



**WEST ORANGE COUNTY CONSORTIUM FOR SPECIAL EDUCATION
REGULAR MEETING OF THE WOCCE SUPERINTENDENTS' COUNCIL**

Huntington Beach Union High School District
5832 Bolsa Avenue, Huntington Beach, CA 92649

**MAY 17, 2017
4:00 PM**

A G E N D A

I. CALL TO ORDER

II. PLEDGE OF ALLEGIANCE

III. APPROVAL OF MINUTES

WOCCE Executive Director's Comments: Regular meeting of the WOCCE Superintendents' Council on March 8, 2017. (Reference III)

M _____
2ND _____
V _____

IV. ITEMS OF INTEREST

WOCCE Executive Director's Comments: Staff will introduce newly hired administrative personnel.

V. PRELIMINARY FUNCTIONS

V-A. Public Comments:

WOCCE Executive Director's Comments: Anyone desiring to address the WOCCE Superintendents' Council on any agenda item may request to do so at this time. Five minutes will be allotted each person at the time he or she speaks to the agenda item. Please speak from the podium.

V-B. WOCCE Recognition

WOCCE Executive Director's Comments: Recognition will be presented to staff who have gone "above and beyond" to serve students in their districts.

**VI. WOCCE SUPERINTENDENTS' COUNCIL ANNUAL ORGANIZATIONAL SEGMENT
(2017-2018 SCHOOL YEAR)
(ACTION)**

M _____
2ND _____
V _____

THE PROCEEDINGS OF THIS MEETING ARE BEING RECORDED.

- VI-A. Election of Chairperson
- VI-B. Election of Vice-Chairperson
- VI-C. Date, time and location of 2017-2018 meetings (Reference VI-C)

VII. REPORTS

- VII-A. **Legislation / Advocacy**
WOCCSE Executive Director’s Comments: Staff will present follow-up regarding bills of interest. (Reference VII-A)
- VII-B. **Commission Teacher Credentialing Update**
WOCCSE Executive Director’s Comments: Staff will present update on CTC Special Education workgroup.
- VII-C. **Community Advisory Committee Report**
WOCCSE Executive Director’s Comments: Staff will introduce CAC Chairperson, Treva Gaffney who will provide an update on the CAC.

VIII. GENERAL FUNCTIONS

- VIII-A. **WOCCSE Executive Directors’ State SELPA and Coalition Participation** M _____
WOCCSE Executive Director’s Comments: The professional and official 2ND _____
 business information will be presented for approval (July 2017 through V _____
 June 2018 State SELPA and Coalition meetings). (Reference VIII-A)
(ACTION)
- VIII-B. **Proposed WOCCSE Budget 2017-2018** M _____
WOCCSE Executive Director’s Comments: It is recommended that the 2ND _____
 WOCCSE budget is approved as presented. (Reference VIII-B) V _____
(ACTION)
- VIII-C. **WOCCSE 2017-2018 Annual Service and Budget Plans (pursuant to Local Plan requirements)** M _____
WOCCSE Executive Director’s Comments: It is recommended that the 2nd _____
 WOCCSE Annual Service and Budget plans for 2017-2018 developed V _____
 pursuant to California Education Code 56205(b)(1) and (2) are approved as presented. (Reference VIII-C)
(ACTION)

IX. PUBLIC COMMENTS

WOCCSE Executive Director’s Comments: Anyone desiring to address the WOCCSE Superintendents’ Council on any agenda item may request to do so at this time. Five minutes will be allotted each person at the time he or she speaks to the agenda item. Please speak from the podium.

X. CLOSED SESSION

WOCCSE Executive Director's Comments: Consideration of the evaluation of performance of an employee: WOCCSE Executive Director [Government Code Section 54957]

XI. ADJOURNMENT

**Next WOCCSE Superintendents' Council Meeting:
September 20, 2017
4:00**

WEST ORANGE COUNTY CONSORTIUM FOR SPECIAL EDUCATION

MINUTES OF THE WOCCSE SUPERINTENDENTS' COUNCIL

March 8, 2017

**COUNCIL MEMBERS
PRESENT:**

Dr. Mark Johnson / FVSD
Gregg Haulk / HBC
Dr. Clint Harwick / HBUHSD
Dr. Carol Hansen/OVSD
Dr. Marian Phelps / WSD

**COUNCIL MEMBERS
ABSENT:**

None

**ADMINISTRATIVE
PERSONNEL ABSENT:**

None

**PLACE AND DATE OF
MEETING:**

Huntington Beach Union High School District
Board Room
March 8, 2017

CALL TO ORDER (I)

The meeting was called to order by Dr. Phelps 4:00 p.m.

FLAG SALUTE (II)

The Pledge of Allegiance was lead by Dr. Harwick

APPROVAL OF MINUTES (III)

Motion: Dr. Hansen moved to approve the minutes from
September 21, 2016

Second: Mr. Haulk

Vote: 3 approved (Dr. Hansen, Dr. Phelps and Mr. Haulk)
2 abstained (Dr. Johnson and Dr. Harwick)

Motion: Dr. Hansen moved to approved the minutes from
December 14, 2016

Second: Dr. Johnson

Vote: 2 approved (Dr. Hansen and Dr. Johnson)
3 abstained (Dr. Phelps, Mr. Haulk and Dr. Harwick)

WOCCSE Recognition (V-A)

Anne Delfosse, WOCCSE Executive Director, welcomed Dr. Clint Harwick, Superintendent of the Huntington Beach High School District

to the Superintendent's Council and then extended thanks and congratulations to Dr. Phelps for her work and dedication to the

Council. She also congratulated Cathy Cornwall, Director of Student Services for Huntington Beach City School District on her retirement, and welcomed Ms. Stacy Wheat who has stepped into that role for the District. She also welcomed Heidi Goble as the new Executive Secretary for WOCCSE.

Ms. Delfosse went on to introduce Reagan Lopez, Executive Director of Student Services for the Westminster School District, as the honoree for the "Above and Beyond" recognition award from WOCCSE. Ms. Lopez was nominated by her leadership team.

Ms. Delfosse commended Ms. Lopez on her hard work, her collaborative spirit and her dedication to the students and parents she serves.

Dr. Phelps also spoke about Ms. Lopez praising her for her ability to work very well under a great deal of pressure. She stated that she was amazed at Ms. Lopez' collaborative style and said that she was very grateful to her for all of her hard work on behalf of students with disabilities. She closed by saying that working with Ms. Lopez has been an honor and a privilege.

**PRELIMINARY FUNCTIONS
Public Comments (V-B)**

None

**REPORTS
WOCCSE Budget (VI-A)**

Rachel Rios, Fiscal Director for WOCCSE, presented on the Interim Budget. She began by going over the P1 2016/2017 Income Apportionments and then provided details regarding the P1 Apportionment for 2015/2016 Annual Certification and the 2014/2015 Annual R2 Recertification. She also discussed the Special Education AB602 Funding Summary Apportionment Comparison Analysis for the 2016/2017 fiscal year as well as for 2015/2016 and 2014/2015.

She stated that from the advance to the P1, there was a decrease in revenue of \$74,000. This was due to the base proration factor decreasing from the advance resulting in a decrease of approximately \$80,000 in State Aid. Ms. Rios stated that there was a slight increase in the ADA from 2015/2016 which resulted in an increase of about \$14,000 for declining ADA adjustment revenue. Further, the low incidence rate for P1 is at approximately \$430.79, however, the pupil count decreased by 20 from the advance. At the time of the advance, we were at 280 low incidence students and at the P1 we were down to 260 which resulted in a decreased funding of approximately \$8,400. The 2015/2016 Annual Certification result in an increase in revenue of \$331,000. This was due to the base proration factor increasing, resulting

in an increase of \$274,000 in prior year state aid. Additionally, Extraordinary Cost Pool claims of \$57,400 were received at a 45.3% deficit. Lastly, the 2014/2015 Annual R2 Recertification resulted in a small decrease in revenue of \$613 due to a slight decrease to the base proration factor.

She then went on to present the 2016/2017 Second Interim Report, noting that the percentage change in Excess Cost per UDC between the first interim report and the second was an increase of 1.9%. Excess cost increased by approximately \$17,900 to offset against increased personnel costs of \$29,800 from step/column adjustments, H&W rate adjustments and PY retro payments and additional net State Aid received of \$11,900.00.

Ms. Rios presented summaries of NPS/NPA contract costs for each district that were submitted for approval through March Board meetings, that were incorporated into the second interim budget. In total, there were approximately \$3.8 million in contract costs with \$1.8 million in Mental Health funding.

Looking forward, Ms. Rios stated that she will present the 2017/2018 proposed budget at the May Superintendents' Council meeting. This report will include 2016/2017 actuals.

Lastly, Ms. Rios announced that WOCCSE was starting to receive Award notifications for 2016/2017 IDEA grants. The grant awards and district allocations will also be provided at the May meeting.

WOCCSE Legislative Update (VI-B)

Ms. Delfosse presented the Council with a Legislative Update. She began by mentioning several bills that the Coalition and State SELPA will be tracking. Those bills are AB 312, AB 340, AB 1449, SB 191 and SB 304.

She went on to summarize the special education portion of the Legislative Analyst's Office (LAO) report that was released to the Legislature in February, stating that it takes into account the Special Education Task Force report and the PPIC report.

She highlighted several key considerations within the report, such as the benefits which collaborative SELPAs provide to LEAs - including:

- Economies of Scale
- Redirecting funds due to the year to year fluctuations in special education costs
- Reduction in administrative costs by providing centralized data management and legal/compliance services to member districts

She noted that, because any Special Education Restructuring in California is likely to involve several complex components, the LAO is suggesting that the Legislature take time to consider all options and examine potential consequences before taking any action.

Ms. Delfosse also shared an SCC recap of the State Advisory Council on Special Education (ACSE) discussion. The Commission, after listening to input; is recommending that special education funding not be rolled into the LCFF, noting as well that the SELPA structure should remain, and additional measures should be discussed to increase accountability.

She closed her discussion with a summation from the Department of Finance Input Session. This input echoed the information from ACSE and LAO.

WOCCSE Strategic Plan (VI-C)

Lindy Leech-Painter presented an update regarding key aspects of the 2016-2017 Strategic Plan.

Ms. Leech-Painter discussed the various professional development opportunities that WOCCSE has provided the five member districts, highlighting the most recent offerings:

- Procedural Review Schedule
- Gail Nugent – for administrators – topic was How to Deal with Difficult People
- Two different workshops presented by The Diagnostic Center
- New Teacher Academy that takes place every month

She also discussed WOCCSE's program support, specifically in the area of the districts' autism programs. She commended Michelle Anderson, WOCCSE Autism Specialist, for her outstanding work with these programs.

She closed by discussing the redevelopment of the WOCCSE website which will ensure that we are ADA compliant. It will also match the look and feel of the HBUHSD website. Launch will take place before the end of the month.

PUBLIC COMMUNICATION (VII)

None

ADJOURNMENT (VIII)

Dr. Phelps adjourned the public meeting at 4:40 p.m.

WEST ORANGE COUNTY CONSORTIUM FOR SPECIAL EDUCATION

M E M O R A N D U M

TO: W OCCSE Superintendents' Council

FROM: Anne Delfosse, W OCCSE Executive Director

**SUBJECT: CALENDAR OF THE REGULAR MEETINGS OF THE W OCCSE
SUPERINTENDENTS' COUNCIL – 2017-2018 SCHOOL YEAR**

DATE: May 17, 2017

The West Orange County Consortium for Special Education Superintendents' Council will conduct its regular meetings on the dates listed below. Meetings will be held on Wednesdays, beginning at 4:00 p.m. at the Huntington Beach Union High School District Office/Board Room, 5832 Bolsa Avenue, Huntington Beach.

September 20, 2017

December 13, 2017

March 14, 2018

May 16, 2018

If additional regular or special meetings are needed, the Superintendents' Council shall be held whenever the chairperson or the majority of members calls such a meeting. Notice of a special meeting will be sent to each district Superintendent not later than 24 hours before the meeting time. Notice of an additional regular meeting will follow the same notice procedures as our four regularly scheduled meetings.

AD:hg

C: District Directors of Special Education
W OCCSE Administrators
W OCCSE Program Specialists

Date of Hearing: April 26, 2017

ASSEMBLY COMMITTEE ON EDUCATION
Patrick O'Donnell, Chair
AB 312 (O'Donnell) – As Amended February 28, 2017

SUBJECT: School finance: special education funding

SUMMARY: Requires that special education funding rates be equalized to the 90th percentile after the Local Control Funding Formula (LCFF) is fully funded, and creates a funding mechanism for state support of special education preschool. Specifically, **this bill:**

- 1) Requires that, in the first fiscal year following the full funding of the LCFF, the Superintendent of Public Instruction (SPI) compute an equalization adjustment for each special education local plan area (SELPA), and sets the target equalization rate at 90th percentile of statewide funding rates.
- 2) Specifies the method for calculating this equalization adjustment as follows:
 - a) Multiply the amount computed for each SELPA by the ADA used to calculate its funding for the year in which an appropriation is made for equalization.
 - b) Divide the amount appropriated for purposes an equalization adjustment by the statewide sum of the amount computed above.
 - c) Multiply the amount computed for the SELPA by the amount computed above.
- 3) Requires that, for the purpose of providing funding for preschool-aged children with special needs, commencing with the first fiscal year after the full funding of LCFF, a SELPA that reports serving children three or four years of age who meet the definition in Section 56026, for purposes of calculating units of average daily attendance, count twice all units of ADA generated by children enrolled in kindergarten, less those children eligible for transitional kindergarten.
- 4) Requires that any growth in average daily attendance generated by the preschool adjustment be funded at the prevailing statewide target rate.
- 5) Requires the SPI, in each year following an equalization adjustment, to perform the following computations to determine the statewide target amount per unit of ADA in order to determine the inflation adjustment and growth adjustment:
 - a) Total the amount of funding computed for each SELPA
 - b) Total the number of units of ADA reported for each SELPA for the fiscal year preceding the equalization appropriation
 - c) Divide the total funding by the total ADA

EXISTING LAW:

- 1) Establishes, commencing with the 1998-99 fiscal year, a “census based” funding system for the allocation of state special education funds, providing most funding appropriated for support of special education programs on the basis of the ADA of special education students enrolled in the prior year, multiplied by a funding rate unique to each SELPA. (EC 56836)
- 2) Establishes a calculation for determining a statewide target rate of funding used for the purpose of calculating the funding rate of ADA growth in each SELPA. (EC 56836.11)
- 3) Requires, in specified fiscal years, equalization adjustments to be made to increase the funding rates of SELPAs with rates below the 90th percentile.
- 4) Establishes an extraordinary cost pool for the extraordinary costs associated with single placements in nonpublic, nonsectarian schools. (EC 56836.21)
- 5) Establishes a low incidence disability fund for costs associated with the education of students who are visually impaired, hearing impaired, and severely orthopedically impaired, and any combination thereof. (EC 56838.22)
- 6) Requires, through state and federal law, that children with exceptional needs between the ages of three and five be provided with a free and appropriate education. (EC 56026)

FISCAL EFFECT: The Office of Legislative Counsel has keyed this bill as a possible state mandated local program.

COMMENTS:

Need for the bill. The author states: “Under state and federal law, local educational agencies are mandated to provide a free and appropriate public education to children with disabilities aged birth to age 22, including preschool-age children with special needs. In spite of this mandate, no state funding is allocated for special education preschool programs.

Early intervention programs for preschoolers are an excellent investment. Children who receive high quality care and education before kindergarten are 40% to 60% less likely to require special education interventions when they reach school-age, resulting in significant future cost savings to the state and local educational agencies.

In California, no dedicated state funding is provided to support the estimated \$490 million schools report spending on special education preschool programs. The California Statewide Special Education Task Force and the Public Policy Institute of California have recommended that the state establish a funding mechanism to support preschool special education programs.

California’s special education funding formula, known as AB 602, does not equitably provide the necessary funding to pay for the costs of providing educational services to the state’s 700,000 students with disabilities. For decades, California’s special education funding rates have varied considerably – from \$480 to \$930 per pupil – for no logical reason.

The Legislative Analyst’s Office, the Public Policy Institute of California, and the California Statewide Special Education Task Force have all recommended that the Legislature provide funding to equalize special education AB 602 funding rates.”

Recent reports and Governor's Budget Statement. This analysis cites the following recent reports and recommendations frequently:

- Special Education Task Force (Task Force). In 2015, the Statewide Task Force of Special Education, convened the State Board of Education, the Superintendent of Public Instruction, and the Commission on Teacher Credentialing, issued a comprehensive report titled "One System: Reforming Education to Serve ALL Students." This report made a number of recommendations regarding special education finance.
- Legislative Analyst's Office (LAO). The LAO has for several years recommended that funding be appropriated to equalize special education funding rates. The LAO also provides much of the background information about special education finance which informs this analysis.
- Public Policy Institute of California (PPIC). In 2016 the Public Policy Institute of California issued a report titled, "Special Education Finance in California," which analyzed California's special education finance system in light of the principles that underlie the Local Control Funding Formula (LCFF): local control and accountability, transparency, and equity. In 2009 PPIC also released a report which looked broadly at special education finance ten years after the enactment of AB 602.
- Governor's Budget Statement. In his 2017-18 Governor's Budget Summary the Governor committed to engaging in stakeholder meetings throughout the spring budget process to solicit feedback on the current special education finance system. He stated that central to these discussions would be principles which are consistent with the LCFF and apply to all students, including students with disabilities. He stated that school funding mechanisms should be equitable, transparent, easy to understand, focused on the needs of students, and that general purpose funding should cover the full range of costs to educate all students.

Special education in California. Federal law, the federal Individuals with Disabilities Education Act (IDEA), and corresponding state law requires that students with exceptional needs aged birth to 22 be provided a free and appropriate public education in the least restrictive environment. IDEA was established in 1975 and was most recently reauthorized in 2004.

According to the CDE, in 2015-16 there were 734,000 children aged birth to 22 who were identified as having exceptional needs. 662,000 of these children were enrolled in grades K-12, representing roughly 11% of K-12 enrollment.

