, 2022 - 7:30 am - 8:30 am

MAY 10, 2022 - 3:30 pm - 4:30 pm



4.11 EV SELPA Community Advisory Committee



East Valley SELPA Community Advisory Committee

What is the Community Advisory Committee (CAC) of the East Valley Special Education Local Plan Area (EV SELPA)?

The CAC is a committee of volunteers composed of parents of individuals with exceptional needs and others who serve in an advisory capacity to the administrator of the EV SELPA in specific areas as detailed in the California Education Code. Those areas include deciding on and supporting parent trainings, promoting community awareness of special education, supporting activities on behalf of individuals with exceptional needs, assisting in parent awareness of the importance of regular school attendance and advising on the Local Plan.

Members of the CAC include those appointed by the governing board of each participating district in the EV SELPA to serve one- or two-year terms and shall be parents of pupils with exceptional needs enrolled in the district schools.





East Valley SELPA Community Advisory Committee



DISTRICT:	
------------------	--

CAC Member Name:	
Mailing Address:	
Email Address:	
Phone Number:	
Board Approval Date:	

CAC Member Name:	
Mailing Address:	
Email Address:	
Phone Number:	
Board Approval Date	

Submitted by:	Date:
----------------------	--------------

2021/2022
East Valley Special Education Local Plan Area

CAC Meeting Schedule

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

SEPTEMBER 20, 2021

NOVEMBER 15, 2021

FEBRUARY 28, 2022

APRIL 25, 2022



4.12 Compliance



Home / Specialized Programs / Special Education / Laws, Regulations, & Policies

**California Department of Education
Official Letter**

September 7, 2021

Dear County and District Superintendents, Special Education Local Plan Area Directors, Special Education Administrators at County Offices, Charter School Administrators, Principals, and Nonpublic School Directors:

**The CDE Fall Special Education Monitoring and
Engagement with California's Local Educational
Agencies**

On behalf of the Special Education Division (SED) at the California Department of Education (CDE), I would like extend my gratitude and appreciation for all the work that you do as you begin a new school year. We understand that this has been a challenging and turbulent year, and I am encouraged and inspired by the work of our California educators to meet the diverse needs of our children with disabilities. I am excited that we will continue to work collaboratively to support our children and families as schools reopen for full-time in-person instruction for the 2021–22 school year. The purpose of this letter is to describe the manner in which the SED at the CDE will engage with your local educational agency (LEA) this fall. In this time of uncertainty, I want to make sure that the SED's monitoring activities are clearly outlined, so that collaboration with the SED staff will be transparent, clear, and consistent. The staff in the SED want to engage and collaborate with LEAs to support our goal of student success in a post-COVID future.

As you know, the CDE is charged in supporting the implementation of the Individuals with Disabilities Education Act (IDEA), Section 616(e) and Title 34, *Code of Federal Regulations* (CFR). We understand that LEAs continue to face a wave of challenges during the start of this school year. While we are committed to our monitoring responsibilities, we want to be source of support and not a burden on your efforts. To achieve this objective, we plan a scaled back approach that supports LEAs with resources and technical assistance and deploy monitoring where it is most needed.

Priorities for Monitoring and Support for the 2021–22 School Year

During the 2021–22 school year, the SED’s work will be a directed approach to monitoring and support efforts, aligned to center around four priority areas:

1. High Quality Individualized Education Programs (IEPs)
2. Positive Behavior Supports
3. Assessing Learning Needs for Students with Disabilities
4. Equity and Disproportionality

Our first response to the needs of LEAs will be to provide technical assistance if needed. We will conduct directed monitoring activities to identify improvement areas, implement improvement, and support the improvement process for an LEA with the support of the Special Education Local Plan Area (SELPA).

CDE’s Special Education Technical Assistance and Support Efforts for the 2021–22 School Year

The CDE is working with its technical assistance partners, including the Supporting Inclusive Practices project, the Positive Behavior Interventions and Supports Coalition, the SELPA Improvement Leads, the SELPA Content Leads, and the State Performance Plan Technical Assistance Project to curate a set of high-quality resources that align with high leverage practices. These will include a resource library, webinars, trainings and individualized technical assistance to support the needs of the LEAs identified by the leaders of the LEAs.

In the coming weeks, the SED will be releasing a set of resources that have been selected for their effectiveness in assisting LEAs to assess the needs of children as schools return to full-time in-person learning. Shortly after that, the SED will offer a series of webinars addressing positive behavior supports. All webinars and trainings will be recorded and posted to our CDE resource web page to ensure that LEAs have access to them when needed.

Finally, throughout the year, the SED will be working closely with LEAs to identify specific trainings or resources based on the needs of LEAs across the state. The individualized recommendations that we may make to LEAs will be based on plans identified by LEAs and SELPAs and through any monitoring activities. The CDE is sensitive to the fact there is an abundance of resources currently available, which is why the CDE is curating a list of high-quality resources for LEAs and making individualized recommendations based on the need specific to the LEA.

CDE’s Special Education Monitoring Activities for the 2021–22 School Year

For the Fall of 2021, the CDE has focused its monitoring efforts to align with our priorities previously stated in this letter. To achieve this alignment, a few aspects of monitoring have been postponed or scaled down and **full monitoring will recommence in January 2022**. This

fall, the CDE will continue to monitor child find and timelines for IEPs. This will include initial assessments, triennial assessments, and annual and triennial IEPs.

The CDE will provide your SELPA a compilation of data elements for initial assessments, triennial assessments, and annual and triennial IEPs based on the End of Year 2021 California Longitudinal Pupil Achievement Data System (CALPADS) submission. This will serve as a benchmark of data to allow LEAs to understand their current metric of compliance.