The most common disabilities among students are specific learning disabilities, speech and language impairments, and other health impairments, which together constituted about 73% of all students with exceptional needs in 2015. While the prevalence of students with Autism Spectrum Disability (ASD) is relatively rare (affecting about 1.5 percent of California students), the number of students diagnosed with ASD has increased notably over the last decade.

Viewed as a whole, there is a significant achievement gap between students with disabilities and their peers. The LAO notes that while performance on standardized tests (including those specifically designed for students with disabilities) has improved over the past several years, a majority of students with disabilities still fail to meet state and federal achievement expectations, and that 60 percent of these students graduate on time with a high school diploma and about

two-thirds of are engaged productively after high school (with about half enrolled in an institute of higher education and 15 percent competitively employed within one year after high school).

Special education finance in California. Special education in California is funded with a combination of federal, state, and local revenues, totaling \$13.2 billion in 2015-16. In 2015-16 local general purpose funds covered the largest share of these costs (\$8.2 billion, or 62 percent), followed by state special education categorical funds (\$3.8 billion, or 43 percent), combined with federal special education funds (\$1.2 billion, or 9 percent).

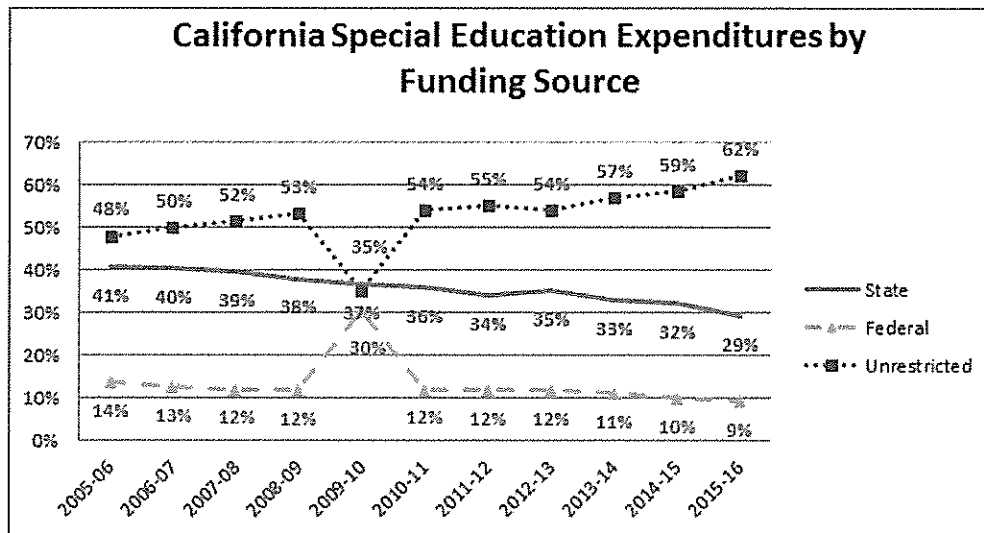
State law requires that funding be allocated to Special Education Local Plan Areas (SELPA), which are either a collection of local educational agencies (LEAs), single school districts, or a collection of charter schools. The SELPAs develop allocation plans and disburse funding to LEAs to serve students.

About 85% of state special education funding is provided as categorical funds known as “AB 602” (Chapter 854, Statutes of 1997). This allocation method provides funding using a census-based method that allocates special education funds to SELPAs based on the total number of students attending school within the area. AB 602 was based on the assumption that students with disabilities are fairly equally distributed in the student population. The intent of AB 602 funding was to remove financial incentives to over-identify students with disabilities that existed under the prior J-50 model. AB 602 also included a “special disabilities adjustment” which accounted for variation in the enrollment of students with more severe disabilities. This adjustment was eliminated in 2011-12, and at the time totaled \$74 million.

Local funds covering an increasing share of special education costs.

In recent years local budgets have been covering an increasing share of special education costs.

As shown in the adjacent chart, provided by the LAO, in the last ten years the local share of special education funding has increased from 48% to 62%. This is a result of a number of factors:



- As discussed below, the growth formula for AB 602 is based on overall student growth and not on growth in special education, and overall student growth has been flat while special education enrollment has increased significantly. The result has been a flat level of state funding for a growing student population.
- Federal special education funding has declined since 2013-14 due to sequestration.

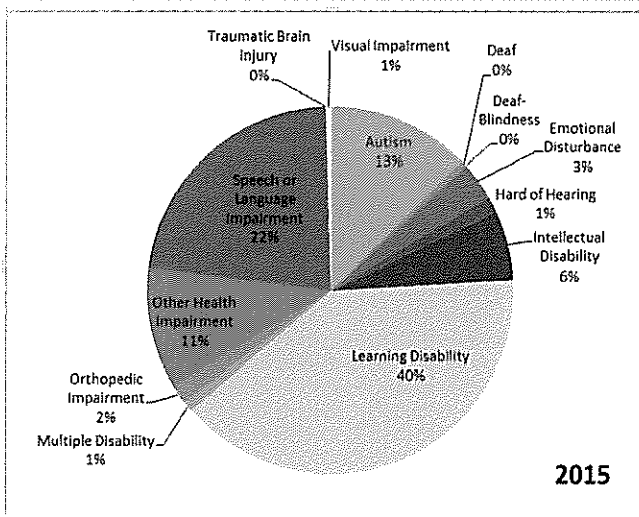
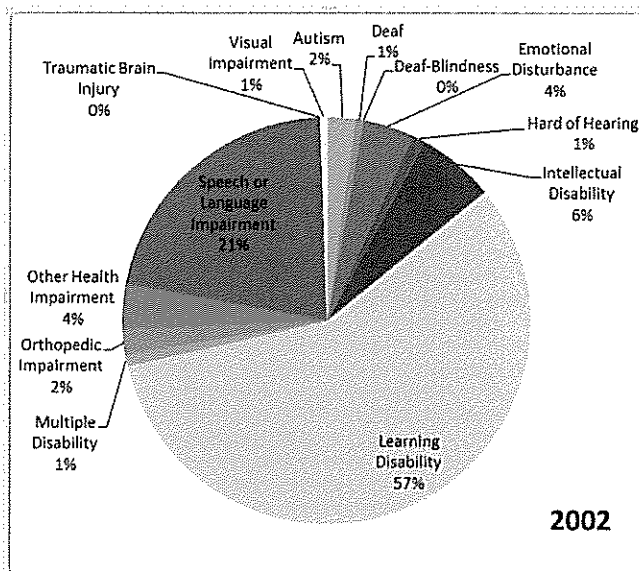
- Two compensation-related factors contribute to this increased local share: 1) since special education personnel are paid on the same salary schedules as general education personnel, any negotiated increases in compensation raise special education costs, and 2) in recent years the state has required LEAs to provide an increased share of contributions to the state teachers' retirement system (CalSTRS).

- There has been a marked increase in special education placements which require a higher level of service (such as ASD), and a decline in placements requiring a lower level of service (such as Specific Learning Disability).

- Dedicated funding for higher cost placements, already small in proportion to overall funding, has either declined or remained flat, depending upon the source.

- Districts with a large number of fiscally independent charter schools which enroll less than a proportionate share of students with severe disabilities may find that district special education costs increase as their severely disabled students comprise a larger share of their special education enrollment. Data presented to the board of one large school district, for example, show that the district serves three times as many severely disabled students than the charter schools within the district.

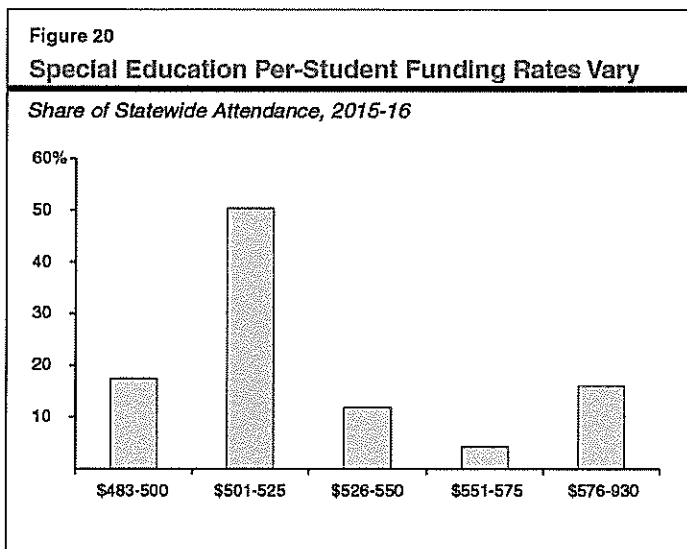
- SELPAs report that 1) funding cuts during the recession reduced the provision of early intervention services which reduce the need for later, more costly services, and 2) some programs are providing a higher level of service for the same placements, as understanding of effective practices evolves.



Inequities in special education funding are a legacy of an informal survey conducted in 1979. As shown in the chart provided by the LAO below, AB 602 special education funding rates vary widely across SELPAs, ranging from \$480 to \$925 per unit of average daily attendance (ADA) in the districts comprising the SELPA. These inequities are a relic of the prior funding system.

From 1980, when the Master Plan for Special Education was enacted, until 1998 when AB 602 was enacted, state special education funding was allocated based on a model known as J-50. Under J-50 the state provided funding in unequal amounts to SELPAs based in part on an informal survey of special education expenditures in 1979–80. According to this Committee’s analysis of AB 602 in 1997, “reporting practices throughout the state were erratic and the

reliability and accuracy of the information obtained from them [were] suspect.” In addition, school districts were required to contribute money from their local general fund at the same rate that was reported in 1979-80, and as a result local contributions varied widely.



The J-50 system was based on Instructional Service Personnel Units (IPSUs), which largely represented the cost of teachers. J-50 provided greater levels of funding to SELPAs that identified a larger proportion of students for special education and served students in more expensive settings, which often meant more restrictive placements. This system raised concerns that schools had a fiscal incentive to place students in more restrictive settings, potentially violating students’ rights to an education in the least restrictive environment under federal and state law.

When AB 602 was enacted in 1998, the state determined the new allocations by dividing the prior year funding received by total average daily attendance (ADA), effectively locking in the rate at which SELPAs were funded in that year. In the early years of AB 602, two rounds of equalization funds were allocated. In the 2013-14 budget the Legislature included \$30 million for equalization, but this funding was vetoed.

The state funds enrollment growth in special education at a target rate which represents the statewide average (\$530 per student in 2014–15), so that in a low funded SELPA growth is funded at a slightly higher rate per student. However, the LAO notes, statewide attendance has been virtually flat over the last 10 years, so this approach has had little effect on funding inequities. Nearly forty years after the Master Plan for Special Education, and twenty years after AB 602, significant funding disparities remain.

To understand the effect of these differences in rates on expenditures per special education pupil, it may be useful to consider the adjacent table, which was included in the Task Force report.

SELPA	AB 602 Bifurcated 13-14	SELPA Total Prior Year ADA	Special Ed Pupil Count	AB 602 Funding per sped pupil
SELPA A	\$721.52	4,338.23	474	\$6,604
SELPA B	\$492.84	4,372.15	518	\$4,160

Recommendations for equalization of special education funding rates. For decades, reports have recommended that the state equalize special education funding rates. Some of the recent recommendations for equalization are shown below:

- For several years the LAO has recommended that the state equalize AB 602 rates to the 90th percentile. The LAO notes that since 2013–14 the state has dedicated billions of new dollars toward implementing LCFF which, among other things, equalizes funding rates across

districts by allocating based on a “gap” approach, such that districts receive additional funding based on the difference (or gap) between their prior-year funding level and their target LCFF funding level, but that because special education funding was not shifted into LCFF special education funding rates remain unequal.

- In 2015 the Task Force recommended that all SELPAs be funded at a new statewide target rate (90% of the current statewide average), that no SELPA would receive less funding than it did the year prior, and that the amount be adjusted in future years to reflect cost of living adjustments. It also recommended increasing the statewide target to \$665 within five years.
- In 2016, PPIC recommended that the state equalize to the 90th percentile. Alternatively, they recommended equalizing to the 2007 per-ADA rate, the peak year per ADA. Finally, they offered the option of increasing funding to recognize the higher costs generated by rising caseloads relative to ADA and the shift towards more severe disabilities, while equalizing by withholding funding from districts at the top of the distribution.

While not proposing equalization of special education rates, the 2017-18 Governor’s Budget Summary stated that the administration’s review of special education finance would adhere to the LCFF principle of equity.

This bill’s approach to funding special education equalization. This bill requires that, for the first full fiscal year after LCFF funding targets have been met, the SPI compute an equalization adjustment for each SELPA, setting the target equalization rate at the 90th percentile of statewide funding rates.

The LAO estimates that the 90th percentile is approximately \$570 per ADA in 2016–17 and that funding that equalization target would cost \$307 million in 2016–17. This bill also requires that, subsequent to the equalization and preschool adjustment, the SPI adjust upwards the statewide target rate for growth.

When will LCFF targets be met? In their 2017-18 Fiscal Outlook the LAO estimates the timing under both a growth and a recession scenario. The LAO concludes that under their growth scenario the state could fully fund the LCFF as soon as 2018–19. Under the recession scenario, they estimate the state would not fully fund LCFF until 2020–21. They also estimate that under both scenarios growth in Proposition 98 funding would be more than sufficient to cover the LCFF targets as adjusted for changes in attendance and cost of living. Under the growth scenario, after supporting LCFF, the Legislature would have an additional \$1.5 billion to \$2.5 billion per year to spend on other Proposition 98 priorities.

Special education preschool funding. State and federal law require LEAs to provide services for preschool-age students with exceptional needs. Dedicated support for costs of providing special education services for preschool age students comes from federal and local funds, but funding is not specifically provided for these students through AB 602. According to the author, LEAs spent approximately \$500 million in 2014-15 for special education preschool services.

Federal funds are provided from two sources: Preschool-Local Assistance and Federal Preschool, totaling \$97 million in 2014-15. State Preschool, which serves students with and without disabilities, was funded at \$884 million in 2015-16. Full day state preschool provides an adjustment factor of 1.2 to the reimbursement rate for children with exceptional needs, with a

rate of 1.5 for students with severe disabilities. The 2015 Budget Act an addition of 2,500 part-day preschool slots, with priority for contractors who intended to use them to increase access for children with exceptional needs. Costs not covered by federal and other funds are covered by local funds.

Special education preschool services as an investment in later school success and in reduced costs. The Task Force notes that many children who receive interventions as infants and preschoolers make significant gains and are able to be educated in general education with their peers with little or no special education support as they enter the primary grades. They also note that early intervention efforts in recent years have contributed to reducing the number of preschoolers with milder disabilities who are in need of intensive special education services once they reach the primary grades, and that at the same time, the incidence of preschoolers with more significant disabilities such as ASD, requiring intensive and more costly services, has increased significantly. Finally, the Task Force notes that there is a severe shortage of general education preschool options which would provide these students with services in the least restrictive environment with their typically developing peers.

Preschool enrollment increasing rapidly, particularly enrollment of children with Autism Spectrum Disability. According to CDE data, in 2005-06 there were 38,563 preschool age students with exceptional needs. In 2015 there were 46,596 such children - an increase of 21% over ten years. The increase in special education enrollment among children of other ages was 7% over the same time period.

Between 2005-06 and 2015-16 the number of preschool age children identified with Autism Spectrum Disability (ASD) increased from 4,845 to 10,688 – an increase of 121%. The next highest increase in that time period was among students identified as having Other Health Impairments, who increased from 1,270 to 1,913, a 51% increase. In 2005-06 children identified with ASD comprised 13% of preschool enrollment; in 2015-16 children with ASD represented nearly 23% of all preschoolers with exceptional needs.

Recommendations for providing state support for preschool special education. Several reports have recommended that the state provide support for preschoolers with exceptional needs:

- The Task Force recommended that an additional \$150 million dollars be provided for preschool children with disabilities, equating to approximately \$3,000 for each preschool identified as needing special education services, with a cap so that funding would not exceed 11% of kindergarten and first grade enrollment. The Task Force also recommended that the state provide additional funds for facility modifications, professional learning opportunities for preschool staff, and increase the availability of “slots” in Least Restrictive Environments.
- In 2016 PPIC also supported providing state funding for special education preschool, offering the idea of counting preschool attendance toward school and district average daily attendance (ADA). Alternatively they suggested boosting incentives to serve special education children by increasing the supplemental funding state preschool programs receive for special education students. They noted that one problem with this proposal is that districts in more affluent areas do not operate state preschool programs, but suggested that this option might reduce the emphasis on separate classes for special education preschool students.

While not proposing state support for special education preschool through special education funding, in the 2015-16 budget the Governor proposed giving priority to students with special needs in an expansion of state preschool. In the 2017-18 Governor's Budget the Governor proposed to allow part-day State Preschool programs to serve children with special needs from families above the income threshold, provided that all eligible children are served first.

This bill's approach to providing state support for preschool special education. This bill provides funding for special education preschool by adding an estimate of preschool ADA to the AB 602 funding formula.

AB 602 provides funding on a census basis, allocating an amount per pupil enrolled in schools within each SELPA. Because the state has no count of preschool age students, there is no pupil count to use as the basis for a census-based allocation for preschool age children.

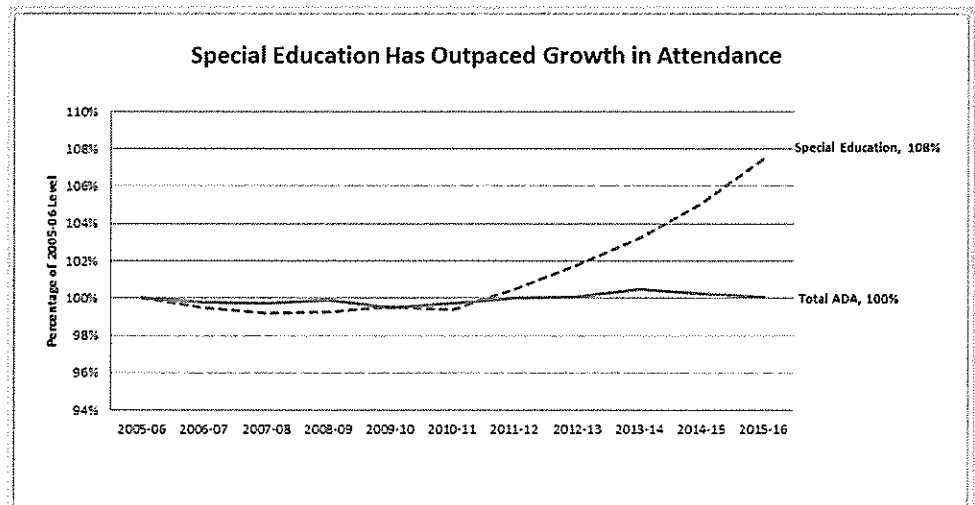
In light of that, this bill uses a proxy for preschool population based on Kindergarten enrollment. This proxy is based on an assumption that the number of three and four year olds is roughly similar to double the number of Kindergartners. So in theory, two additional years of Kindergarten ADA could be added as a proxy to AB 602.