As a reminder regarding as teams are conducting special education evaluations, LEAs may not impose other conditions or timelines that are inconsistent with the LEAs criteria used to initiate its own evaluations and/or would deny the student's and parent's right to obtain an Independent Education Evaluation (IEE) at public expense. (34 CFR § 300.502 (e)(2)). LEAs should review current policies and practices related to IEEs to ensure compliance with the requirements of 34 CFR § 300.502. Further guidance on conducting Independent Educational Evaluations can be found at <https://www.cde.ca.gov/sp/se/lr/om031121.asp>.

As LEAs are working to assess student needs and hold high quality IEPs, the CDE will provide updated data to SELPAs on a monthly basis about their overdue IEPs and initial assessments of eligibility. It is our expectation that LEAs will use this data along with other local data to work with SELPA and identify the plans for Learning Recovery Funds allocated in the 2021–22 state budget. This plan is prepared and sent to the CDE by the SELPA and will identify the manner in the funds will be used to provide learning recovery supports to pupils associated with impacts to learning due to school disruptions stemming from the COVID-19 public health emergency. We encourage you to work with your SELPA to consider innovative solutions to address the learning gaps and equity concerns that have surfaced during this pandemic to meet the needs of your LEA. Those plans are due to the CDE on or before October 1, 2021.

The CDE will use these plans to provide targeted technical assistance through training and support. The CDE will also monitor the implementation of the plans through data and outreach to SELPAs throughout the fall. There will be no additional Special Education Plans (SEP) due to the CDE during the fall, with the exception of plans associated with Significant Disproportionality required by federal law. The CDE's engagement will center around supporting SELPAs to implement their Learning Recovery Plan with LEA.

More detailed information regarding Learning Recovery Plan, including a template, was provided to each SELPA on September 1, 2021. Data on initial assessments, triennial assessments, and annual and triennial IEPs based on CALPADS End Of Year 2021 submission will be included in communication to SELPAs in October.

In January of 2022, the CDE will notify LEAs of their annual determination required in 34 CFR 300.603 and their monitoring tier for the 2022 year. The 2022 monitoring tier will be based on previous years' monitoring tiers, the implementation of the Learning Recovery Plan, and additional data collected and reviewed on initial assessments, triennial assessments, and annual and triennial IEPs. LEAs that continue to have a high level of

overdue assessments and IEPs may be required to participate in more intensive monitoring with targeted technical assistance. LEAs who fail to make progress may be placed into a more intensive tier of monitoring in Spring of 2022.

I hope this communication will provide you an overview of the engagement that you can expect to see from the CDE SED in the coming months. If you have additional questions, please contact your Focused Monitoring and Technical Assistance Consultant found at <https://www.cde.ca.gov/sp/se/qa/fmtacncnt.asp>.

The intent of IDEA is to secure a bright and successful future for all children who need supports and services to access their full potential for success. While the tenets of IDEA put to the test this past year, I am confident that you will ensure students with disabilities will have all the necessary supports to thrive this year. The State of California has made historic investments in education this year and we have a once in a lifetime opportunity to realize the vision of IDEA as we work with parents, teachers, administrators, and students to reimagine and improve special education. I look forward to our continued partnership and collaboration in the future and wish you, your staff and your students a productive, safe, and engaging school year.

Sincerely,

Heather Calomese, Director
Special Education Division

Last Reviewed: Wednesday, September 8, 2021

Item 4.12
Overdue IEPs – Initials, Annuals & Triennials

Initials (Plan Type 30)

Totals	0 - 44	45 - 60	60+	Total Pending Assessments
Colton	38	8	38	84
EV-Ops	0	0	1	1
Redlands	32	0	20	52
Rim	10	0	14	24
Rialto	8	1	8	17
Yucaipa	9	0	5	14
Total	97	9	86	192

Annuals & Triennials

LEA	Overdue Annuals	Overdue Triennials	Totals
Colton	160	63	223
Redlands	134	40	174
Rialto	223	69	292
Rim	53	31	84
Yucaipa	33	13	46
EV OPS	29	7	36
EV SELPA	632	223	855

4.13 EV SELPA Due Process Update



Surrogate Parent *Virtual* Training

Thursday
October 28, 2021
8:30—11:30 am

Presented by
Rick Homutoff, Ed.D
Program Manager, East Valley SELPA

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

- This training will include:
- Surrogate Parent Role and Activities
 - Foster Care/Education Outcome
 - Educational Rights for Students Living in Foster Care

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

Register Online:
<https://sbcss.k12oms.org/46-210024>

Registration Deadline: 10/23/2021

Questions — please call East Valley SELPA (909) 252-4507



EAST VALLEY
SELPA

Educating Together

2020-2021 Due Process Update

East Valley SELPA Steering

Presented by Rick Homutoff, Ed.D.