However, doing so would significantly overstate the number of students who are identified as having exceptional needs at that age because, according to the LAO, Kindergarten students are identified for special education at a rate of about half that of students overall.

Instead, this bill adds one additional year of Kindergarten ADA to AB 602, as a proxy for a representative share of preschool special education enrollment. This is expected to require \$229 million in funding. This approach allows preschool funding to be provided in a manner consistent with AB 602, and without the creation of a new categorical program within special education.

Growth funding for special education does not reflect actual growth.

One issue not addressed by this bill is the manner in which funding is provided through AB 602 for growth in special education enrollment. Though AB 602 is funded as a separate categorical program, growth in the overall program is funded at the same rate as the overall student population.



This method of funding special education growth would seem to conflate the separate issues of the distribution of disabilities and the incidence of them. In other words, disabilities may generally be evenly distributed across the state, but the incidence of disability may not move in

tandem with the overall student population. For example, special education identification may increase at the same time that general education enrollment may be flat.

This is indeed what has been happening in recent years, as the chart above (provided by the LAO) shows. Overall ADA has been flat since 2005-06, growing by only 6,000, but special education enrollment has increased by 51,000. The result has been flat funding for AB 602 in spite of growth in special education enrollment. *The Committee may wish to consider* whether the current method of funding growth in special education provides should reflect actual growth or decline in special education enrollment.

Related and prior legislation. AB 1449 (Muratsuchi) of this Session would create a supplemental grant within the LCFF for students with severe disabilities, as defined, as a percentage of LCFF base grants.

SB 1071 (Allen) of the 2015-16 Session would have required, upon an appropriation in the Budget Act, a permanent one-time adjustment to the base funding calculation for each special education local plan area to support special education and related services for three and four year old preschool children with exceptional needs.

REGISTERED SUPPORT / OPPOSITION:

Support

Coalition for Adequate Funding for Special Education (co-sponsor)
California Association of School Business Officials (co-sponsor)
Alexander Valley Union School District
Antelope Valley SELPA
Antelope Valley Union High School District
Atascadero Unified School District
Bonsall Unified School District
Briggs Elementary School District
California Association of the Deaf
California County Superintendents Educational Services Association
California State PTA
Capistrano Unified School District
Center for Early Intervention on Deafness
CCHAT Center Sacramento
Cloverdale Unified School District
Columbia Union School District
Davis Joint Unified School District
Deaf & Hard of Hearing Service Center, Inc.
Del Mar Union School District
Disability Rights California
Duarte Unified School District
East Valley SELPA
Echo Horizon School
Educate. Advocate.
El Dorado County Office of Education
El Monte Union High School District

Fallbrook Union Elementary School District
Fallbrook Union High School District
Forestville Union School District
Fremont Union High School District
Fresno County SELPA
Garvey School District
Goleta Union School District
Greater Anaheim SELPA
John Tracy Clinic
Kern County Superintendent of Schools
Las Virgenes Unified School District
Los Gatos Union School District
Los Angeles County Office of Education
Mid-Alameda County SELPA
Monte Rio Union School District
Moorpark Unified School District
Moreland School District
Napa County SELPA
NorCal Services for Deaf & Hard of Hearing
North Coastal Consortium for Special Education
North Coastal Consortium for Special Education Community Advisory Committee
North Region SELPA
North Santa Cruz County SELPA
Oak Park Unified School District
Oakland Unified School District
Pleasant Valley School District
Project Secure Special Education Program of the Ventura Unified School District
Rincon Valley Union School District
Riverside Unified School District
Riverside County Superintendent of Schools
San Diego South County SELPA
San Dieguito Union High School District
San Gabriel Unified School District
San Marcos Unified School District
San Mateo County Board of Education
San Mateo County SELPA
Santa Clara Unified School District
SELPA Administrators of California
Soulsbyville School District
Spectrum Center Schools and Programs
St. Helena Unified School District
Stockton City SELPA
Sunol Glen Unified School District
Tehama County SELPA
Torrance Unified School District
Tri-Valley SELPA
Tuolumne County SELPA
Valle Lindo School District
Ventura County SELPA

West Contra Costa Unified School District
West End SELPA
West San Gabriel Valley SELPA
Windsor Unified School District
Wright Elementary School District
Yolo County SELPA
Numerous individuals

Opposition

Special Education Advocate Leaders

Analysis Prepared by: Tanya Lieberman / ED. / (916) 319-2087



April 25, 2017

State of California Department of Finance
 Attn: Mr. Jeff Bell, Program Budget Manager

RE: Input regarding the way in which California provides funding and services for students with exceptional needs.

Dear Mr. Bell:

As Superintendents in Orange County, California, we are writing in response to recent recommendations by the Public Policy Institution of California (PPIC) on special education funding, and the role of Special Education Local Plan Areas (SELPAs) in the current special education delivery model.

We have carefully reviewed the 2015 report by the California Special Education Task Force and the 2016 report by PPIC. The reports examined questions about how California's special education system is structured, how well special education funding currently aligns with the distribution of students with disabilities, how California's system of funding special education through SELPAs aligns with state educational goals around transparency and accountability, and how the state can improve special education structures and funding in general.

Key findings of the PPIC report indicated that the current funding model for special education, as established by AB 602, has not kept pace with the distribution of students with disabilities; and that the funding model is both inequitable and inadequate. We concur with these findings and believe that the state should move forward to dedicate greater resources to special education, in an effort to recalibrate funding based on student need. Special education costs have continued to increase, as both the rate of students with disabilities, and the number of students with more severe disabilities, has grown. This is an untenable situation, as the growth has taken place without any additional funding allocations by the state.

The PPIC report also made a major recommendation that special education, one of the last remaining state categorical programs, should be folded into the Local Control Funding

Formula (LCFF). The report concludes that Local Educational Agencies (LEAs) and not SELPAs should be directly funded as a part of the LEA's LCFF allocation. We strongly disagree with this conclusion.

It is important to note that our LEAs are the voting members that comprise our SELPA. As a SELPA, we collectively have the legal responsibility to ensure that students with disabilities are being served regardless of where they reside. We determine what services our SELPA provides and how much we financially provide to support those services, not the reverse, as opined by PPIC. We believe that the state should continue to send AB 602 and other restricted special education funding through SELPAs, to ensure that LEAs continue to benefit from the multiple advantages that SELPAs provide, which include, but are not limited to:

- Maintaining the current special education funding entitlements, which ensure that funds are protected and reserved for students with disabilities.
- Plan development for allocation distribution, which helps all districts in the maximization of funds, particularly in the case of small and medium sized districts that rely on the regionalized system for services and support of students with disabilities.
- Regionalized programs and services which will continue to provide the flexibility to focus on initiatives, and develop programs that would otherwise be beyond the fiscal capacity of any single district.
- Collaboration and decision making from each school district's Superintendent to ensure the full continuum of services for students with disabilities.
- The local plan must be approved by each individual district's governing board as well as the Community Advisory Committee (CAC).
- Long-standing commitment to local control and transparency through all stakeholder groups.


We have several specific concerns regarding the possibility of funding being diverted directly to our LEAs, which include, but are not limited to:

- Dismantling the current system will result in the disruption of services that are legally mandated to students with disabilities.
- Services that are currently provided to students, families and district staff members by SELPAs could become costlier if districts were required to recruit, retain and contract with outside agencies.
- Consolidating special education funding into the LCFF may actually create a more complex and less transparent system.
- Dismantling a regionalized system such as a SELPA does not address equity. Special education funding is not adequate or equitable and direct funding to districts will not change this fact.
- Direct funding districts would eliminate opportunities for cost sharing and create an inequity of services between districts.
- Several SELPAs have a unique funding model in Orange County. Two SELPAs have member LEAs that are community funded/basic aid, and one SELPA is funded via property taxes. These unique funding models create additional concerns when considering altering the current special education funding model.

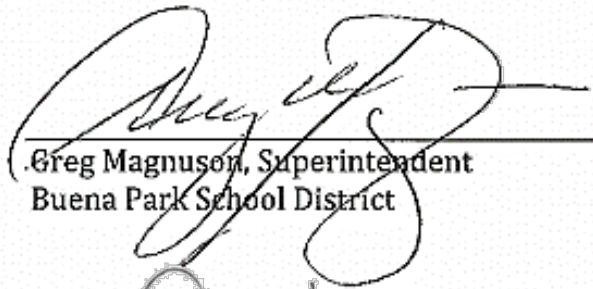
We encourage the California Department of Education to work within the current SELPA structure to increase funding and develop a plan for increased transparency that better explain SELPA governance, budgets, services and documentation of local decisions.

Thank you for considering our input.

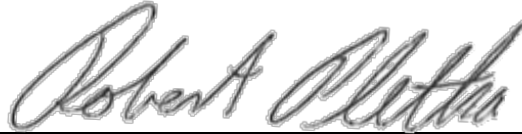
Sincerely,



Brad Mason, Ed.D., Superintendent
Brea Olinda Unified School District



Greg Magnuson, Superintendent
Buena Park School District



Robert Pletka, Ed.D., Superintendent
Fullerton School District




Gregg Haulk, Superintendent
Huntington Beach City School District



JoAnne Culverhouse, Ed.D., Superintendent
La Habra City School District



Jason Vioria, Ed.D., Superintendent
Laguna Beach Unified School District



Jim Coombs, Superintendent
Lowell Joint School District



Carol Hansen, Ed.D., Superintendent
Ocean View School District



Greg Plutko, Ed.D., Superintendent
Placentia-Yorba Linda Unified School
District



Peggy Lynch, Ed.D., Interim Superintendent
Saddleback Valley Unified School District



Sheri Loewenstein, Interim Superintendent
Westminster School District

cc: Mike Kirst, President, State Board of Education
Tom Torlakson, State Superintendent of Public Instruction
Assembly Member Phillip Chen, District 55
Senator Josh Newman, District 29
Assembly Member Sharon Quirk-Silva, District 65
Senator Tony Mendoza, District 32
Assembly Member Travis Allen, District 72
Senator Janet Nguyen, District 34
Assembly Member Matthew Harper, District 74
Senator John M. W. Moorlach, District 37
Assembly Member Ian Calderon, District 57
Assembly Member William Brough, District 73
Senator Patricia Bates, District 36

May 9, 2017

The Honorable William Brough
Chair, Assembly Appropriations Committee
State Capitol, Room 3141
Sacramento, CA 95814

Re: AB 312 (O'Donnell) As Amended February 28, 2017

Position: Support

Dear Assembly Member Brough:

On behalf of the West Orange County Consortium for Special Education, I am writing to express strong support for Assembly Bill (AB) 312, which is scheduled to be heard next in the Assembly Appropriations Committee.

AB 312 would resolve two major special education funding adequacy and equity issues by (1) equalizing special education AB 602 base rates; and, (2) establishing a formula that accounts for the average daily attendance of preschoolers with disabilities into the AB 602 funding model.

The provisions contained in AB 312 are consistent with two of the key fiscal recommendations of the California Statewide Special Education Task Force (Task Force). The Task Force, convened by the State Board of Education, met with a wide spectrum of stakeholders statewide for nearly two years and included students, parents, superintendents, special education administrators, and locally elected school board members.

There is no dispute that special education is underfunded and inequitable. For years, the Legislative Analyst's Office has recommended that the Legislature and Administration fund special education (AB 602) base rates at the 90th percentile. Currently, Special Education Local Plan Area (SELPA) base rates vary from \$482.72 to \$930.37, without any justification. Additionally, the 2015-16 local educational agency (LEA)-reported expenditure data reveals special education costs grew by more than \$1 billion statewide, but state and federal revenues only increased \$7.3 million.

Additionally, the bill provides a funding mechanism for the state's preschoolers with disabilities. There are numerous studies that discuss the benefits of early intervention and preschool programs. These programs provide significant educational and social benefits

and result in significant future cost savings to the state and LEAs during the students' remaining educational career.

In California, the only funding designated specifically for preschool-aged children with disabilities are two small federal preschool grants, which amounted to \$97 million in 2014-15. In 2013-14, LEAs, through their SELPAs, reported expenditures totaling in excess of \$490 million to pay for services provided to preschool-aged children with disabilities. Because these services are federally mandated to be provided, LEAs must pay these excess costs with general Local Control Funding Formula (LCFF) funds, which places undue pressure on LEA local budgets.

Therefore, I respectfully ask for your support of AB 312, to ensure our state's most vulnerable students are treated equitably.

Sincerely,



Anne Delfosse

Executive Director

West Orange County Consortium for Special Education

cc: **Members, Assembly Appropriations Committee**

- Lorena Gonzalez-Fletcher, San Diego County
- Richard Bloom, Los Angeles County
- Rob Bonta, Alameda County
- Ian Calderon, Los Angeles/Orange County
- Susan Eggman, San Joaquin Count
- Laura Friedman, Los Angeles County
- Eduardo Garcia, Imperial/Riverside County
- Al Muratsuchi, Los Angeles County
- Franklin Bigelow, El Dorado/Amador/Mono County
- Raul Bocanegra, Los Angeles County
- Ed Chau, Los Angeles County
- Vince Fong, Kern County
- James Gallagher, Butte/Colusa/Glenn County
- Adam Gray, Merced/Stanislaus County
- Jay Obernolte, San Bernardino County
- Eloise Gomez Reyes, San Bernardino County

4A

Information/Action

Educator Preparation Committee

Summary of the Preliminary Education Specialist Work Group's Recommendations to the Commission

Executive Summary: This agenda item provides a summary of the activities of a Work Group focused on improving the preparation of Education Specialist credential candidates.

Recommended Action: That the Commission 1) expand the authorization of the Early Childhood Special Education Credential to be from birth through Kindergarten; 2) direct staff to work with experts from the three specialty areas of Special Education (ECSE, DHH, and VI) to develop TPEs for candidates seeking initial credentials in each respective area; and 3) direct staff to reconvene the Preliminary Education Specialist Work Group for an additional meeting to consider the Commission's comments on the possible structures presented in this item, and if the Commission directs, to come to consensus on a proposed credential structure to recommend as a model for California.

Presenter: Sarah Solari Colombini, Consultant, Professional Services Division

Strategic Plan Goal

II. Program Quality and Accountability

- a) Develop and maintain rigorous, meaningful, and relevant standards that drive program quality and effectiveness for the preparation of the education workforce and are responsive to the needs of California's diverse student population.

April 2017

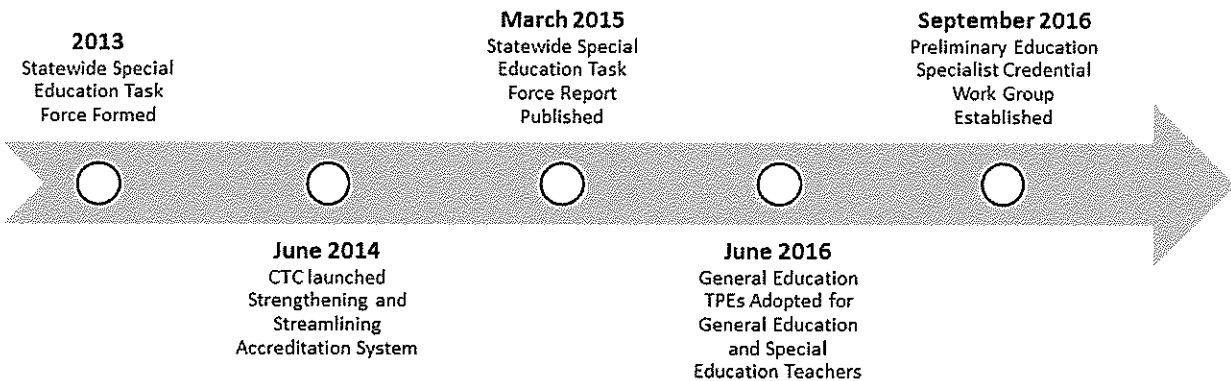
VII-B (1)

Summary of the Preliminary Education Specialist Work Group’s Recommendations to the Commission

Introduction

This agenda item presents information about the work completed in February 2017 to improve educator preparation for Education Specialist candidates, and seeks input from the Commission regarding recommendations from the Work Group as well as direction regarding the work that still needs to be completed.

Background



In 2013, a Statewide Special Education Task Force was formed to study the causes of the state’s poor outcomes for students with disabilities and identify what should be changed in both policy and practice to improve services for all children. A full report with recommendations, *“One System: Reforming Education to Serve All Students,”*¹ was published in March 2015, indicating changes that should be required for both general education and special education policy and practice.

The Statewide Special Education Task Force report highlighted several key recommended changes. Some of these proposed changes are within the purview of the Commission, but many are not. One key recommendation within the Commission’s purview is to bring teacher preparation for both general education and special education candidates closer together by developing and implementing a “common trunk” of knowledge, skills, and abilities for both groups of preliminary credential candidates. This is a significant change, given that general education and special education preparation have previously been implemented as distinct and unique to each type of credential. To implement this significantly different approach to preparation, a common foundation (“common trunk”) of preparation for all teachers to serve

¹ <http://www.smcoe.org/assets/files/about-smcoe/superintendents-office/statewide-special-education-task-force/Executive%20Summary%20W.%20CONTACTS.pdf>

students in California has been developed to promote the integration of preparation for general education and special education candidates to master a) state-adopted content standards, b) evidenced-based strategies, c) pedagogy, d) intervention strategies, and e) understanding collaborations among teachers and across assignments. The common trunk is defined by the General Education Teaching Performance Expectations (TPEs) that were adopted at the June 2016 Commission meeting.

Concurrent to the work of the Statewide Special Education Task Force, at its June 2014 meeting the Commission adopted a draft conceptual framework and plan for strengthening and streamlining the Commission's accountability system for educator preparation to improve the preparation of educators serving all students, including students with disabilities.² This work was accomplished through six dedicated Task Groups:

1. Preliminary Teacher Preparation Standards
2. Induction Standards, Policies and Regulations
3. Performance Assessments – Teacher and Administrator
4. Accreditation Policy and Procedures
5. Outcomes and Survey Data
6. Public Access and Data Dashboards

Of particular importance to this agenda item is the Preliminary Teacher Preparation Standards Task Group, which was charged with providing recommended revisions to the preliminary multiple and single subject program standards, including revisions to the TPEs for general education teachers. This Task Group focused on strengthening the clarity and scope of the standards and recommended that the revision of the TPEs address the need for general education teachers to be better prepared to teach all students in their classroom, including students with disabilities.

After the release of the Statewide Special Education Task Force Report, the Commission adopted these revised TPEs which significantly strengthened the preparation for general education teachers working with students with disabilities.³

This adoption addressed the call in the Statewide Special Education Task Force report to better prepare educators in California to meet all students' needs within the general education classroom. With redesigned multiple and single subject program standards and TPEs, general education programs had an updated model of educator preparation more supportive of meeting the needs of special education students in the general education classroom.

Although these actions addressed the transformation of general education teacher preparation to better meet the needs of special education students, reforms to special educator preparation have also been underway. At its June 2016 meeting, the Commission endorsed the concept that all preliminary Multiple Subject, Single Subject, and Education Specialist credential candidates

² <http://www.ctc.ca.gov/commission/agendas/2014-06/2014-06-2E.pdf>

³ <http://www.ctc.ca.gov/educator-prep/standards/adopted-TPEs-2016.pdf>

need to meet the adopted general education TPEs, and signaled its support for requiring Education Specialist candidates to take and pass a Commission-approved Teaching Performance Assessment (TPA) that measures the updated TPEs.

Additional work was needed to identify the knowledge, skills and abilities that are unique to special education and should be included in TPEs for special education. Thus, a Work Group of expert educators in the field of special education was brought together to develop a set of TPEs specific to Education Specialists.

Work Group Tasks

The Preliminary Education Specialist Work Group ([Appendix A](#)) was charged with the following tasks:

1. To identify the knowledge, skills, and abilities needed by teachers seeking an initial Education Specialist credential.
2. To develop some possible credential structures for the initial level Education Specialist Credential(s).
3. To recommend what the subject matter requirement should be for Education Specialist candidates.

The Work Group began meeting in October 2016 and had a series of four two-day meetings through March 1, 2017.

A summary of the first Work Group meeting shared at the October 2016 Commission meeting is available.⁴ A summary of the second Work Group meeting shared at the December 2016 Commission meeting is also available.⁵ The third meeting was held on January 25-26, 2017 and the final meeting was held on February 28 - March 1, 2017. The chart below identifies which tasks the Work Group was able to complete in the allotted time and which tasks were still in progress at the close of the last meeting.

Synopsis of Work Accomplished and Work Unfinished

Accomplished

1. Draft Education Specialist TPEs
2. Draft Education Specialist Program Standards

Incomplete/Unfinished

1. Final Recommended Credential Structure
2. Subject Matter requirements for Education Specialist candidates

Discussion

This item is divided into multiple parts, addressing work the group completed and on which it reached consensus (Parts One and Two); providing summaries of work not yet completed (Part Three); and recommendations the Work Group made based on work completed to date (Part Four).

⁴ <http://www.ctc.ca.gov/commission/agendas/2016-10/2016-10-2G.pdf>

⁵ <http://www.ctc.ca.gov/commission/agendas/2016-12/2016-12-3D.pdf>

Part One: Education Specialist Program Standards

The Preliminary Education Specialist Work Group was charged with examining the program standards for the preparation of special education teachers. The goal of unifying teacher preparation via the “common trunk” approach became an underlying theme for this work. The Work Group examined current Education Specialist Program Standards for all initial Education Specialist credentials offered and determined that these standards addressed both programmatic concepts and candidate competency expectations. The recently adopted standards for general education teachers have the programmatic concepts in the program standards but moved the candidate competency expectations to the TPEs. The Work Group followed this pattern with its recommendations regarding program standards and additional TPEs for special education teachers.

To strengthen and streamline program standards, concepts and language addressing program responsibilities were maintained in the draft program standards (Appendix B). Concepts and language in the current program standards that address candidate-related knowledge, skills, or abilities are proposed to be incorporated instead into the draft Education Specialist TPEs. The structure of the draft Education Specialist program standards was intentionally aligned with multiple and single subject program standards to facilitate the development of a unified approach, as recommended by the Statewide Special Education Task Force.

Thus, the draft Preliminary Education Specialist program standards are organized as follows:

1. Program Design, Rationale and Coordination
2. Preparing Candidates to Master the General Education and the Education Specialist Teaching Performance Expectations (TPEs)
3. Opportunities to Learn and Practice (Fieldwork/Clinical Practice)
4. Monitoring, Supporting, and Assessing Candidate Progress towards Meeting the Education Specialist Credential Requirements
5. Assessment of Candidate Competency
6. Induction Individual Development Plan

One of the challenges the Work Group faced when developing the draft Education Specialist program standards was with program standard 3 concerning fieldwork/clinical practice. The Work Group recognized that, given the Commission’s policy on all preliminary general education and special education candidates taking and passing a Commission-approved TPA, general education field experience needs to be included for candidates to demonstrate the expected competencies. However, the Work Group also recognized that special education students have a wide range of individual needs, thus the Work Group wanted to incorporate parameters around the fieldwork/clinical practice of an education specialist to include field experience in both a low incidence and high incidence placement. The group further recognized that this standard may need further research and exploration to reflect best practices for candidate preparation. The Preliminary Education Specialist Work Group reached consensus on the draft Education Specialist Program Standards as included in Appendix B with the understanding that the fieldwork component needs to be developed to include more specific criteria on how to include low and high incidence experiences.

Part Two: General Education and Education Specialist TPEs

With the “common trunk,” it is expected that Education Specialist candidates need to demonstrate competency with respect to both the general education and the Education Specialist TPEs. Demonstration of candidate competency with respect to the general education TPEs will be assessed through a TPA. The Work Group recommends that demonstration of candidate competency with respect to the Education Specialist TPEs be assessed by the preparation program.

Using the 2016 general education TPEs as the “common trunk” foundation for all preliminary Multiple Subject, Single Subject, and Education Specialist credential candidates, the Work Group compared the existing Education Specialist TPEs to identify any language that was duplicative and remove that language so as not to be redundant across the two sets of TPEs. From these documents, the group drafted the set of Education Specialist TPEs ([Appendix C](#)) which build on the general education TPEs and describe the knowledge, skills, and abilities expected of an Education Specialist credential candidate.

The draft Education Specialist TPEs are organized around the same six domains upon which both the general education TPEs and the California Standards for the Teaching Profession (CSTP) are organized.

1. Engaging and Supporting all Students in Learning
2. Creating and Maintaining Effective Environments for Student Learning
3. Understanding and Organizing Subject Matter for Student Learning
4. Planning Instruction and Designing Learning Experiences for All Students
5. Assessing Student Learning
6. Developing as a Professional Educator

Part Three: Potential Education Specialist Credential Structures

The Work Group began to examine the Education Specialist credential structure, but did not have sufficient time to come to consensus around one model or combinations of models. The three draft credential structure models included in this item represent the state of the work of each of the subgroups at the end of the last scheduled meeting, as all three models are still under development and discussion by the subgroups.

All three models, however, represent a cross-categorical approach to preparation for the preliminary Education Specialist credential. The purpose of a cross-categorical credential is to incorporate candidate competencies reflective of the wide range of special education students’ needs into the preparation provided by programs. In this type of preparation approach, candidates are not restricted to preparation by disability category, and are prepared to assist students with varying ability levels as well as varying types and degrees of disabilities. A benefit to cross-categorical credentials is that teachers would be authorized to serve students with a variety of needs, thus allowing schools the flexibility to meet the needs of students within their local school sites.

Subject Matter Competency

Prospective teachers are required to demonstrate competency in the subject matter they will be authorized to teach. Demonstrating competency can be accomplished by completing a Commission-approved subject matter program or by passing the appropriate subject matter examination. Beginning in 2004, prospective special education teachers were required to satisfy subject matter in one of the following core academic subjects due to the federal No Child Left Behind law: Multiple Subject, or Single Subject in one of the following content areas: English, mathematics, art, world language, music, social science, or science. Candidates for the Education Specialist Early Childhood Special Education credential are not required to demonstrate subject matter competence.

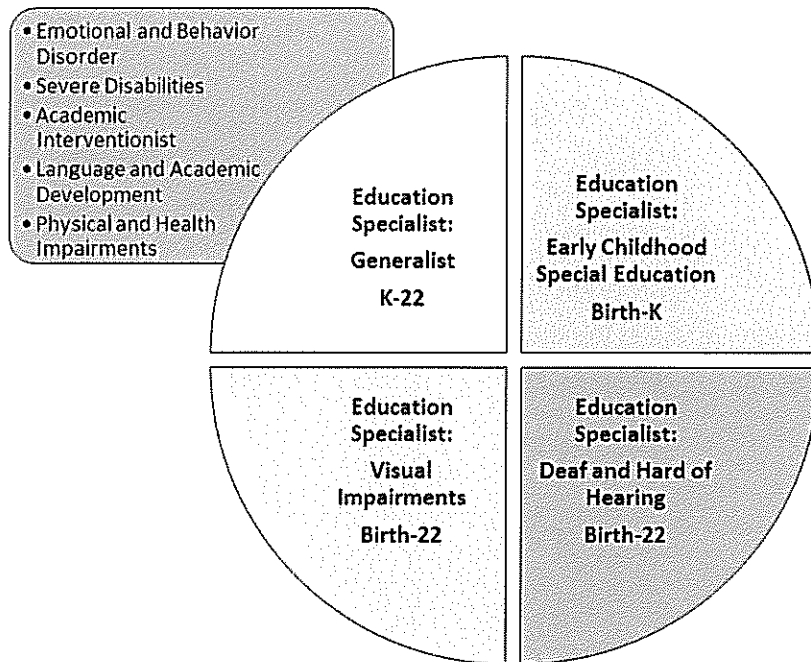
Many prospective special education teachers satisfy subject matter by meeting the requirement for Multiple Subject teachers—passing the CSET: Multiple Subject examination or completing a Commission-approved Elementary Subject matter program. This is very appropriate for teachers who will be working in elementary or middle schools. However, for special education teachers who want to work at the high school level, the CSET: Multiple Subject examination is not appropriate. Within two of the single subject content areas, mathematics and science, content experts conducted an analysis of the subject matter requirements (SMRs) and the SMRs were categorized into content that would be covered in the more foundational level courses and content that would be covered in the most advanced courses. Single subject teachers can earn a Foundational Level Mathematics or a Foundational Level General Science teaching credential. The Work Group discussed the idea of a new subject matter option for special education teachers—an advanced multiple content area foundational level examination and, if institutions are interested, Commission-approved subject matter programs.

Draft Model #1: Four Initial Education Specialist Credentials: One Cross-Categorical Education Specialist Generalist Credential, Including a Specific Area of Emphasis for Deeper Preparation, and a Choice of Three Additional Initial Education Specialist Credentials in a Specific Area of Disability

The first model offers the possibility of an initial Education Specialist Generalist credential that includes a specific area of emphasis of the candidate's choice. It introduces a K-22 cross-categorical credential that, while preparing candidates to address the needs of a wider variety of students with disabilities, also requires candidates to select one area of emphasis for deeper preparation. The areas of emphasis from which the candidate could select are: Emotional and Behavior Disorders; Severe Disabilities (Deaf-Blind; Multiple Disabilities); Resource Specialist (Academic Interventionist); Language and Academic Development (Communication/AT/AAC); or Physical and Health Impairments. This credential model would not restrict the employment of the candidate to only the specific area of emphasis.

In addition to the K-22 cross-categorical credential option, candidates have a choice of three other initial Education Specialist credentials: an Early Childhood Special Education (ECSE) credential serving birth through Kindergarten; a Deaf and Hard of Hearing (DHH) credential serving birth-22, and a Visual Impairments (VI) credential serving birth-22.

This four-credential model is illustrated below:



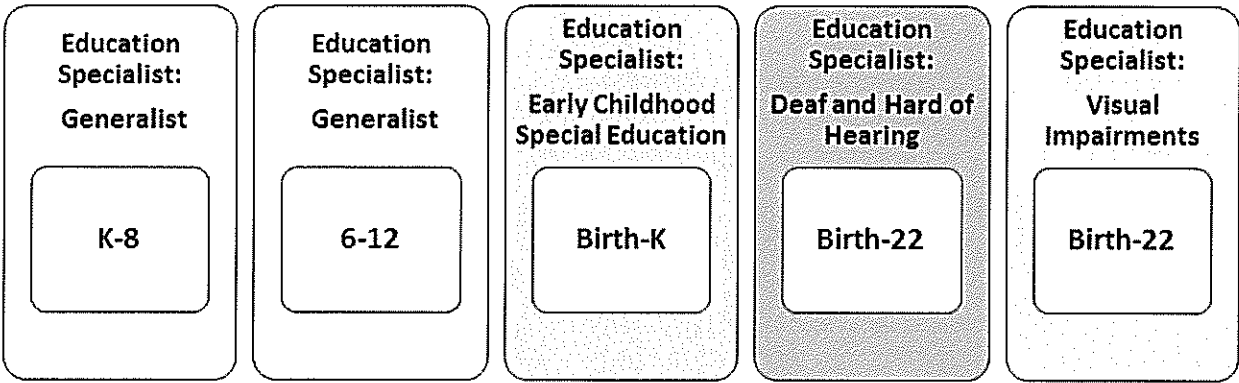
Staff analysis of Model #1:

This model proposes a broad Education Specialist Generalist credential to provide the utmost flexibility to employers and candidates for placement in special education settings. The development of this model did not include consideration of the appropriate subject matter requirements and preparation; these still need to be discussed and a recommendation developed.

In addition to the Generalist, this model includes three initial Education Specialist credentials for the low incidence areas of Visual Impairments and Deaf and Hard of Hearing, and Early Childhood Special Education.

Model #2: Two Initial Education Specialist Generalist Credentials Plus Three Initial Education Specialist Credentials in the Specific Areas of Early Childhood, Visual Impairments, or Deaf and Hard of Hearing

The second model encompasses five initial Education Specialist credentials that provide a candidate with the flexibility of choosing his/her area of subject matter expertise and level of service (elementary or secondary). For example, a candidate could choose the content area of math and be a K-8 Education Specialist; therefore, the candidate would not only be credentialed as an Education Specialist, but also have the content knowledge to be an effective math teacher. This model is illustrated below:

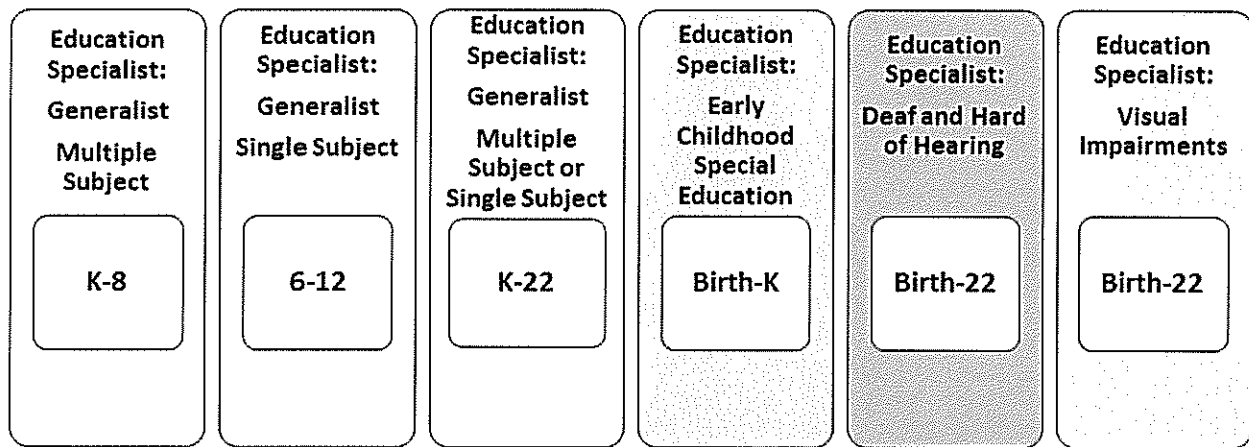


Staff analysis of Model #2:

This model allows a candidate to select a content area of specialty in addition to a grade level band Education Specialist credential. This model also maintains the initial credential for Early Childhood Special Education, Deaf and Hard of Hearing and Visual Impairments. It is not clear if this model would potentially restrict employment possibilities for candidates or flexibility in work assignments for employers. The allowable subject matter requirements for these credentials also need to be determined.

Model #3: Three Education Specialist Generalist Credentials Plus Three Initial Education Specialist Credentials in the Specific Areas of Early Childhood, Visual Impairments, or Deaf and Hard of Hearing

The third model represents a blend of the first two models and offers six initial Education Specialist credentials, three of which are an Education Specialist Generalist credential aligned with specified grade levels (K-8; 6-12; and K-22). The remaining three initial Education Specialist credentials are the same as in the prior two models: an Early Childhood Special Education credential birth through Kindergarten; a Visual Impairments credential birth-22, and a Deaf and Hard of Hearing credential birth-22. The primary difference with respect to this credential is that the group that proposed this credential did not believe that the subject matter currently covered by the CSET: Multiple Subject examination was sufficiently broad at the upper grade levels to fully address the subject matter requirements for Education Specialists serving at the secondary level. This model is illustrated below:



Staff analysis of Model #3:

This model provides for three broad-based Education Specialist Generalist credentials distinguished by grade level bands, and an additional three specialized Education Specialist credentials distinguished by disability category. The group that introduced this model requested a foundational multiple content area secondary level subject matter examination to be developed to meet the needs of candidates particularly serving at the secondary level. As with the other two models, this model maintains the current initial three credentials for Early Childhood Special Education, Deaf and Hard of Hearing, and Visual Impairments.