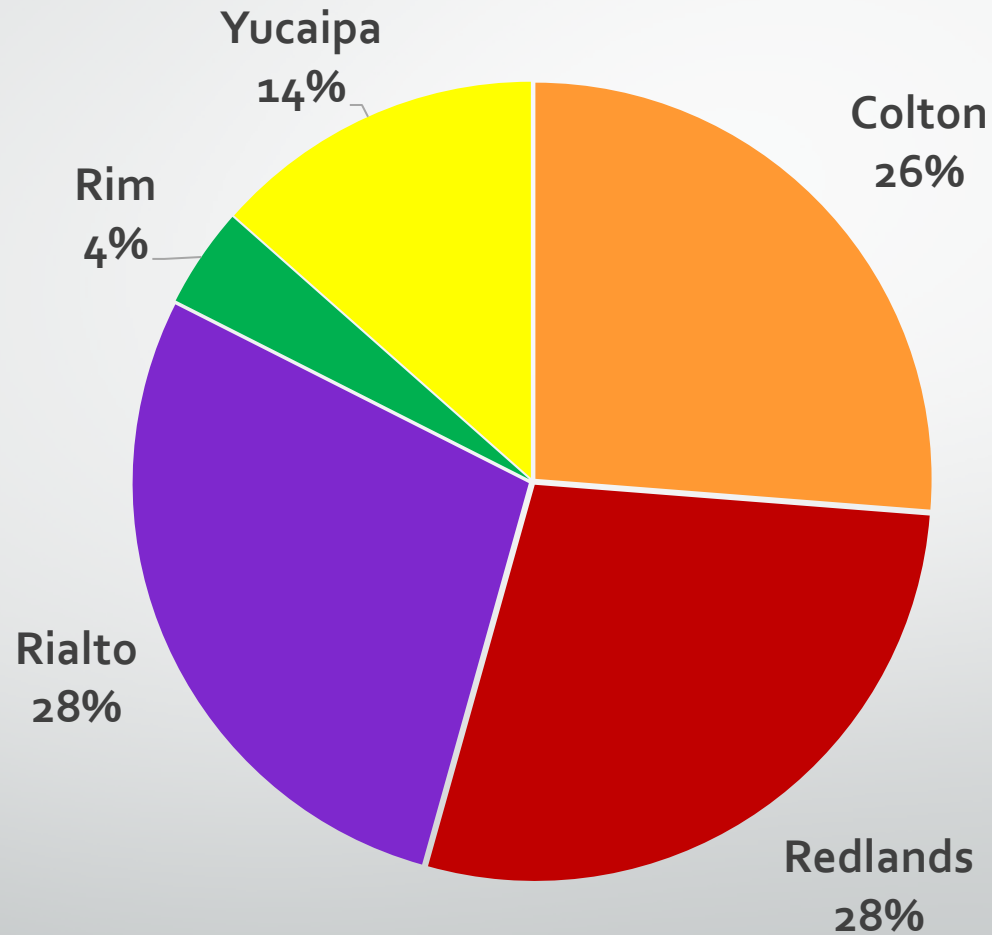
Program Manager

September 16, 2021

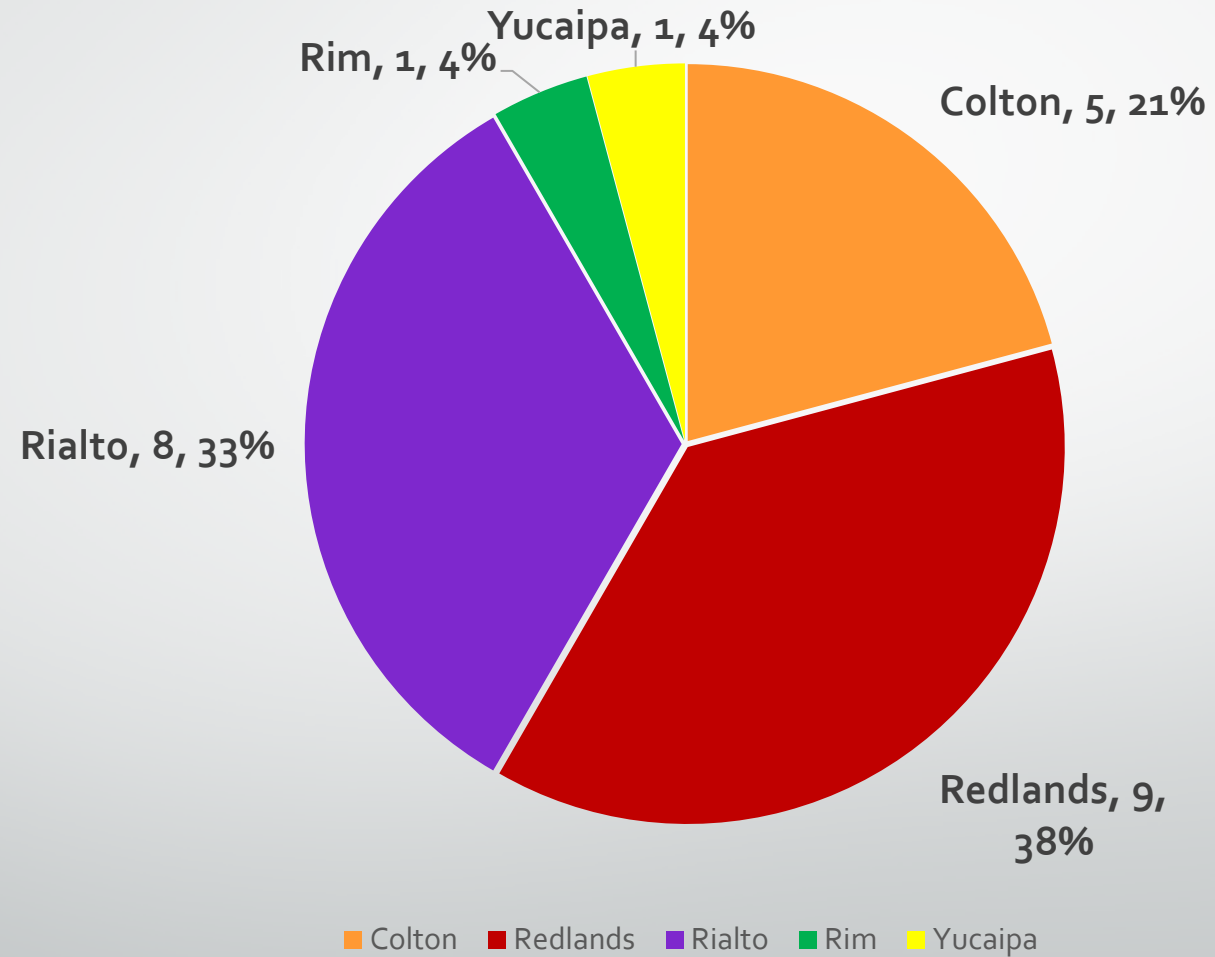
2020-2021 Due Process Cases

- Twenty-four cases were filed. In comparison, 2018-2019, 45 cases were filed and in 2019-2020, 31 cases were filed.
- Four of the twenty-four cases were filed by students with two or more filings in the past five years. This trend continues to go down from previous years.
- One hearing was held in 2020-2021.