Similarities among Models:

The major key differences among the models are the numbers of credentials offered, and the grade band distinctions in Models 2 and 3. However, there are a number of similarities among the models.

1. All candidates may seek dual certification if a candidate desires both a general education and a special education credential.
2. Clinical practice experience would be required to include fieldwork in both a low incidence and high incidence setting.
3. All models would potentially reduce the need for added authorizations since they offer an opportunity to incorporate a cross-categorical approach within an Education Specialist Generalist option to meet the needs of a variety of students.
4. All models include the option for a specific Deaf and Hard of Hearing credential birth-22.
5. All models include the option for a specific Visual Impairment credential birth-22.
6. All models include an option for an Early Childhood Education Specialist credential from birth through Kindergarten.
7. A Secondary Level Foundational Multiple Content Area subject matter examination should be developed for determining subject matter competency at the secondary level for all potential models presented in this item.

Part Four: Work Group Recommendations for Future Action of Commission

The Work Group faced several challenges in accomplishing a large body of work within a relatively small number of meetings. At times, the group struggled with maintaining a clear view of the advantages of the credential structure they were trying to create, or how and why the model they were developing would represent an improvement over the current credential structure. The group expressed interest in reconvening to continue work on developing viable models and examining the implications of each. In addition, the members expressed their gratitude for the diversity of the panel membership and the work ethic of their fellow panel members.

Prior to the end of the last Work Group meeting, staff reviewed the areas of consensus and specific recommendations to be brought to the Commission at the April 2017 meeting. The Work Group reached consensus on the specific items included in the list below and have asked staff to bring these recommendations to the Commission for consideration. The Work Group also wanted staff to convey to the Commission its commitment to putting students first when taking action or developing new or revised policy.

1. When looking at changes to program standards that would impact general education candidates and teachers, always consider including at the same time the impact on special education candidates and teachers.
2. The Commission should explore and promote undergraduate pathways for Education Specialist candidates.
3. The Commission should not lose sight of the needs of the students with severe or profound disabilities.
4. The authorization scope of the initial credential for Early Childhood Special Education should be expanded to be birth through Kindergarten (Birth-K).
5. Specialists from the DHH, VI and ECSE fields should be convened to develop the TPEs for those specialty areas.
6. A new California Subject Examination for Teachers (CSET) examination should be developed for a foundational multiple content area secondary level that would meet the needs for demonstration of subject matter competence at the secondary (6-12) level for the Education Specialist credential.
7. Education Specialist credential holders should have the authorization that is appropriate for the preparation they have completed with respect to general education.
8. The Commission should require field work experience for Education Specialist candidates that adequately prepares candidates, and is rich and robust in both low incidence and high incidence settings, inclusive environments, includes co-teaching experiences and reflects the diversity of students with disabilities in California.

Staff Recommendations

Based on the significant work accomplished to date by the Work Group, staff is providing several recommendations for the Commission's consideration and potential action:

A. Staff Requests for Direction:

1. Staff requests that the Commission direct staff to obtain feedback from the field regarding the proposed draft Program Standards and draft Education Specialist TPEs to inform the potential future adoption of both items.
2. Staff requests that the Commission direct staff to communicate with the examinations contractor to understand the costs and timeline associated with the development of a Multiple Subject content area CSET examination to be used by candidates to meet the subject matter requirements for Education Specialists serving in secondary settings (6th through 12th grade).
3. Staff requests that the Commission direct staff to determine the appropriate authorization in general education settings for education specialist credential holders upon the adoption of Education Specialist Program Standards and Education Specialist TPEs.
4. Staff requests that the Commission direct staff to reconvene a subgroup of the existing Preliminary Education Specialist Work Group to develop recommended parameters around fieldwork/clinical practice for Education Specialist candidates to ensure a rich and robust experience that adequately prepares candidates to serve students with a range of disabilities.

B. Staff Recommendations:

5. Staff recommends that the Commission expand the authorization of the Early Childhood Special Education Credential to be from birth through Kindergarten.
6. Staff recommends that the staff work with experts from the three specialty areas, ECSE, DHH, and VI, to develop TPEs for candidates seeking initial credentials in each respective area.
7. Staff recommends reconvening the Preliminary Education Specialist Work Group for an additional meeting to consider the Commission's comments on the possible structures presented in this item, and if the Commission directs, to come to consensus on a proposed credential structure to recommend as a model for California.

Next Steps

Staff will take action to implement the Commission's direction as appropriate. On any items for which the Commission directs staff to provide further information, staff will obtain the needed information and bring those items back at a later Commission meeting for further discussion and potential direction.

If the Commission approves the expansion of the authorization of the Education Specialist Early Childhood Special Education teaching credential from birth to Kindergarten, staff could begin the regulatory process.

Appendix A
Preliminary Special Education Work Group

Name	Affiliation	Current Position
Representatives to the Work Group		
Mary Briggs	California School Boards Association Liaison	Education Policy Analyst
Mary Gomes	Association of California School Administrators Liaison	Educational Services Executive
Cheryl Mohr	California County Superintendents Educational Services Association Liaison, Madera County Office of Education	Executive Director, Student Programs and Services
Emily Solari	University of California Liaison, UC Davis	Associate Professor of Education
Kristin Stout	California State University Liaison, CSU Long Beach	Education Specialist Credential Program Coordinator
Ingrid Gunnell	California Federation of Teachers Liaison, Los Angeles Unified School District	UTLA/LAUSD Salary Point Advisor
Stephanie Stotelmeyer	California Teachers Association Liaison, Santa Ana Unified School District	Education Specialist, Resource
Diana Taylor	Association of Independent California Colleges and Universities Liaison, Mt. St. Mary's University	Education Specialist Program Director
Aaron Christensen	California Department of Education Liaison	Education Programs Consultant
Work Group Members		
Suzanne Borgese	Placentia Yorba Linda Unified School District	Education Specialist, Mild/Moderate
Jessica Burrone	Yuba County Office of Education	Special Education Principal, Moderate/Severe
Cathy Creasia	University of Southern California	Credential Analyst and Project Specialist for Accreditation and Evaluation
Anne Delfosse	West Orange County Consortium for Special Education	Executive Director
John Erratt	Orange Unified School District	Special Education Program Coordinator
Elizabeth Freer	Etiwanda School District	Director of Special Education
Jean Gonsier-Gerdin	California State University, Sacramento	Professor
Victoria Graf	Loyola Marymount University	Professor of Education
Elizabeth Jara	San Joaquin County Office of Education	Education Specialist, Emotional Disturbance
Talya Kemper	California State University, Chico	Assistant Professor, Special Education
Meghan Magee	Mother Lode Union School District	School Psychologist
Elise Morgan	San Diego Unified School District	Education Specialist, Mild/Moderate
Susan Porter	National University	Associate Professor/Chair, Special Education
Diana Sanchez	Los Angeles Unified School District	Teacher of the Deaf
Zachary Smith	Sanger Unified School District	Project Manager, Universal Design for Learning and Special Education
Michael Solis	University of California, Riverside	Assistant Professor, Special Education
Sally Spencer	California State University, Northridge	Professor, Special Education
Deanna Torrington	Rocklin Unified School District	Education Specialist, Resource
Julie Tucker	South San Francisco Unified School District	Induction Special Education Support Provider
Mary Yung	San Mateo County Office of Education	Coordinator, Special Education Teacher Induction
Andrea Zetlin	California State University, Los Angeles	Professor, Special Education

Appendix B

Draft Education Specialist Program Standards

Standard 1: Program Design, Rationale and Coordination

Each program of professional preparation is coordinated effectively in accordance with a cohesive design and sound evidence-based practices relevant to the contemporary conditions of schools. The design must reflect the full range of service delivery options, including general education, and the knowledge and skills to meet the needs of students in the specific areas authorized by the credential. The program has an organizational structure that forms a logical sequence between the instructional components and field work, and that provides for coordination of the components of the program. The program describes a plan that allows for multiple points of entry.

The preparation provided to candidates is designed to address the range of candidate performance expectations so that the education workforce will develop the knowledge, skills, and dispositions to work effectively with all children from birth through age 22 and their families. Coursework and fieldwork/practicum experiences provide candidates with opportunities to learn and practice competencies relating to the care and education of students with disabilities. Candidate preparation is grounded in the theoretical framework of developmentally-, linguistically- and culturally-appropriate, bias-free practices for the care and education of students with disabilities as well as for collaborating effectively with families to support their student's development and learning. These theoretical foundations are reflected in the organization, scope and sequence of the curriculum provided to candidates.

In order to prepare candidates to effectively promote learning for all California students with disabilities, key elements within the curriculum include typical and atypical child growth and development from birth through age 22; developmentally-, linguistically-, and culturally-appropriate pedagogy for students in key content areas as identified in adopted Frameworks at various levels within California's education system; understanding the learning trajectories of young children to young adults; designing and implementing developmentally-, linguistically- and culturally appropriate curriculum and assessments; understanding and analyzing student achievement outcomes to improve learning; understanding of the range of factors affecting student learning such as the effects of poverty, race, and socioeconomic status; and knowledge of the range of positive behavioral practices and supports for young children and young adults. The preparation design also includes a coherent candidate assessment system to provide formative information to candidates regarding their progress towards the intended level of certification. (see also Standard 6).

Standard 2: Preparing Candidates to Master the Teaching Performance Expectations and the Education Specialist Teaching Performance Expectations (TPEs)

The Teaching Performance Expectations (TPEs) describe the set of professional knowledge, skills and abilities expected of a beginning level practitioner in order to effectively support the growth, development, and learning of all students and to work collaboratively with families to support all students in meeting the state-adopted academic content standards.

The coursework and fieldwork/practicum/clinical practice provide multiple opportunities for candidates to learn, apply, and reflect on each Performance Expectation. As candidates progress through their preparation scope and sequence, pedagogical assignments are increasingly complex and challenging. The scope of the pedagogical assignments (a) addresses the TPEs as these apply to the subjects to be authorized by the credential, and (b) prepares the candidate for course-related and other assessments of their competence with respect to the Education Specialist TPEs. As candidates progress through the curriculum, faculty and other qualified supervisors assess candidates' performance in relation to the Education Specialist TPEs and provide formative and timely performance feedback regarding candidates' progress toward mastering the TPEs.

Standard 3: Opportunities to Learn and to Practice (Clinical Practice)

- A. The program will ensure that candidates have planned experiences and/or interactions with the full range of the service delivery system, the providers of such services, and parents and families, including experiences in general education. The experiences must reflect the full diversity of grades/ages, federal disability categories and the continuum of special education services outlined in the specific credential authorization. The experiences are planned from the beginning of the program to include experiences in general education, experiences with parents and families, and experiences with a broad range of service delivery options leading to an extended culminating placement in which the candidate works toward assuming full responsibility for the provision of services in the specific credential authorization and is of sufficient duration for the candidate to demonstrate the teacher performance expectations for special educators. The culminating placement may be in any school, agency or program as defined in Education Code Sections 56031, 56360, and 56361 for the purpose of providing special education services.

- B. Fieldwork/Practicum/Clinical experiences are designed to provide candidates with a developmental set of activities integrated with coursework that extend the candidate's learning through application of theory to practice with students in California's education settings.

Fieldwork provides opportunities for candidates to observe a variety of classrooms and settings and to select focus students for deeper observational study, including students who (a) exhibit typical behavior; (b) exhibit atypical behavior; (c) are dual language learners; and (d) have other types of special learning needs. Fieldwork also provides opportunities for candidates to observe teachers using productive routines and effective transitions for students. Candidates are provided with opportunities to review the curriculum and to gain knowledge of important concepts in learning of subject matter areas, including early language and literacy for first and second language learners, mathematics, science, technology, engineering, social studies, and arts. Candidates are able to observe a range of alternative and augmentive assessments of learning as well as of socio-emotional growth and development. Candidates are also able to observe how personnel organize and supervise the work of other adults in inclusive and specialized education settings.

The range of supervised experiences provided to candidates must include supervised early field experiences, guided observations in a variety of special education settings, and practice

teaching (i.e., co-planning and co-teaching, or guided teaching), among others. Candidates should have experiences with a range of diverse students and families reflective of the demographics of California.

Preparation Faculty and/or Site Supervisors and/or Program Directors provide an orientation for teachers in whose classrooms or settings candidate experiences will take place to ensure that all supervisors of fieldwork/practicum/clinical practice experiences and all cooperating education specialist teachers understand their role and expectations. Clinical supervision and support for candidates must include an in-person site visit, video capture or synchronous video observation.

- C. Criteria for Field Work/Practicum/Clinical Practice Placements Sites selected for candidate experiences should demonstrate commitment to developmentally and culturally-appropriate practices as well as to collaborative relationships with families. In addition, these sites should also demonstrate placement of students with disabilities in the Least Restrictive Environment (LRE), provide support for dual language learners, offer the opportunity to interact with different age groups, reflect to the extent possible socioeconomic, linguistic and cultural diversity, and permit video capture for candidate reflection. Selected sites should have a fully qualified master/mentor teacher and a fully qualified site administrator.
 - a. Multiple Subject (Elementary or Secondary Setting) including one Low Incidence and one High Incidence Setting
 - b. Single Subject – including one Low Incidence and one High Incidence Setting

- D. Criteria for the Selection of District-Employed Supervisors (also may be known as the cooperating teacher, master teacher or on-site mentor)

The program selects district supervisors who hold a Clear Credential in the content area for which they are providing supervision and have a minimum of three years of content area K-12 teaching experience. The district supervisor must have demonstrated exemplary teaching practices as determined by the employer and the preparation program. The matching of candidate and district-employed supervisor must be a collaborative process between the school district and the program.

The program provides district employed supervisors a minimum of 10 hours of initial orientation to the program curriculum, about effective supervision approaches such as cognitive coaching, adult learning theory, and current content-specific pedagogy and instructional practices. The program ensures that district employed supervisors remain current in the knowledge and skills for candidate supervision and program expectations.

Standard 4: Monitoring, Supporting, and Assessing Candidate Progress towards Meeting the Education Specialist Credential Requirements

Program faculty, program supervisors, and district-employed supervisors monitor and support candidates during their progress towards mastering the Education Specialist TPEs. Evidence regarding candidate progress and performance is used to guide advisement and assistance efforts. The program provides support and assistance to candidates and only retains candidates who are suited for

advancement into teaching. Appropriate information is accessible to guide candidates' satisfaction of all program requirements.

Standard 5: Assessment of Candidate Competency

Prior to recommending each candidate for a teaching credential, one or more persons responsible for the program shall determine on the basis of thoroughly documented evidence that each candidate has demonstrated a satisfactory performance on the full range of Teaching Performance Expectations (TPEs) as they apply to the subjects and specialties authorized by the credential. During the program, candidates are guided and coached on their performance in relation to the TPEs using formative processes. Verification of candidate performance is provided by at least one supervising teacher and one institutional supervisor trained to assess the TPEs. At least one assessor shall hold authorization in the candidate's credential area.

Standard 6: Induction Individual Development Plan

Before exiting the preliminary program, candidates, district-employed supervisors, and program supervisors collaborate on an individual development plan (IDP) consisting of recommendations for professional development and growth in the candidate's clear program. The plan is a portable document archived by the preliminary program and provided to the candidate for transmission to the clear/induction program.

Appendix C

Draft Education Specialist *Teaching Performance Expectations*

TPE 1: Engaging and Supporting and Students in Learning

Elements

Education Specialist Candidates:

1. Demonstrate the ability to collaboratively develop and implement Individualized Education Programs (IEP), including instructional goals that ensure access to the Common Core State Standards and California Preschool Learning Foundations, leading to effective inclusion in the general education core curriculum.
2. Demonstrate understanding of students with complex communication needs (i.e., students with limited verbal ability,) in order to foster access and build comprehension, and develop linguistically appropriate IEP goals for those students.
3. Monitor student progress toward learning goals as identified in the academic content standards and the IEP/Individual Transition plan (ITP).
4. Demonstrate the ability to facilitate transition from Individual Family Service Plans (IFSPs) to IEPs/ITPs with students and their families, including goals for independent living, post-secondary education and careers, with appropriate connections between the curriculum and life beyond high school.
5. Facilitate and support students in assuming increasing responsibility for learning, self-advocacy, with appropriate transitions based on individual needs between academic levels in programs and in developing skills related to career, independent living and community participation.

TPE 2: Creating and Maintaining Effective Environments for Student Learning

Elements

Education Specialist Candidates:

1. Develop accommodations and modifications specific to students with disabilities to allow access to learning environments, including incorporating instructional and assistive technology, and alternative and augmentative procedures to optimize the learning opportunities and outcomes for all students, and to move them toward effective inclusion in general education.
2. Demonstrate knowledge of the communicative intent of students' behavior and have the ability to develop communication skills and systems to replace the negative behavior.
3. Develop positive behavior intervention plans that identify if a student's behavior is a manifestation of his or her disability, and demonstrate knowledge of the types of interventions and multi-tiered systems of supports that may be needed to address such behavior issues.
4. Understand and access the variety of interventions, related services and additional supports including site-based and community resources and agencies to provide integrated support that can be made available to a student with behavior, social, emotional, trauma, and/or mental health needs, and are knowledgeable of how to collaborate with these related service professionals to assist students who have greater needs.
5. Apply and collaboratively implement elements needed to establish and maintain student success in the least restrictive environment, according to students' unique needs.

6. Demonstrate the skills required to ensure that the intervention and/or instructional environments are appropriate to the student's chronological age, developmental differences, and disability-specific needs, including community-based instruction.
7. Implement systems that assess, plan, and provide academic and social skills instruction to support positive behavior in all students, including students who present complex social communication, behavioral and emotional needs.

TPE 3: Understanding and Organizing Subject Matter for Student Learning

Elements

Education Specialist Candidates:

1. Adapt, modify, accommodate and differentiate the instruction of students with identified disabilities in order to develop appropriate goals and accommodations and facilitate access to the Least Restrictive Environment (LRE).
2. Demonstrate knowledge of disabilities and their effects on learning, skills development, social-emotional development, mental health, and behavior, and how to utilize related services and additional supports to organize instruction.
3. Demonstrate the ability to use assistive technology (AAC) including low and high-tech equipment and materials to facilitate communication, curriculum access, and skill development of students with disabilities.
4. Demonstrate the ability to analyze evidenced-based practices in a range of disability disciplines, and evaluate a variety of pedagogical approaches to instruction, including instructional sequences, unit and lesson plans, providing students with disabilities with equitable access to the content and experiences found in the state-approved core curriculum.

TPE 4: Planning Instruction and Designing Learning Experiences for All Students

Elements

Education Specialist Candidates:

1. Demonstrate comprehensive knowledge of atypical development associated with various disabilities and risk conditions (e.g. visual impairment, autism spectrum disorders, cerebral palsy), resilience and protective factors (e.g. attachment, temperament), and their implications for learning.
2. Facilitate meetings for the purpose of developing or revising a student's IFSP, IEP, and/or ITP. Skills that candidates must be able to discuss and apply include assessment, implementation, data-driven instruction, compliance in relation to the goals identified.
3. Participate effectively as a team member and/or case manager for the IFSP/IEP/ITP process, from pre-referral interventions and requisite assessment processes, through planning specially-designed instruction to support access to the core curriculum, developing appropriate IFSP/IEP/ITP planning goals based on standards and following all legal requirements of the IFSP/IEP/ITP planning process.

4. Demonstrate the ability to create short and long-term goals that are responsive to the unique needs of the student and meet the grade level requirements of the core curriculum, and which are implemented and adjusted systematically to promote maximum learning and academic achievement with access to inclusive environments.
5. Coordinate, collaborate, co-teach and communicate effectively with other service providers, including paraprofessionals, general education teachers, and community agencies for instructional planning and successful transitions by students. Candidates include parents and student in instructional planning.
6. Utilize person-centered/family centered planning, and strengths-based, functional/ecological assessment across classroom and non-classroom contexts that lead to their students' meaningful participation in core, standards-based curriculum, life skills curriculum, and/or wellness curriculum, and progress toward IEP goals and objectives.

TPE 5: Assessing Student Learning Elements

Education Specialist Candidates:

1. Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., functional behavior assessment, diagnostic, informal, formal, progress-monitoring, formative, summative, rubrics, and performance) to design and administer classroom assessments, in order to participate in determination of special education eligibility, progress monitoring, and in decision-making regarding eligibility, placement in LRE, and services. Candidates know when and how to use alternative assessments, as appropriate, based on students' needs.
2. Demonstrate knowledge of special education law, including conducting assessments and holding IEP meetings according to the guidelines established by that law.
3. Demonstrate knowledge of requirements for appropriate assessment and identification of students whose cultural, ethnic, gender, or linguistic differences may be confused with manifestations of a disability.
4. Use technology to provide access to students' communication, including AAC (ex. text to speech) to ensure assessments are valid.
5. Know how to appropriately administer assessments to ensure that they are valid. This includes implementing accommodations for students with disabilities and using AAC for students with complex communications needs.

TPE 6: Developing as a Professional Educator Elements

Education Specialist Candidates:

1. Demonstrate the ability to coordinate and collaborate effectively with paraprofessionals.
2. Are aware of the legal and ethical obligations relating to confidentiality, implementing student assessments, and the development and implementation of IEPs/IFSPs/ITPs and Individualized Service Plans for private school students.
3. Keep current with evidenced-based research and legislative and regulatory changes of current State and Federal Law related to providing services and access to education for students with a range of disabilities from mild to significant.

4. Understand the fundamentals of case management including deadlines, timeline, compliance, team coordination, assessment planning, etc.
5. Understand the theoretical, philosophical, and historical context for LRE, FAPE, IEP, IFSP, and ITP plans.

Implement conflict resolution techniques using communication, collaboration, and mediation to address conflicts and disagreements that may arise during the facilitation of an IEP meeting or collaboration with other professionals.

SELPA ADMINISTRATORS OF CALIFORNIA



Making a Difference

2017-2018	Thursday	Friday	Hotel	Hotel Code (Remember to book Wednesday & Thursday nights)
July	7/6/17	7/7/17	Sacramento	LPA
September	9/7/17	9/8/17	San Diego	SE9
October	10/5/17	10/6/17	Sacramento	SEL
November	11/2/17	11/3/17	San Diego	S11
December	12/7/17	12/8/17	Sacramento	ELA
February	2/1/18	2/2/18	San Diego	
March	3/1/18	3/2/18	Sacramento	
April	4/5/18	4/6/18	San Diego	
May	5/3/18	5/4/18	Sacramento	
June	5/31/18	6/1/18	San Diego	

2018-2019	Thursday	Friday	Hotel	Hotel Code (Remember to book Wednesday & Thursday nights)
July	7/12/18	7/13/18	Sacramento	
September	9/6/18	9/7/18	San Diego	
October	10/4/18	10/5/18	Sacramento	
November	11/1/18	11/2/18	San Diego	
December	12/6/18	12/7/18	Sacramento	
February	1/31/19	2/1/19	San Diego	
March	2/28/19	3/1/19	Sacramento	
April	4/4/19	4/5/19	San Diego	
May	5/2/19	5/3/19	Sacramento	
June	6/6/19	6/7/19	San Diego	

2019-2020	Thursday	Friday	Hotel	Hotel Code (Remember to book Wednesday & Thursday nights)
July	7/11/19	7/12/19	Sacramento	
September	9/5/19	9/6/19	San Diego	
October	10/3/19	10/4/19	Sacramento	
November	10/31/19	11/1/19	San Diego	
December	12/5/19	12/6/19	Sacramento	
February	2/6/20	2/7/20	San Diego	
March	3/5/20	3/6/20	Sacramento	
April	4/2/20	4/3/20	San Diego	
May	4/30/20	5/1/20	Sacramento	
June	6/4/20	6/5/20	San Diego	

SELPA MEETINGS, 2017-2018

DATE	LOCATION	AIRFARE	TRANSPORTATION	MEALS	HOTEL	TOTAL	# NIGHTS
JUL.	SACRAMENTO	275	90	111	225	701	2
SEPT.	SAN DIEGO		102	111	300	513	2
OCT.	SACRAMENTO	275	90	111	225	701	2
NOV.	SAN DIEGO		102	111	300	513	2
DEC.	SACRAMENTO	275	90	111	225	701	2
FEB.	SAN DIEGO		102	111	300	513	2
MAR.	SACRAMENTO	275	90	111	225	701	2
APR.	SAN DIEGO		102	111	300	513	2
MAY.	SACRAMENTO	275	90	111	225	701	2
JUN.	SAN DIEGO		102	111	300	513	2
		1375	960	1110	2625	6070	20

Transportation cost breakdown

Taxi, bus, shuttle	50
Parking 2 nights @ 20	40
Mileage/San Diego	102
Total	192

Meals

Three days @ 37	111
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Hotel

Sacramento	225
San Diego	300

Column I - 2016/2017 P1
 Column II - 2017/2018 PROJ

2016/2017 P1 As Cert. 02/17/17	2017/2018 PROJ Proposed
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	Column I	Column II	Difference
EVSD State Aid	3,196,037	3,234,584	38,547
Supplemental to Base Rate			-
COLA	-	47,918	47,918
Growth	29,608	27,640	(1,968)
Out of Home Care	28,510	52,896	24,386
Total State Apportionment	3,254,155	3,363,038	108,883
HBC State Aid	3,387,009	3,422,573	35,564
Supplemental to Base Rate			-
COLA	-	51,710	51,710
Growth	25,928	(22,645)	(48,573)
Out of Home Care	3,535	3,180	(355)
Total State Apportionment	3,416,472	3,454,818	38,346
HBH State Aid	8,444,457	8,344,203	(100,254)
Supplemental to Base Rate	-	-	-
COLA	-	107,600	107,600
Growth	(130,122)	57,073	187,195
Out of Home Care	272,182	255,082	(17,100)
Total State Apportionment	8,586,517	8,763,958	177,441
Home Teaching Allocation	549,803	552,666	2,863
OVSD State Aid	4,729,166	4,645,402	(83,764)
Supplemental to Base Rate	-	-	-
COLA	-	63,229	63,229
Growth	(101,345)	(101,479)	(134)
Out of Home Care	35,361	7,918	(27,443)
Total State Apportionment	4,663,182	4,615,070	(48,112)
Shared Program Allocation	560,771	558,210	(2,561)
WSD State Aid	4,649,487	4,602,162	(47,325)
Supplemental to Base Rate			-
COLA	-	70,070	70,070
Growth	(63,528)	(36,917)	26,611
Out of Home Care	5,027	30,645	25,618
Total State Apportionment	4,590,986	4,665,960	74,974
WOCSE State Aid - Itinerant Funding	426,932	421,861	(5,071)
Itinerant COLA	-	5,440	5,440
Itinerant Growth	(6,581)	2,888	9,469
Itinerant Funding Total	420,351	430,189	9,838
State Aid - VI Funding	406,176	401,353	(4,823)
VI COLA	-	5,175	5,175
VI Growth	(6,260)	2,743	9,003
VI Funding Total	399,916	409,271	9,355
State Aid - Regionalized Services	707,243	709,417	2,174
RS COLA	-	9,935	9,935
Regionalized Services Total	707,243	719,352	12,109
State Aid - Staff Development	19,284	19,343	59
SD COLA	-	271	271
Staff Development Total	19,284	19,614	330
Low Incidence	112,004	115,240	3,236
Total State Apportionment	1,658,798	1,693,666	34,868
Total State Aid	25,965,791	25,800,898	(164,893)
Supplemental to Base Rate			-
COLA	-	361,348	361,348
Growth	(252,300)	(70,697)	181,603
Low Incidence	112,004	115,240	3,236
Out of Home Care	344,615	349,721	5,106
Total State Apportionment	26,170,110	26,556,510	386,400

2017/2018 PROJ
Proposed
 (1718Proposed)

AU REG
 839,460

AU OTH
 854,206

AU TOTAL
 1,693,666

1718 Fiscal Year (1718 Proposed)

	FVBD	HBCSD	HBOURD-PHL	HOME TCHRD	SELPA TTR	SELPA VI	RDUHD-TOT
B-7 Percent of Total B-7	12,536700%	13,265300%	30,202100%	2,135600%	1,635200%	1,558600%	
B-7 Percent of Sub-Total District B-7	12,701100%	13,857800%	31,300000%	2,200800%	1,692200%	1,608000%	
SECTION A: ADA and RATED			85,001300%	6,018900%	4,601700%	4,370000%	99,999900%
SELPA total K-12 ADA	A-1 6245.12	6735.06	13148.20	931.02	711.81	677.20	15460.31
Prior Year SELPA total ADA	A-2 6245.12	6735.06	13148.20	931.02	711.81	677.20	15460.31
Prior Prior Year SELPA total ADA	A-3 6197.36	6774.99	13056.18	924.50	706.82	672.46	15359.96
SELPA Funded ADA (Greater of A-1 or A-2)	A-4 6245.12	6735.06	13148.20	931.02	711.81	677.20	15460.31
Prior Year SELPA Funded ADA (Greater of A-2 or A-3)	A-5 6197.36	6774.99	13056.18	924.50	706.82	672.46	15359.96
Nonbonded FY Statewide Target	A-6 532.6803577497	532.6803577497	532.6803577497	532.6803577497	532.6803577497	532.6803577497	532.6803577497
Current Year Cost of Living	A-7 1.0148	1.0148	1.0148	1.0148	1.0148	1.0148	1.0148
Current Year COLA Rate (A-6 * (A-7 - Current Year STR (A-6 + A-8)))	A-8 7.8836692947	7.8836692947	7.8836692947	7.8836692947	7.8836692947	7.8836692947	7.8836692947
	A-9 540.5640270444	540.5640270444	540.5640270444	540.5640270444	540.5640270444	540.5640270444	540.5640270444
SECTION B-BASE-(E.C. 56036.10)							
Prior-Year Base (Less CY Fed IDEA Part B-2)	B-1 3,305,014.58	3,502,497.77	8,154,945.63	377,447.84	441,409.14	420,025.82	9,593,800.43
Prior-Year Supplement to Base Rate	B-2 0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prior-Year COLA Entitlement	B-3 0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prior-Year Growth or Declining ADA	B-4 29,608.47	25,920.19	(121,517.97)	(0,604.51)	(6,580.93)	(6,259.91)	(142,963.32)
Prior-Year Total (Sum of B-1 through B-4)	B-5 3,334,623.05	3,528,425.96	8,033,427.66	376,843.33	434,828.21	413,765.91	9,450,945.11
Base Rate (B-5 / A-5)	B-6 538.0715417533	520.0016404157	615.2969443555	615.2983558680	615.3026371636	615.3018915623	615.2975079362
Base Entitlement (A-5 * B-6)	B-7 3,334,623.05	3,528,425.96	8,033,427.66	376,843.33	434,828.21	413,765.91	9,450,945.11
Local Special Education Property	B-8 0.00	0.00	0.00	0.00	0.00	0.00	0.00
Applicable Excess ERF	B-9 0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total Deductions (Sum of B-10 and B-11)	B-10 0.00	0.00	0.00	0.00	0.00	0.00	0.00
Net Base Entitlement (if B-7 > B-10, Net Base Entitlement (if B-7 < B-10, Net Base Entitlement (if B-7 < B-10, Base Proration Factor	B-11 0.00	0.00	0.00	0.00	0.00	0.00	0.00
Base Apportionment (B-11 * B13) or B-SECTION C-COLA-(E.C. 56036.08 (d))	B-12 0.00	0.00	0.00	0.00	0.00	0.00	0.00
COLA Base Entitlement: DISTRICT-1 (A-2 * A-8) - sum(selpa e-1)*P2)	B-13 3,334,623.05	3,528,425.96	8,033,427.66	376,843.33	434,828.21	413,765.91	9,450,945.11
COLA Proration Factor	B-14 0.00	0.00	0.00	0.00	0.00	0.00	0.00
COLA Apportionment (C-1 * C-2)	B-15 0.9700000000	0.9700000000	0.9700000000	0.9700000000	0.9700000000	0.9700000000	0.9700000000
SECTION D-GROWTH-(E.C. 56036.15)	B-16 3,234,584.36	3,422,573.18	7,792,424.83	376,843.33	434,828.21	413,765.91	9,450,945.11
Growth ADA (if A-4 > A-5, A-4 - A-5, Growth Base Entitlement (A-9 * D-1))	D-1 47.76	0.00	92.10	6.52	4.99	4.74	0.00
Decline in Funded ADA (if A-4 < A-5, Declining ADA Adjustment (D-3 * Prior-Growth Proration Factor	D-2 27,639.78	0.00	53,300.33	3,773.27	2,887.82	2,743.14	0.00
Growth or Declining ADA Adjustment	D-3 0.00	(39.13)	0.00	0.00	0.00	0.00	0.00
EQUIPMENT (E.C. 56036.22)	D-4 0.00	(22,645.40)	0.00	0.00	0.00	0.00	0.00
Low Incidence FY December Pupil Count	D-5 1,000,000,000.00	1,000,000,000.00	1,000,000,000.00	1,000,000,000.00	1,000,000,000.00	1,000,000,000.00	1,000,000,000.00
Low Incidence Rate	D-6 27,639.78	(22,645.40)	53,300.33	3,773.27	2,887.82	2,743.14	0.00
Low Incidence Apportionment	F-1 29.00	22.00	100.00				
SECTION G-OUT OF HOME CARE - (E.C. 56036.165)	F-2 430,000,000,000.00	430,000,000,000.00	430,000,000,000.00				
Out of Home Care Apportionment	F-3 12,470.00	9,460.00	43,000.00				
SECTION H-NPS/LCI EXTRAORDINARY COST POOL (E.C. 56036.21)	G-1 52,896.00	3,180.00	255,082.00				
NPS Extraordinary Cost Pool	H-1 0.00	0.00	0.00				
NPS Extraordinary Cost Pool Proration	H-2 0.00	0.00	0.00				
SECTION I-ADJUSTMENT FOR NSS WITH DECLINING ENROLLMENT - (E.C. 56213)	H-3 0.00	0.00	0.00				
Prior Year Funding (Total Deductions Current Year Funding (Total Adjustment, NSS with Declining ADA	I-1 0.00	0.00	0.00				
SECTION J-APPORTIONMENT SUMMARY	I-2 25,713,490.25	25,713,490.25	25,713,490.25				
Base Apportionment (B-14)	I-3 0.00	0.00	0.00				
COLA Apportionment (C-3)	J-1 3,234,584.36	3,422,573.18	7,792,424.83	376,843.33	434,828.21	413,765.91	9,450,945.11
Growth or Declining ADA Adjustment (D-SECTION K-LOW INCIDENCE RATE AND EQUIPMENT (E.C. 56036.22)	J-2 47,917.69	51,709.99	100,484.47	7,115.22	5,439.93	5,175.46	0.00
Out of Home Care Apportionment (G-1)	J-3 27,639.78	(22,645.40)	53,300.33	3,773.27	2,887.82	2,743.14	0.00
NPS Extraordinary Cost Pool	J-4 12,470.00	9,460.00	43,000.00				0.00
Adjustment for NSS with Declining ADA	J-5 52,896.00	3,180.00	255,082.00				0.00
Total Apportionment (Sum of J - 1 thro	J-6 0.00	0.00	0.00				0.00
	J-7 0.00	0.00	0.00				0.00
	J-8 0.00	0.00	0.00				0.00
	J-9 3,375,807.03	3,464,277.77	8,244,291.63	562,666.52	430,188.71	409,271.53	0.00
	FVBD	HBCSD	HBOURD-PHL	HOME TCHRD	SELPA TTR	SELPA VI	
	3,375,807.03	3,464,277.77	8,244,291.63	562,666.52	430,188.71	409,271.53	
	FVBD	HBCSD	HBOURD-PHL	HOME TCHRD	SELPA TTR	SELPA VI	
	3,375,807.03	3,464,277.77	8,244,291.63	562,666.52	430,188.71	409,271.53	

NOTE Other than just COLA the Base Income fluctuates with the Base Proration Factor and the Growth or Decline of ADA. For our dedicated program allocations that are embedded in district base income and now our SELPA allocations a simple COLA calculation does not seem as accurate as it should be to fairly adjust for the changes that the individual districts see year by year. These embedded and SELPA objects have been identified with a " * ". For this current and subsequent AB602 computations these base income embedded values will be subjected to the Base Proration Factor, COLA and the Growth/Decline and SELPA values subjected to the Base Proration Factor and COLA for a more accurate increase or decrease each year.