October 2020 Special Education Pupil Count: Percentage of EV SELPA Total by District



EV SELPA 20/21 Filings



EV SELPA Filings by Month



Hearing Student v. Rialto USD

- Filed February 24, 2021
- Decision August 16, 2021
- Total of nine days of hearing plus two days of attorneys conferring with Administrative Law Judge (ALJ)
- Student attended a nonpublic school, Bliss Academy, part of LeRoy Haynes Family of Schools

Issues

1. Did district deny student's right to a free and appropriate public education (FAPE) by assigning student to distance learning (DL) from March 2020 until the end of 19/20 SY without continuing to provide in-person services in-person?
✓ DISTRICT PREVAILED
2. Did district deny student's rights to a FAPE by assigning student to DL from March 2020 until the end of 19/20 SY without:
 - a) Evaluating student
✓ DISTRICT PREVAILED
 - b) Providing necessary accommodations to ensure student could obtain a FAPE through DL
✓ STUDENT PREVAILED because from April 2020 through ESY student was receiving no online interaction of any kind and only minimal DL through packets provided to mother and were not individualized to student.
 - c) Implementing his IEP?
✓ STUDENT PREVAILED because student was not offered any instructional or related services of any kind, even via an online, DL platform, none of the instructional minutes or related services in his IEP were implemented.

Issues - continued

3. Up until the filing of the complaint, did the district deny the student's right to a FAPE by assigning student to DL for the 20/21 SY without providing required in-person services in-person?
✓ DISTRICT PREVAILED
4. Did district deny student's rights to a FAPE by assigning student to DL for the 20/21 SY to the filing of the complaint without:
 - a) Evaluating student
✓ DISTRICT PREVAILED
 - b) Providing all necessary accommodations needed to ensure student could obtain a FAPE through distance learning
✓ DISTRICT PREVAILED
 - c) Implementing his IEP?
✓ STUDENT PREVAILED because Bliss Academy failed to make student's full number of instructional and behavioral minutes including providing peer interactions available even via an online format which did not necessarily require in-person services.

Issues - continued

5. Beginning in March 2020, for the 19/20 SY and extended school year (ESY) and the 20/21 SY up until the filing of the complaint, did district deny student's right to a FAPE by:

a) Failing to adequately assess students suspected disabilities

✓ DISTRICT PREVAILED

b) Failing to develop an IEP that was reasonably calculated to enable the student to receive educational benefit by failing to address his needs for proper academic goals

✓ DISTRICT PREVAILED

c) Failing to offer sufficient intensive individual services in the form of a one-to-one aid?

✓ DISTRICT PREVAILED

Issues - Continued

6. Did district deny student's rights by failing to address regression student suffered as a result of being assigned to DL from March 2020 until the end of the 19/20 SY and through the 2021 SY to the filing of the complaint?
 - ALJ ruled this issue as premature and “not ripe for adjudication.”
 - ✓ NEITHER PARTY PREVAILED

Order

- Student is awarded 87 hours of SAI instruction.
- Student is awarded 87 hours to be used for behavior intervention services.
- Student is awarded 20 total hours for any combination of speech therapy, adapted PE, and/or OT at mother's discretion.
- Student is awarded 20 hours for social skills instruction in a group, plus 20 hours for behavior intervention services in conjunction with the social skills instruction.
- These services are to be provided by a nonpublic agency of parent's choosing and available through the end of the 2022-2023 school year.
- Attorney fees

Lessons Learned

- In this case, prior to hearing, the parent attorney(s), were unwilling to negotiate on not only fees, but with regards to compensatory education and services to the student. In those cases, it is important to have a defensible IEP to minimize exposure during the hearing.
- The attorneys here have filed multiple due process cases up and down the state, and almost all have gone to hearing. Sometimes no matter what the district does, there are attorneys who are unwilling to settle.
- The costs associated with what the attorney(s) were asking for were significantly higher than what they ended up getting from the hearing decision.
- Make sure the district is checking in on the students who attend nonpublic schools.
 - In this case, Rialto had staff checking in with this student, this was evident with the testimony from the district staff members during the hearing.
 - This is just a general reminder that it is vital that the school districts are ensuring students who attend nonpublic schools are receiving all services and supports as outlined in their IEPs.
- The issues in this case where the student won, all centered around whether the nonpublic school was providing necessary individualized supports and services. They were not and where they were providing services or supports those were not individualized to the student during that short window of time from March 2020 through ESY.

2020-2021 Due Process Case Trends

- Overall, due process cases are down, for now, and data show most costs were lower as a result of this and the initial Covid-19 lull.
- At the end of the year, the data show the parent attorney fees have gone up slightly during this time. The average cost for parent attorney fees is \$6,000 per case, which is about \$500 more than previous years.
 - This amount of \$6,000 (avg.) is excluding two cases. One is the hearing decision where we have not negotiated fees yet, and the other is from a case where the attorney was unwilling to negotiate on fees, and we decided to settle with her to avoid a hearing.
- During the distance learning, a number of settlement agreements have been amended to provide additional time for parents to access compensatory education services.
- There are concerns that once schools reopen fully, filings will substantially increase.

Fiscal Impacts

- 2020-2021 settlement trends evidence lower costs:
 - Far fewer requests for Independent Educational Evaluations (IEEs)
 - Far fewer parent reimbursements paid at both the district and SELPA levels.
 - This may be due to parents' inability to access agencies during closures.
- Statewide, due process hearing costs have increased:
 - Hearings are taking longer, and costs associated with virtual hearings are higher.