1718 Fiscal Year (1718 Proposed)

	OVBD-FNL	OVBD-BHAR-PROG	OVBD-TOT	NBD	SELPA STP DEV	SELPA RS/RS	TOTAL
B-7 Percent of Total B-7	15,823,300%	2,181,500%	17,004,800%	17,004,800%	0.07500%	2.74960%	100.00000%
B-7 Percent of Sub-Total District B-7	18,283,300%	2,244,900%	20,528,200%	20,528,200%			100.00010%
SECTION A: ADA and RATES	87,803,900%	12,116,100%	100,000,000%		2.65420%	97.34500%	
SELPA total K-12 ADA	A-1 7259.25	1000.80	8260.05	9125.70	45835.04	45835.04	45035.04
Prior Year SELPA total ADA	A-2 7259.25	1000.80	8260.05	9125.70	45835.04	45835.04	45035.04
Prior Prior Year SELPA total ADA	A-3 7413.36	1022.04	8435.40	9189.49	45957.20	45957.20	45957.20
SELPA funded ADA (Greater of A-1 or A-2)	A-4 7259.25	1000.80	8260.05	9125.70	45835.04	45835.04	45835.04
Prior Year SELPA funded ADA (Greater of A-2 or A-3)	A-5 7413.36	1022.04	8435.40	9189.49	45957.20	45957.20	45957.20
Rebentched PY Statewide Target	A-6 532.6803577497	532.6803577497	532.6803577497	532.6803577497	532.6803577497	532.6803577497	532.6803577497
Current Year Cost of Living	A-7 1.0148	1.0148	1.0148	1.0148	1.0148	1.0148	1.0148
Current Year COLA Rate (A-6 * A-7)	A-8 7.0836692947	7.0836692947	7.0836692947	7.0836692947	7.0836692947	7.0836692947	7.0836692947
Current Year STR (A-6 + A-8)	A-9 540.5640270444	540.5640270444	540.5640270444	540.5640270444	540.5640270444	540.5640270444	540.5640270444
SECTION B-BASE (E.C. 56836.10)							
Prior-Year Base (Less CY Fed IDEA Part B)	B-1 4,297,892.47	592,527.31	4,890,419.78	4,890,419.78	19,941.07	731,357.52	26,651,163.33
Prior-Year Supplement to Base Rate	B-2 0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prior-Year COLA Entitlement	B-3 0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prior-Year Growth or Declining ADA	B-4 (89,066.16)	(12,279.06)	(101,345.22)	(63,527.79)	0.00	0.00	(252,299.67)
Prior-Year Total (Sum of B-1 through B-4)	B-7 4,208,826.31	580,248.25	4,789,074.56	4,744,496.39	19,941.07	731,357.52	26,598,863.66
Base Rate (B-7 / A-5)	B-8 567.7353197471	567.735326001	567.7353249401	516.2959413417	578.7746786140	578.7746786140	578.7746786140
Base Entitlement (A-5 * B-8)	B-9 4,208,826.31	580,248.25	4,789,074.56	4,744,496.39	19,941.07	731,357.52	26,598,863.66
Local Special Education Property	B-10 0.00	0.00	0.00	0.00	0.00	0.00	0.00
Applicable Excess ERAF	B-11 0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total Deductions (Sum of B-10 and B-11)	B-12 0.00	0.00	0.00	0.00	0.00	0.00	0.00
Net Base Entitlement (if B-7 > B-10)	B-13 4,208,826.31	580,248.25	4,789,074.56	4,744,496.39	19,941.07	731,357.52	26,598,863.66
Net Base Entitlement (if B-7 < B-10)	B-14 0.00	0.00	0.00	0.00	0.00	0.00	0.00
Base Proration Factor	B-15 0.9700000000	0.9700000000	0.9700000000	0.9700000000	0.9700000000	0.9700000000	0.9700000000
Base Apportionment (B-13 * B-15) or B-14	B-16 4,082,561.52	562,840.80	4,645,402.32	4,602,161.30	19,342.84	709,416.79	25,800,897.75
SECTION C-COLA (E.C. 56836.08 (d))							
COLA Base Entitlement: DISTRICT - ((A-2 * A-8) - sum(selpa c-1)*P2)	C-1 55,567.55	7,660.85	63,228.40	70,070.50	271.01	9,935.63	361,348.30
COLA Proration Factor	C-2 1.0000000000	1.0000000000	1.0000000000	1.0000000000	1.0000000000	1.0000000000	1.0000000000
COLA Apportionment (C-1 * C-2)	C-3 55,567.55	7,660.85	63,228.40	70,070.50	271.01	9,935.63	361,348.30
SECTION D-GROWTH (E.C. 56836.15)							
Growth ADA (if A-4 > A-5, A-4 - A-5)	D-1 0.00	0.00	0.00	0.00			0.00
Growth Base Entitlement (A-9 * D-1)	D-2 0.00	0.00	0.00	0.00			0.00
Decline in Funded ADA (if A-4 < A-5)	D-3 (154.11)	(21.24)	(132.87)	(63.79)			(122.16)
Declining ADA Adjustment (D-3 * Prior Growth Proration Factor)	D-4 (89,186.90)	(12,292.06)	(101,478.96)	(63,916.70)			(70,696.72)
Growth or Declining ADA Adjustment	D-5 1.0000000000	1.0000000000	1.0000000000	1.0000000000			1.0000000000
SECTION E-LOW INCIDENCE MATERIALS AND EQUIPMENT (E.C. 56836.22)	D-6 (89,186.90)	(12,292.06)	(101,478.96)	(63,916.70)			(70,696.72)
Low Incidence PY December Pupil Count	E-1 66.00			51.00			266.00
Low Incidence Materials and Services	E-2 430.0000000000			430.0000000000			430.0000000000
Low Incidence Materials and Services	E-3 28,380.00			21,930.00			115,240.00
SECTION G-OUT OF HOME CARE - (E.C. 56836.165)							
Out of Home Care Apportionment	G-1 7,918.00			30,645.00			349,721.00
SECTION H-NRS/LCI EXTRAORDINARY COST POOL (56836.21)							
NRS Extraordinary Cost Pool	H-1 0.00			0.00			0.00
NRS Extraordinary Cost Pool Proration	H-2 0.00			0.00			0.0000000000
NRS Extraordinary Cost Pool	H-3 0.00			0.00			0.00
SECTION I-ADJUSTMENT FOR NRS WITH DECLINING ENROLLMENT - (E.C. 56213)							
Prior Year Funding (Total Deductions)	I-1 0.00			0.00			0.00
Current Year Funding (Total Adjustment, NRS with Declining ADA)	I-2 25,713,490.25			25,713,490.25			26,091,549.33
SECTION J-APPORTIONMENT SUMMARY							
Base Apportionment (B-16)	J-1 4,082,561.52	562,840.80	4,645,402.32	4,602,161.30	19,342.84	709,416.79	25,800,897.75
COLA Apportionment (C-3)	J-2 55,567.55	7,660.85	63,228.40	70,070.50	271.01	9,935.63	361,348.30
Growth or Declining ADA Adjustment (D-6)	J-3 (89,186.90)	(12,292.06)	(101,478.96)	(63,916.70)	0.00	0.00	(70,696.72)
Low Incidence (E-3)	J-4 28,380.00			21,930.00	0.00	0.00	115,240.00
Out of Home Care Apportionment (G-1)	J-5 7,918.00			30,645.00	0.00	0.00	349,721.00
NRS Extraordinary Cost Pool	J-6 0.00			0.00	0.00	0.00	0.00
Adjustment for NRS with Declining ADA	J-7 0.00			0.00	0.00	0.00	0.00
Total Apportionment (Sum of J-1 thru J-7)	J-11 4,082,561.52	550,209.59	4,632,771.11	4,602,161.30	19,613.85	719,352.42	26,556,510.33
FRON PAGE 1							
FVSD	3,375,507.83						3,375,507.83
NBUSD	3,464,277.77						3,464,277.77
NBUSD	8,806,958.15						8,806,958.15
OVSD	4,085,240.17	550,209.59	4,635,449.76	4,607,890.30			4,607,890.30
NBD							1,570,426.52
SELPA	839,460.25				19,613.85	719,352.42	26,556,510.33

NOTE Other than just COLA the Base Income fluctuates with the Base Proration Factor and the Growth or Decline of ADA. For our dedicated program allocations that are embedded in district base income and now our SELPA allocations a simple COLA calculation does not seem as accurate as it should be to fairly adjust for the changes that the individual districts see year by year. These embedded and SELPA objects have been identified with a " * ". For this current and subsequent AB602 computations these base income embedded values will be subjected to the Base Proration Factor, COLA and the Growth/Decline and SELPA values subjected to the Base Proration Factor and COLA for a more accurate increase or decrease each year.

2016/2017 SECOND INTERIM		WOCCE INCOME AND BUDGET 2016/2017 Second Interim vs. 2017/2018 Proposed						05/17/2017				
I. INCOME		COLA	unadjuste	Reg. Ser.		2017/2018 PROPOSED		DIFF.	%DIFF			
		COLA	0.00%	IPSUs	\$	COLA	unadjuste	Reg. Ser.				
		COLA	0.00%	IPSUs	\$	COLA	0.00%	IPSUs	\$			
A.	Carry Over from Prior Year				-				-	0		
B.	Carry-Over Low Incidence				44,852				0	(44,852)	-	
C.	Carry-Over - Staff Development				12,998				0	(12,998)	-	
D.	Income WOCCE Staff Development				9,713				0	(9,713)	-	
E.	Copy Charges and Miscellaneous				0				0	0	-	
F.	PY Adjustments				0				0	0	-	
G.	Regional Services (AB602 Section F)				707,243				719,352	12,109	1.68%	
1.	Prior Year Income				16,165				0	(16,165)		
2.	IPSU Funding Forward				420,351				430,189	9,838	2.29%	
3.	VI Funding Forward				399,916				409,271	9,355	2.29%	
4.	Low Inciden	260	X	430.79	112,004	268	X	430.00	115,240	3,236		
5.	AB602 Staff Development Funds				19,284				19,614	330		
	Total State				1,674,963				1,693,666	18,703	1.10%	
H.	Excess Costs Contribution	5061	X	188.08	951,895	5137	X	190.15	976,810	24,915	2.6%	
I.	Total Gross Income				2,694,421				2,670,476	(23,945)	-0.2%	
J.	Deficits: Reg.Ser./Low Inc.	0.00%			0	0.00%			0			
	IPSUs	0.00%			0	0.00%			0			
	Total Deficits				0				0	0		
	Total Income W/O Non-Shared				2,694,421				2,670,476	(23,945)	-0.9%	
NON-SHARED PROGRAMS:												
K.	Autism Program - Classified				0				0	0		
L.	Autism Program - Certificated				268,162				277,999	9,837	3.5%	
M.	AT/AAC Specialist				124,472				127,073	2,601	2.0%	
N.	Literacy Specialist				24,976				25,506	530	2.1%	
O.	Occupational/Physical Therapy				1,690,483				1,638,377	(52,106)	-3.1%	
P.	NPS/NPA Tuition				1,939,953				1,858,154	(81,799)	-4.2%	
Q.	Taxicab/Van Transportation				151,696				176,125	24,429	13.9%	
R.	County Tuition				1,376,181				1,305,632	(70,549)	-5.1%	
S.	ULS Licenses				38,669				38,669	0		
T.	SIBS Licenses				0				0	0		
U.	Ongoing County Tuition				15,573				15,573	0		
V.	Prior Year				5,630,165				5,463,108	(167,057)	-3.0%	
W.	Mental Health									0		
					5,630,165				5,463,108	(167,057)		
X.	NET INCOME				\$8,324,586				\$8,133,584	(191,002)	-2.3%	

VIII-B (4)

2016/2017 SECOND INTERIM		WCCCSE INCOME AND BUDGET 2016/2017 Second Interim vs. 2017/2018 Proposed		5/12/2017	
II. BUDGET		2017/2018 PROPOSED		DIFF.	%DIFF
A. Regional Services	1,201,080		1,203,204	2,124	0.2%
B. Program Specialists	199,842		203,105	3,263	1.6%
C. Occupational/Physical Therapy	0		0	0	
D. Misc. Expenses (Audio & Facilities)	172,316		172,316	0	
E. Low Incidence Materials	112,004		115,240	3,236	2.8%
F. SDC Itinerant Teachers	858,419		893,414	34,995	3.9%
G. All Other Operating	62,910		53,197	(9,713)	-15.4%
H. Carry-Over Low Incidence	44,852		0	(44,852)	-100.0%
I. Carry-Over WCCCSE Staff Development	12,998		0	(12,998)	-100.0%
J. Reserve	30,000		30,000	0	
Total Administrative Costs	2,694,421		2,670,476	(23,945)	-0.9%
K. Expenses Paid by Responsible District(s)					
1 Autism Program - Classified	0		0	0	
2 Autism Program - Certificated	268,162		277,999	9,837	3.5%
3 AT/AAC Specialist	124,472		127,073	2,601	2.0%
4 Literacy Specialist	24,976		25,506	530	2.1%
5 Occupational/Physical Therapy	1,690,483		1,638,377	(52,106)	-3.1%
6 NPS/NPA Tuition	1,939,953		1,858,154	(81,799)	-4.2%
7 Taxicab/Van Transportation	151,696		176,125	24,429	13.9%
8 County Tuition	1,376,181		1,305,632	(70,549)	-5.1%
9 ULS Licenses	38,669		38,669	0	
10 SIBS Licenses	0		0	0	
11 Ongoing County Tuition	15,573		15,573	0	
L. Total Non-Shared Programs	5,630,165		5,463,108	(167,057)	-3.0%
M. Prior Year Adjustment				0	
N. Holding for Reduction in Growth				0	
O. TOTAL EXPENSES/BUDGET	\$8,324,586		\$8,133,584	(191,002)	-2.3%
III. BALANCE					
A. TOTAL INCOME	\$8,324,586		\$8,133,584		
B. TOTAL BUDGET	8,324,586		8,133,584		
C. BALANCE	\$0		\$0		

VIII-B (5)

**WOCCE BUDGET 2017/2018
PROPOSED BUDGET**

Line	BUDGET DESCRIPTION	1617 SECND INTRM	diff	1718 PROPOSED	%chg	Line
1	Administrative Unit					1
2	Regional Services					2
3	WOCCE Executive Director Salary	\$176,042.00	\$880.00	\$176,922.00	0%	3
4	WOCCE Director Salary (2.00 FTE)	\$312,892.00	\$1,554.00	\$314,446.00	0%	4
5	Fiscal Manager Salary	\$112,449.00	\$12,250.00	\$124,699.00	10%	5
6	Executive Secretary Salary	\$77,497.00	(\$16,603.00)	\$60,894.00	-21%	6
7	Senior Account Clerk Salary	\$63,733.00	(\$2,689.00)	\$61,044.00	-4%	7
8	Administrative Secretary Salary	\$61,962.00	(\$1,250.00)	\$60,712.00	-2%	8
9	WOCCE Executive Director Fringe	\$58,041.00	\$4,201.00	\$62,242.00	7%	9
10	WOCCE Director Fringe	\$90,963.00	\$6,775.00	\$97,738.00	7%	10
11	Fiscal Manager Fringe	\$61,685.00	(\$5,746.00)	\$55,939.00	-9%	11
12	Executive Secretary Fringe	\$34,094.00	\$4,646.00	\$38,740.00	12%	12
13	Senior Account Clerk Fringe	\$38,266.00	\$514.00	\$38,780.00	1%	13
14	Administrative Secretary Fringe	\$24,358.00	\$762.00	\$25,120.00	3%	14
15	Other Books	\$108.00		\$108.00		15
16	Supplies Administration	\$4,200.00	\$600.00	\$4,800.00	13%	16
17	Equipment	\$1,700.00	\$2,900.00	\$4,600.00	63%	17
18	Equipment Replacement	\$5,000.00	(\$3,500.00)	\$1,500.00	-70%	18
19	Professional Business	\$3,700.00		\$3,700.00		19
20	Mileage Reimbursement Only	\$100.00		\$100.00		20
21	Mileage Other Administration	\$1,392.00		\$1,392.00		21
22	Mileage WOCCE Directors	\$11,568.00		\$11,568.00		22
23	Professional Dues	\$2,700.00		\$2,700.00		23
24	Liability Insurance	\$1,500.00		\$1,500.00		24
25	Copier Lease	\$13,414.00	(\$3,170.00)	\$10,244.00	-24%	25
26	Equipment Maintenance	\$0.00		\$0.00		26
27	Supplies Warehouse - District	\$750.00		\$750.00		27
28	Duplicating	\$3,400.00		\$3,400.00		28
29	AV/Equipment Supplies	\$0.00		\$0.00		29
30	Language!	\$0.00		\$0.00		30
31	Professional Services - Non-Instruction	\$1,000.00		\$1,000.00		31
32	Legal Fees	\$6,700.00		\$6,700.00		32

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**WOCCE BUDGET 2017/2018
PROPOSED BUDGET**