Questions?

4.14 SBCSS East Valley Operations

San Bernardino County Schools – East Valley Class Locations 2021-2022
601 North E Street, San Bernardino, CA 92415 (909)386-2722

BARBARA PHELPS HS 909.748.0259

1812 W Park Ave., Redlands 92373
Principal: Lisa Garcia
Luis Hernandez Rm C108 xt.220
Anna Eckenwiler Rm C112 xt.219
Karin Bacon (ILA) Rm C4 xt.211
Michael Winslow (MS) Rm D101 xt.217
Leon Baham (ED) Rm C105 xt.221
Richard Kruk (ED) Rm C102 xt.222
Bilingual Interpreter
Maribel Cupul 909.375.2769

BEMIS ELEMENTARY

774 E. Etiwanda Ave., Rialto 92376
Principal: Bernadine Hollingsworth
Lori Eder (Pre/MS/Aut) Rm E6
909.874.1127
Ciara Delgado (SLP)

BOB MURPHY CS 909.421.7810

149 N Arrowhead Ave, Rialto 92376
Principal: Christopher Hauck
Phillip Barrios Rm C114 xt.211
Jerald Gibbs Rm C108 xt.208
Cheryl Hines Rm C131 xt.214
Angela Khoury Rm C124 xt.212
Maria Ibarra Rm C132 xt.209
Anthony Alvarado Rm C138 xt.213
Yui Shin Rm C124 xt.215
Jamie Fleming (ILA) C101 xt.216

CENTRAL JCS/YJC 909.387.7490

900 E. Gilbert St., SB 92404
Principal: Monica Hatcher
Brian Cortez 1A xt.77649
Shanna Dusablon 2B xt.77559
Brenda Adams 3A xt.77660
Charlotte Gentry 3C xt.77659
Gloria Esquivel 3D xt.7758
Derrick Brooks 4D xt.777669
John Van Hoven 2A xt.77388
Louie Vega 2A xt.77389
Jeffrey Ordaz (YJC) xt.77025

CHAFFEY WEST CS 909.447.4501

5033 Holt Blvd., Montclair 91763
Principal: Tyrese Crawford
Lynette Eisele Rm C4 xt.224
Monica Garza Rm C5 xt.225
Anthony Taylor Rm C2 xt.214
Lamont Gibson (ILA) Rm C10 xt.230

CHAFFEY NORTH CS 909.989.5712

7201 Archibald Ave. Rancho Cucamonga 91730
Principal: Tyrese Crawford
Ferrari Green Unit 4&5 909.989.5712

DOLLAHAN ELEMENTARY

1060 W. Etiwanda Ave., Rialto 92376
Principal: Lisa Garcia
Scott Parker (SPH/MS/Pre) Rm C4
909.820.3428
Early Start Staff
Rm C1 909.874.4836
Viridiana Penilla
Miriam Gomez
Cynthia Hayes
Rm C2 909.421.0861
Amy O'Neal
Kathie Pearce
Tonja Wright
Elaine Waskel

EISENHOWER HS

1321 N Lilac Ave., Rialto 92376
Principal: Lisa Garcia
Principal: Bernadine Hollingsworth
Donna Allison (SPH) Rm M1 909.875.4230
Jill Wiegmann (MS) Rm M2 909.875.5633

HENRY ELEMENTARY

470 E. Etiwanda Ave., Rialto 92376
Principal: Bernadine Hollingsworth
Jacklyn Long (DHH) Rm G1 909.875.2174

HIGH DESERT JCS 760.961.6721

21101 Dale Evans Pkwy., AV 92307
Principal: Monica Hatcher
Cory Velasquez 760-361-6612

HIGHLAND GROVE ELEMETARY

7700 Orange St., Highland 92346
Principal: Bernadine Hollingsworth
Jeanne Nelson (VI) Rm F35 909.307.2427
Teresa Gibbons (VI)
Jennifer Julian (VI)
Rebekah Acosta (VI)
Natalie Brown (OM)

JUDSON BROWN ELEMENTARY

1401 E. Pennsylvania Ave., Redlands 92374
Principal: Bernadine Hollingsworth
Janelle Carlson (ES) Rm 11 909.307.2435

MOORE MS

1550 E. Highland Ave., Redlands 92373
Principal: Bernadine Hollingsworth
Wendy Franklin (MS) Rm H2 909.748.0619
Catarina Lambert (APE)
Rosemary Mickschi (APE)
Annette Velasquez (SLP)
McKenzie Winchell (SLP)

REV HS 909.389.2500

31000 E. Colton Ave., Redlands 92374
Principal: Bernadine Hollingsworth
Karen Inge (SPH) Rm M113 xt.32313
Jason Morris (MS) Rm M119 xt.32319

RIALTO HS

595 S. Eucalyptus, Rialto 92376
Principal: Bernadine Hollingsworth
Amy Schodt (MS) Rm D101 & D102
909.421.8920

SMITH ELEMENTARY

9551 Linden St., Bloomington 92316
Principal: Lisa Garcia
Marie Hoffman (DHH) Rm E
Karen McPherson (DHH) Rm E
Patricia Tate (DHH)
Sheryl Schmidt (VI)
Carolyn Harrington (VI)
Leticia Ceja (VI)
Jill Hoffman (MS) Rm B 909.874.2937
Karina Torres (OM)

TRI-CITY CS 909.763.4840

244 South D St., San Bernardino 92401
Principal: Michael Curtis
Cheryl Terrell-Robinson Rm 200 xt.220
Cindy Swanson Rm 201 xt.223
Eian Sloan Rm 301 xt.226
Twanna Jackson Rm 300 xt.230
Romina Meza Rm. 101 xt.212

VEC 760.843.5940

12421 Hesperia Rd., Victorville 92395
Principal: Michael Curtis
Kimberly Nancarrow Rm 5 xt.212
Claudia Knopp Rm 7 xt.208
Carmen Palacios Rm 6 xt.201
Brian Plazola (ILA) Rm 3 xt.203

VISION CS 909.783.0436

171 W H St, Colton 92324
Principal: Christopher Hauck
Marny Parrott Rm 1
Dvonne Pitruzzello Rm 2

YUCCA VALLEY CS 760. 228.1501

58945 Bus Center Dr, Yucca Valley 92284
Principal: Christopher Hauck
Michael Van Luven St A 760.228.1501
Anita Miller (ILA) Rm A 909.421.0854

EAST VALLEY STUDENT SERVICES

Psychologists

Jose Garcia 909.386.2746
Jessica Lascano 909.386.2445
Michael Salce 909.386.2405
Kathryn Strong 909.386.2721

Academic Counselor

Adina Silva 909.386.2738

Nurses

Anita Grelling 909.447.4501 xt.209
Linda Kleam 909.386.2749
Elizabeth Cenicerros 909.386.2724

Loma Linda University Children's Hospital

Lee Anne Gridley 909.558.7303

**East Valley Services 2021-2022 Principal Assignments
Scott Wyatt, Area Director**

<u>Bernadine Hollingsworth</u> SST: Elaina Santos OSI: Kimberley Capps Lead Teacher: Lori Eder EVOPS:(909) 386-2727
<u>Bemis Elementary School</u> Lori Eder
<u>Eisenhower High School</u> Jill Wiegman
<u>Henry Elementary School</u> Jaclynn Long
<u>Highland Grove Elementary School</u> Jeanne Nelson
<u>Judson Brown ES</u> Janelle Carlson
<u>Moore Middle School</u> Wendy Franklin
<u>Redlands East Valley HS</u> Karen Inge Jason Moore
<u>Rialto High School</u> Amy Schodt
<u>Itinerant APE</u> Rosemary Michschi Catarina Lambert
<u>OM Itinerant</u> Natalie Brown Karina Torres
<u>VI Itinerant</u> Rebekah Acosta Teresa Gibbons Jennifer Julian Sheryl Schmidt Carolyn Harrington Leticia Ceja

<u>Lisa Garcia</u> SST: Gloria Estrada OSI: Ryan Hendrickson Lead Teacher: Luis Hernandez Barbara Phelps CS: (909)748-0259
<u>Barbara Phelps CS</u> Leon Baham
Michael Winslow Richard Kruck Ana Eckenwiler Luis Hernandez
<u>Dollahan Elementary School</u> Norman (Scott) Parker
<u>Eisenhower High School</u> Donna Allison
<u>Smith Elementary School</u> Jill Hoffman
<u>DHH-Itinerant</u> Marie Hoffman Karen McPherson Patricia Tate
<u>Early Start - Itinerant</u> Lead Teacher: Tonja Wright Miriam Gomez Cynthia Hayes Albert Laragione Tatiana Lupe-Camacho Amy O'Neal Viridiana Penilla Elaine Waskel Tonja Wright
<u>Bilingual Interpreter</u> Maribel Cupul (Phelps)
<u>SLP</u> Ciara Alvardo Annette Velasquez McKenzie Winchell Kathie Batesole (SLPA)

<u>Christopher Hauck</u> SST: Eric Johnson OSI: Amy Whitsett Lead Teacher: Phillip Barrios Bob Murphy: (909) 421-7810
<u>Bob Murphy CS</u> Tony Alvardo Phillip Barrios Jerald Gibbs Cheryl Hines (SDC) Maria Ibarra Jay Nichols Anthony Taylor
<u>Vision CS</u> Marny Parrott Dvonne Pitruzzello
<u>Yucca Valley CS</u> Michael Van Luven

<u>Tyrese Crawford</u> SST: Collivia Bolton OSI: Yvonne Shupe Chaffey West CS: (909) 447-4501 Lead Teacher: Ferrari Green
<u>Chaffey West CS</u> Lynnette Eisele Gentry Charlotte
<u>Chaffey North CS</u> Ferrari Green IS Tech: Tracey Castillo Lead Teacher: Angela Khoury
<u>ILA</u> Karin Bacon Jamie Fleming Angela Khoury Anita Miller Cory Velasquez

<u>Monica Hatcher</u> SST: Norma Lopez SSRT: Patricia Vargas Data Entry Clerk: Marlene Forbus Lead Teacher: Louie Vega YJC: (909) 387-7063
<u>Central JCS</u> Brenda Adams Derrick Brooks Brian Cortez Shanna Dusablon Gloria Esquivel John Van Hoven Louie Vega
<u>YJC</u> Jeffrey Ordaz

<u>Michael Curtis</u> SST: Korrie Baham OSI: Victoria Masner Lead Teacher: Romina Meza Tri-City CS: (909) 763-4840
<u>Tri-City</u> Cindy Swanson Cheryl Terrell Twanna Jackson Eian Sloan Romina Meza
OSII: Chanda Kellogg Lead Teacher: Carmen Palacios VEC: (760) 843-5940
<u>VEC</u> Claudia Knopp Kimberly Nancarrow Carmen Palacios Brian Plazola (Elementary School)

<u>Scott Wyatt</u> OSIII: Nicole Contreras OSII: Sharon Cardona Registrar Tech: Regina Hernandez EVOPS: (909) 386-2722
<u>School Psychologists</u> Jose Garcia Jessica Lascano Michael Salce Kathryn Strong
<u>Academic Counselor</u> Adina Silva
<u>School Nurses</u> Linda Kleam Elizabeth Cenicerros Anita Grelling
<u>LUUCH</u> Lee Anne Gridley Vacant

Updated: 8.17.21

4.15 Hot Topics

5.0 OTHER

5.1 2021-2022 EV SELPA Steering Committee Meetings

2021/2022
East Valley SELPA
Steering/Finance Committee Meeting Schedule

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

JULY 15, 2021

AUGUST 2020 – NO MEETING

SEPTEMBER 16, 2021

OCTOBER 7, 2021

NOVEMBER 10, 2021 (Wednesday)

DECEMBER 9, 2021

JANUARY 2022 – NO MEETING

FEBRUARY 10, 2022

MARCH 10, 2022

APRIL 7, 2022

MAY 12, 2022

JUNE 9, 2022



5.2 2021-2022 EV SELPA Board of Directors Meetings

2021/2022
East Valley SELPA
BOARD OF DIRECTORS MEETING SCHEDULE

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

November 17, 2021

February 23, 2022

March 23, 2022

May 25, 2022

June 15, 2022

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



5.3 2021-2022 EV SELPA CAC Meetings

2021/2022
East Valley Special Education Local Plan Area

CAC Meeting Schedule

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

SEPTEMBER 20, 2021

NOVEMBER 15, 2021

FEBRUARY 28, 2022

APRIL 25, 2022



5.4 EV SELPA Professional Development – September & October 2021



Region 10 Coordinating Council Presents:

"Supporting Others to Navigate Conflict: The Role of the Conflict Coach, Facilitator & Teacher"

*Presented by:
Greg Abel & Carlo Rossi*

*Virtual webinars over five days
October 12, 13, 19, 20, & 26, 2021
and eight small group coaching sessions on Zoom
TBD*

Earn a Certificate in Conflict Resolution

Registration Fee: \$400.00 (POs are NOT accepted)

***Application Required for Registration
Scholarships Will Be Provided**

****Must have attended all 4 sessions of Tier 1
"Engaging Challenging Conversations"**

Tier 2 is designed to support participants as they pursue a deeper understanding of key concepts, processes, and skills taught in Tier 1, so as to develop competencies necessary to serve effectively as a Conflict Engagement Specialist (CES). Tier 2 offers more in-depth training to individuals within an organization or community who will support others in the organization or community to effectively navigate the challenges of conflict. We focus on the following three roles/functions of a CES; Coach, Facilitator, and Teacher.

MANIFESTATION DETERMINATION, FUNCTIONAL BEHAVIOR ASSESSMENT (FBA), & BEHAVIOR INTERVENTION PLAN (BIP)

Presented by:

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

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

Presented by:

East Valley SELPA Program Specialists

Courtney Beatty, MA, BCBA, Mary Ann Klenske, MA, and Shannon Vogt, MA

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

Objectives:

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

Audience: Certified Personnel, Administrators, Special Education teachers, School Psychologists, Program Specialists, and BCBA's

Wednesday, Thursday, & Friday
August 25, 26, & 27, 2021
8:30 am—12:30 pm

Register Online:

<https://sbcss.k12oms.org/46-205251>



Tuesday, Wednesday, & Thursday
October 19, 20, & 21, 2021
8:30 am—12:30 pm

Register Online:

<https://sbcss.k12oms.org/46-205252>



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

August 25, 2021, 8:30 am—12:30 pm, Register Online: <https://sbcss.k12oms.org/46-205377>

October 19, 2021, 8:30 am—12:30 pm, Register Online: <https://sbcss.k12oms.org/46-205378>

AUTISM & Mental Health



Mental health disorders occur frequently in students with Autism Spectrum Disorder (ASD). Untreated problems may be associated with the development or worsening of depression, aggression, self-injury, and anxiety. Moreover, students who struggle with mental health, have difficulty learning and focusing on instruction at school. This Live Webinar will review evidence-based practices to support students with ASD who demonstrate mental health needs. Learn how to use a variety of visual supports and cognitive behavioral strategies to support students emotional well-being and mental health. Participants will leave with a tool-kit of ideas to use immediately with students.

Presenters:

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

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

Tracy Schroeder,
LCSW, Behavioral Health Program Manager

Wednesday

OCTOBER 13, 2021
9:00 am—12:00 noon

Register Online:

<https://sbcss.k12oms.org/46-204660>



AAC IN THE CLASSROOM: *Empowering All Students to Communicate*

Presenters:

Courtney Beatty, MA, BCBA & Susanne Ferguson, Ed.S, CCC-SLP, BCBA

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

This two-day live webinar is an introduction to
Augmentative and Alternative Communication (AAC)
for teachers, paraprofessionals, Speech-Language Pathologists, and
others who work in-person within the classroom settings.

Through lecture and interactive activities, we will cover many objectives, including:

- The guiding principles of AAC and its forms
- Basic language development and communication modes
- Core and fringe vocabularies
- How to model communication for an AAC learner
- Engineering the classroom for visual communication
- Planning and integrating AAC throughout the day
- Selecting vocabulary and creating a lesson plan
- Team collaboration for success
- Resources for communication systems, activities, and lesson plans

*This training is an introductory overview of AAC & focuses on in-person classroom implementation of basic visual AAC. It does not cover assessment or programming of high-tech devices or their systems.

Thursday and Friday
October 14 & 15, 2021
Attendees Must Attend Both Days
8:30—11:30 am

Register Online:
<https://sbcss.k12oms.org/46-204341>



Self-Regulation and Learning: Foundations & Strategies for Student Success

Presented by:

Susanne Ferguson, Autism Program Specialist
Mary Anne Klenske, Program Specialist
Tracy Schroeder, Behavioral Health Program Manager
& Jo-Ann Vargas, School Based Lead Occupational Therapist

Tuesday

OCTOBER 26, 2021

8:30 am—3:30 pm

Register Online:

<https://sbcss.k12oms.org/46-205131>

Join us for a Live Webinar training that provides an overview of the neurological foundations and sensory factors as they relate to both self and co-regulation which are required for meaningful learning. Attendees will learn strategies to regulate themselves, so they are able to engage in successful co-regulation with students. We will examine the factors behind behavior and trauma that may affect the learning process. Finally, attendees will walk away with a toolbox of helpful strategies to support neurodiverse students who struggle with self-regulation.



DISTRICT ACCESS (DA) USERS COLLABORATIVE *Virtual* MEETINGS

Facilitated by:

Lisa Horsley, Program Technician (MIS)
Dr. Patty Metheny, Administrator

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

Intended Audience:

District Access Users and District Special Education Administrators

Register Online or email Tami Goldstein: tami.goldstein@sbcss.net

<u>Date</u>	<u>Time</u>	<u>Register Online</u>
Thursday, August 26, 2021	2:00 pm - 3:30 pm	https://sbcss.k12oms.org/46-202215
Thursday, October 21, 2021	2:00 pm - 3:30 pm	https://sbcss.k12oms.org/46-202216
Thursday, January 20, 2022	2:00 pm - 3:30 pm	https://sbcss.k12oms.org/46-202217
Thursday, April 28, 2022	2:00 pm - 3:30 pm	https://sbcss.k12oms.org/46-202218



Structuring the Classroom for Student Success

Tuesday
October 5, 2021
8:30 am – 11:30 am

Presented by:

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

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

Topics covered will be:

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

Join us and walk away with tools to immediately implement in your classroom!

Register Online:

<https://sbcss.k12oms.org/46-204705>





The Paraprofessional: Best Practices to Support Students



Presenters:

Courtney Beatty, MA, BCBA, EV SELPA Program Specialists

Shannon Vogt, MA, EV SELPA Program Specialist

Wednesday

October 27, 2021

9:00 am—12:00 noon

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

Objectives- Participants will:

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

Register Online:

<https://sbcss.k12oms.org/46-204688>



Region 10 Coordinating Council Presents...

“Assessment Tools for School Based PT”

Webinar

Presented by the Region 10 OT/PT Committee Members:

Belinda Block (PT) and Jo-Ann Vargas (OT)

Trying to sort through assessment tools for your physical therapy assessments? Whether you are an entry level, returning-to-school-based physical therapist, or just needing a review, this course offers to dive into educationally relevant standardized and non-standardized assessment tools to produce sound and defensible physical Therapy assessment reports. Participants will receive a general review of best PT practices based on the “Guidelines for OT and PT in California Public Schools”.

Date: Friday, October 8, 2021

Time: 8:30 am to 11:30 am

Location: Live Webinar

Fee: \$20 (POs are NOT accepted)

Audience: School-based Physical Therapists

Objectives: Participants will:

1. Understand the role of Physical Therapy in school based physical therapy assessments
2. List at least 3 assessment tools (standardized and non-standardized) that Physical Therapist can utilize when performing school-based Physical Therapy assessments
3. Understand the importance of Skilled Observations as an assessment tool

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

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

Payment: Please send payment to: DILC, Attn: Tami Goldstein, 670 E. Carnegie Drive, San Bernardino, CA 92408. Make payable to SBCSS. *Payment must be received prior to event.*

Register Online:

<https://sbcss.k12oms.org/46-205043>

Registration Deadline: October 1, 2021



SAVE THE DATE, MORE INFORMATION TO COME!

REGION 10 COORDINATING COUNCIL PRESENTS:

**“DEFENSIBLE SLP ASSESSMENTS”... AND
“DIFFICULT IEPs”**

PRESENTED BY: BETH NISHIDA

**THURSDAY & FRIDAY
OCTOBER 21 & 22, 2021
(TWO HALF DAY WEBINARS)**

Fall 2021

TRANSITION PLAN DEVELOPMENT SERIES

Presented by: COLLEEN MELAND, EV SELPA PROGRAM SPECIALIST

Wednesday, September 1, 2021 9:00 am – 12:00 noon

PART 1: ASSESSMENT FOR POSTSECONDARY GOALS

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

Wednesday, September 22, 2021 9:00 am – 12:00 noon

PART 2: DEVELOPMENT OF POSTSECONDARY GOALS & TRANSITION SERVICES

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

Wednesday, October 13, 2021 9:00 am – 12:00 noon

PART 3: CONTINUED TRANSITION PLAN DEVELOPMENT

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

Wednesday, November 3, 2021 9:00 am – 12:00 noon

PART 4: SELF-AWARENESS, SELF-ADVOCACY, & SELF-DETERMINATION

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

Register Online:

SERIES OF 4 TRAININGS: <https://sbcss.k12oms.org/46-205197>

If you are ONLY interested in attending Part 4 on 11/3/21: <https://sbcss.k12oms.org/46-205199>



PCM is a certification preparation course taught by certified PCM Instructors. PCM was developed by board certified behavior analysts and is the first behavior analysis-based system of crisis management. Participants are trained in prevention and diffusion of dangerous behaviors. Also taught is the use of dynamic holding, which provides for maximum feedback but does not produce disorientation, discomfort, or pain and are the closest to natural body movement and positioning.

Professional Crisis Management (PCM) Practitioner 2P Initial

3-Day In-Person Training

September 8-10, 2021

8:30 am—4:00 pm

Registration Fee: \$40.00

Register Online: <https://sbcss.k12oms.org/46-205528>

Professional Crisis Management (PCM) Practitioner & Practitioner 1 Initial

2-Day In-Person Training

September 22 & 23, 2021

8:30 am—4:00 pm

Registration Fee: \$40.00

Register Online: <https://sbcss.k12oms.org/46-205527>

More PCM Training Dates will be added soon for both Initial and Recertification trainings.