Line	BUDGET DESCRIPTION	1617 SECND INTRM	diff	1718 PROPOSED	%chg	Line
33	San Joaquin - SEIS	\$30,366.00		\$30,366.00		33
34	Telephone	\$0.00		\$0.00		34
35	Postage	\$1,500.00		\$1,500.00		35
36	SUBTOTAL: Regional Services	\$1,201,080.00	\$2,124.00	\$1,203,204.00	0%	36
37	Program Specialists					37
38	Program Specialists Salary (1.30 FTE)	\$151,278.00	\$756.00	\$152,034.00	0%	38
39	Program Specialists Fringe	\$41,793.00	\$3,258.00	\$45,051.00	7%	39
40	Supplies Administration	\$500.00	(\$50.00)	\$450.00	-10%	40
41	Equipment	\$1,251.00	(\$751.00)	\$500.00	-60%	41
42	Professional Business	\$50.00		\$50.00		42
43	Mileage	\$4,920.00		\$4,920.00		43
44	Duplicating	\$50.00	\$50.00	\$100.00	50%	44
45	SUBTOTAL: Program Specialists	\$199,842.00	\$3,263.00	\$203,105.00	2%	45
46	Miscellaneous Operations					46
47	Facilities/Rents/Leases	\$130,031.00		\$130,031.00		47
48	Audiologist	\$42,285.00		\$42,285.00		48
49	Telephone Systems Charge	\$0.00		\$0.00		49
50	SUBTOTAL: Miscellaneous Operations	\$172,316.00	\$0.00	\$172,316.00	0%	50
51	Low-Incidence Materials					51
52	Materials and Equipment	\$112,004.00	\$3,236.00	\$115,240.00	3%	52
53	SUBTOTAL: Low-Incidence Materials	\$112,004.00	\$3,236.00	\$115,240.00	3%	53
54	SDC Itinerant Teachers					54
55	Teachers Salary (2.00 FTE, AT-HI)	\$211,039.00	\$5,270.00	\$216,309.00	2%	55
56	VI Teacher Salary (4.00 FTE)	\$369,010.00	\$9,569.00	\$378,579.00	3%	56
57	VI Braille Transcriber Salary (0.9355 FTE)	\$59,553.00	(\$805.00)	\$58,748.00	-1%	57
58	VI Braille Transcriber Work Overload/Add'l Hours	\$3,294.00	(\$3,294.00)	\$0.00	-100%	58
59	Teacher Fringe	\$63,533.00	\$14,677.00	\$78,210.00	19%	59
60	VI Teacher Fringe	\$117,939.00	\$9,642.00	\$127,581.00	8%	60
61	VI Braille Transcriber Fringe	\$14,929.00	\$763.00	\$15,692.00	5%	61
62	VI Braille Transcriber Fringe Work Overload/Add'l Hours	\$827.00	(\$827.00)	\$0.00	-100%	62
63	Instructional Materials	\$1,500.00		\$1,500.00		63

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**WCCCSE BUDGET 2017/2018
PROPOSED BUDGET**

Line	BUDGET DESCRIPTION	1617 SECND INTRM	diff	1718 PROPOSED	%chg	Line
64	Equipment	\$5,000.00		\$5,000.00		64
65	Professional Business	\$100.00		\$100.00		65
66	Mileage	\$9,850.00		\$9,850.00		66
67	Supplies Warehouse - District	\$100.00		\$100.00		67
68	Duplicating	\$65.00		\$65.00		68
69	Telephone Monthly	\$1,680.00		\$1,680.00		69
70	Pagers	\$0.00		\$0.00		70
71	SUBTOTAL: SDC Itinerant Teachers	\$858,419.00	\$34,995.00	\$893,414.00	4%	71
72	All Other Operating					72
73	Substitute Teachers for Transition	\$0.00		\$0.00		73
74	Interpretors/Bilingual Aides/Translation	\$1,000.00		\$1,000.00		74
75	AB602 Personnel Staff Development Funds	\$19,760.00		\$19,760.00		75
76	Local Staff Development	\$23,800.00		\$23,800.00		76
77	WCCCSE Staff Development Funds	\$18,350.00	(\$9,713.00)	\$8,637.00	-53%	77
78	SUBTOTAL: All Other Operating	\$62,910.00	(\$9,713.00)	\$53,197.00	-15%	78
79	Contingency/Economic Uncertainties/Refund					79
80	Reserve	\$30,000.00		\$30,000.00		80
81	Holding for Recapture of Growth	\$0.00		\$0.00		81
82	Prior Year Adjustment	\$0.00		\$0.00		82
83	Carry-Over Low Incidence	\$44,852.00	(\$44,852.00)	\$0.00	-100%	83
84	Carry-Over WCCCSE Staff Development Funds	\$12,998.00	(\$12,998.00)	\$0.00	-100%	84
85	Salary and Fringe Adjustment	\$0.00		\$0.00		85
86	Carry-Over Refund	\$0.00		\$0.00		86
87	SUBTOTAL: Contingency/Economic Uncertainties/Refund	\$87,850.00	(\$57,850.00)	\$30,000.00	-66%	87
88	SUBTOTAL: Administrative Unit	\$2,694,421.00	(\$23,945.00)	\$2,670,476.00	-1%	88
89	Responsible District					89
90	Autism Program K12					90
91	Program Specialists Salary (1.50 FTE)	\$184,296.00	\$5,169.00	\$189,465.00	3%	91
92	Program Specialists Fringe	\$62,766.00	\$4,668.00	\$67,434.00	7%	92
93	Professional Business	\$100.00		\$100.00		93
94	Mileage	\$1,000.00		\$1,000.00		94

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**WCCCSE BUDGET 2017/2018
PROPOSED BUDGET**

Line	BUDGET DESCRIPTION	1617 SECND INTRM	diff	1718 PROPOSED	%chg	Line
95	Autism Consultant	\$20,000.00		\$20,000.00		95
96	Pagers	\$0.00		\$0.00		96
97	Other	\$0.00		\$0.00		97
98	SUBTOTAL: Autism Program K12	\$268,162.00	\$9,837.00	\$277,999.00	4%	98
99	AT/AAC Specialist					99
100	AT/AAC Specialist Salary (1.00 FTE)	\$98,230.00	\$488.00	\$98,718.00	0%	100
101	AT/AAC Specialist Fringe	\$25,392.00	\$2,113.00	\$27,505.00	8%	101
102	Mileage	\$850.00		\$850.00		102
103	SUBTOTAL: AT/ACC Specialist	\$124,472.00	\$2,601.00	\$127,073.00	2%	103
104	Literacy Specialist (20% of Total Cost)					104
105	Literacy Specialist Salary	\$19,483.00	\$97.00	\$19,580.00	0%	105
106	Literacy Specialist Fringe	\$5,493.00	\$433.00	\$5,926.00	7%	106
107	SUBTOTAL: Literacy Specialist	\$24,976.00	\$530.00	\$25,506.00	2%	107
108	Occupational/Physical Therapy K12 Funded by Services Provided					108
109	Occupational Therapists Salary (8.00 FTE)	\$851,816.00	(\$33,120.00)	\$818,696.00	-4%	109
110	Physical Therapist Salary (3.00 FTE)	\$289,539.00	(\$6,096.00)	\$283,443.00	-2%	110
111	Physical Therapist Fringe	\$126,320.00	\$3,780.00	\$130,100.00	3%	111
112	Occupational Therapists Fringe	\$382,833.00	\$10,790.00	\$393,623.00	3%	112
113	Supplies Administration	\$1,515.00		\$1,515.00		113
114	Professional Business	\$0.00		\$0.00		114
115	Mileage	\$11,000.00		\$11,000.00		115
116	Pagers	\$0.00		\$0.00		116
117	Other - OT Cornerstone Therapy Contract	\$27,460.00	(\$27,460.00)	\$0.00	-100%	117
118	SUBTOTAL: Occupational Therapy K12 Funded by Service Provider	\$1,690,483.00	(\$52,106.00)	\$1,638,377.00	-3%	118
119	NPS Tuition					119
120	Fountain Valley	\$329,035.00	(\$177,944.00)	\$151,091.00	-54%	120
121	Huntington Beach City	\$486,343.00	(\$36,564.00)	\$449,779.00	-8%	121
122	Huntington Beach High	\$623,693.00	\$184,578.00	\$808,271.00	23%	122
123	Ocean View	\$305,582.00	(\$26,312.00)	\$279,270.00	-9%	123
124	Westminster	\$195,300.00	(\$25,557.00)	\$169,743.00	-13%	124
125	SUBTOTAL: NPS Tuition	\$1,939,953.00	(\$81,799.00)	\$1,858,154.00	-4%	125

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**WOCCE BUDGET 2017/2018
PROPOSED BUDGET**

Line	BUDGET DESCRIPTION	1617 SECND INTRM	diff	1718 PROPOSED	%chg	Line
126	Taxicab/Van Transportation					126
127	Fountain Valley	\$15,972.00	(\$15,972.00)	\$0.00	-100%	127
128	Huntington Beach City	\$15,972.00	(\$3,972.00)	\$12,000.00	-25%	128
129	Huntington Beach High	\$60,553.00	\$18,832.00	\$79,385.00	24%	129
130	Ocean View	\$32,790.00	\$35,002.00	\$67,792.00	52%	130
131	Westminster	\$26,409.00	(\$9,461.00)	\$16,948.00	-36%	131
132	Holding	\$0.00		\$0.00		132
133	SUBTOTAL: Taxicab/Van Transportation	\$151,696.00	\$24,429.00	\$176,125.00	14%	133
134	County Tuition					134
135	Fountain Valley	\$8,031.00	(\$8,031.00)	\$0.00	-100%	135
136	Huntington Beach City	\$148,395.00	\$14,623.00	\$163,018.00	0%	136
137	Huntington Beach High	\$1,174,991.00	(\$32,377.00)	\$1,142,614.00	-3%	137
138	Ocean View	\$44,764.00	(\$44,764.00)	\$0.00	-100%	138
139	Westminster	\$0.00		\$0.00		139
140	SUBTOTAL: County Tuition	\$1,376,181.00	(\$70,549.00)	\$1,305,632.00	-5%	140
141	County Tuition Ongoing					141
142	Fountain Valley	\$8,091.00		\$8,091.00		142
143	Huntington Beach High	\$3,745.00		\$3,745.00		143
144	Westminster	\$3,737.00		\$3,737.00		144
145	SUBTOTAL: County Tuition Ongoing	\$15,573.00	\$0.00	\$15,573.00	0	145
146	Other Non-Shared					146
147	ULS and SIBS Licenses	\$38,669.00		\$38,669.00		147
148	SUBTOTAL: Other Non-Shared	\$38,669.00		\$38,669.00		148
149	SUBTOTAL: Responsible District	\$5,630,165.00	(\$167,057.00)	\$5,463,108.00	-3%	149
150	TOTAL BUDGET	\$8,324,586.00	(\$191,002.00)	\$8,133,584.00	-2%	150

**WCCCSE BUDGET 2017/2018
PROPOSED BUDGET**

2017/2018 Budgeted Amount	Adjustment Description	BUDGET ADJUSTMENTS (summary)	
		2017/2018	
		PROPOSED BUDGET	
	AU Regional Services - Certificated Management - Salary Incr + HW	0.50%	\$13,410.00
	AU Regional Services - Classified Management - Step/Column Incr + Salary Incr + HW less Replacement Costs	0.24%	\$6,504.00
	AU Regional Services - Executive Secretary - Step/Column Incr + Salary Incr + HW less PY Replacement Costs	-0.45%	(\$11,957.00)
	AU Regional Services - Classified Staff - Salary Incr + HW less PY Retro Pay	-0.10%	(\$2,663.00)
	AU Regional Services - Copier Lease reduction	-0.12%	(\$3,170.00)
	Program Specialist - Salary Incr + HW	0.15%	\$4,014.00
	Program Specialist - Equipment reduction - PY One-time purchase	-0.03%	(\$751.00)
	Low Incidence Adjustment - Increase in Projected LI Students	0.12%	\$3,236.00
	SDC Itinerant - Step/Column Increase + Salary Incr + HW	0.75%	\$19,947.00
	VI Teachers - Step/Column Increase + Salary Incr + HW	0.72%	\$19,211.00
	VI Braille Transcriber - Salary Incr + HW less PY Retro Pay	0.00%	(\$42.00)
	VI Braille Transcriber - PY Work Overload Assignment - Not included in FY17/18	-0.15%	(\$4,121.00)
	PY Assistive Technology Courses - WCCCSE Staff Development	-0.36%	(\$9,713.00)
	PY Carryover Funds - Low Incidence - Not included in FY17/18	-1.66%	(\$44,852.00)
	PY Carryover Funds - WCCCSE Staff Development - Not included in FY17/18	-0.49%	(\$12,998.00)
\$2,670,476.00			
	Administrative Budget Adjustments		(\$23,945.00)
	<i>percent change of Administrative Budget</i>	-0.90%	
	Autism Specialist - Step/Column Increase + Salary Incr + HW	0.18%	\$9,837.00
	AT/AAC Specialist - Salary Incr + HW	0.05%	\$2,601.00
	Literacy Specialist - Salary Incr + HW	0.01%	\$530.00
	OTs - Salary Incr + HW less PY Retro Pay	-0.41%	(\$22,330.00)
	PTs - Step/Column Increase - Salary Incr + HW less PY Retro Pay	-0.04%	(\$2,316.00)
	OTs - PY Contracted Services - Bonding Leave - Not included in FY17/18	-0.50%	(\$27,460.00)
	Contracted Services - NPS Tuition - FVSD	-3.26%	(\$177,944.00)
	Contracted Services - NPS Tuition - HBCSD	-0.67%	(\$36,564.00)
	Contracted Services - NPS Tuition - HBUHSD	3.38%	\$184,578.00
	Contracted Services - NPS Tuition - OVSD	-0.48%	(\$26,312.00)
	Contracted Services - NPS Tuition - WSD	-0.47%	(\$25,557.00)
	Contracted Services - Transportation - FVSD	-0.29%	(\$15,972.00)
	Contracted Services - Transportation - HBCSD	-0.07%	(\$3,972.00)
	Contracted Services - Transportation - HBUHSD	0.34%	\$18,832.00
	Contracted Services - Transportation - OVSD	0.64%	\$35,002.00
	Contracted Services - Transportation - WSD	-0.17%	(\$9,461.00)
	Contracted Services - County Tuition - FVSD	-0.15%	(\$8,031.00)
	Contracted Services - County Tuition - HBCSD	0.27%	\$14,623.00
	Contracted Services - County Tuition - HBUHSD	-0.59%	(\$32,377.00)
	Contracted Services - County Tuition - OVSD	-0.82%	(\$44,764.00)
\$5,463,108.00			
	Non-Shared Budget Adjustments		(\$167,057.00)
	<i>percent change of Non-Shared Budget</i>	-3.06%	
	SubTotals		(\$191,002.00)
\$8,133,584.00			
	Total Budget Adjustments		(\$191,002.00)

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WEST ORANGE COUNTY CONSORTIUM FOR SPECIAL EDUCATION

2017/2018

NPS/NPA Contracted Services Summary
Proposed Budget

Type of Placement	AB602	MH	Total
<u>FVSD</u>			
Independent Contractor	-	9,999.60	9,999.60
Non-Public Agency	8,764.40	-	8,764.40
NPS Day School	142,826.18	35,581.54	177,907.72
Residential Placement	-	-	-
FVSD NPS/NPA Contracted Services	151,090.58	45,581.14	196,671.72
<u>HBCSD</u>			
Independent Contractor	2,465.00	9,999.60	12,464.60
Non-Public Agency	9,652.50	1,500.00	11,152.50
NPS Day School	437,661.60	40,229.04	477,890.64
Residential Placement	-	-	-
HBCSD NPS/NPA Contracted Services	449,779.10	51,728.64	501,507.74
<u>HBUHSD</u>			
Independent Contractor	2,465.00	9,999.60	12,464.60
Non-Public Agency	34,677.60	54,913.88	88,991.48
NPS Day School	771,128.07	186,589.59	957,667.66
Residential Placement	-	789,274.00	789,274.00
HBUHSD NPS/NPA Contracted Services	808,270.67	1,040,127.07	1,848,397.74
<u>OVSD</u>			
Independent Contractor	-	9,999.60	9,999.60
Non-Public Agency	14,314.83	-	14,314.83
NPS Day School	264,955.49	52,747.37	317,702.86
Residential Placement	-	-	-
OVSD NPS/NPA Contracted Services	279,270.32	62,746.97	342,017.29
<u>WSD</u>			
Independent Contractor	-	9,999.60	9,999.60
Non-Public Agency	-	4,200.00	4,200.00
NPS Day School	169,742.81	42,435.71	212,178.52
Residential Placement	-	-	-
WSD NPS/NPA Contracted Services	169,742.81	56,635.31	226,378.12
<u>SELPA</u>			
Independent Contractor	4,990.00	49,998.00	54,928.00
Non-Public Agency	67,409.33	60,013.88	127,423.21
NPS Day School	1,785,814.15	357,533.25	2,143,347.40
Residential Placement	-	789,274.00	789,274.00
SELPA NPS/NPA Contracted Services	1,858,153.48	1,256,819.13	3,114,972.61

NON-SHARED PROGRAMS 2017/2018

Proposed Budget

05/17/2017

Proposed Budgeted Costs				
	Autism Classified	Autism Certificated	O/T Program	P/T Program
Salaries		189,465.00	818,696.00	283,443.00
Fringe		67,434.00	393,623.00	130,100.00
Supplies			1,365.00	150.00
Travel		100.00		
Mileage		1,000.00	6,500.00	4,500.00
Autism Consultant		20,000.00		
Other				
Pagers				
Total Cost	-	277,999.00	1,220,184.00	418,193.00
				Total OT and PT 1,638,377.00

Autism Classified Cost Allocation			Collections			
	15/16 P-2 ADA	Percent	Autism Classified	Prior Collections	Curr Apport	Balance Remaining
FVSD	6,197.33	20.26%	-	0.00		0.00
HBC	6,775.07	22.15%	-	0.00		0.00
HBUHSD	----	---	-	0.00		0.00
OVSD	8,435.86	27.58%	-	0.00		0.00
WSD	9,174.90	30.00%	-	0.00		0.00
Total	30,583.16	100.00%	-	0.00	0.00	0.00

Autism Certificated Cost Allocation			Collections			
	15/16 P-2 ADA	Percent	Autism Certificated	Prior Collections	Curr Apport	Balance Remaining
FVSD	6,197.33	13.45%	37,508.00			37,508.00
HBC	6,775.07	14.75%	41,005.00			41,005.00
HBH	15,349.35	33.42%	92,899.00			92,899.00
OVSD	8,435.86	18.37%	51,057.00			51,057.00
WSD	9,174.90	19.97%	55,530.00			55,530.00
Total	45,932.51	100.00%	277,999.00	0.00		277,999.00

Occupational Therapy Cost Allocation			Collections			
	(Projected) OTs 2017/2018 Jul - Jun Hours	Percent	O/T By Services Provided	Prior Collections	Curr Apport	Balance Remaining
FVSD	1,786.50	16.90%	206,245.00			206,245.00
HBC	2,898.25	27.42%	334,594.00			334,594.00
HBH	903.00	8.54%	104,248.00			104,248.00
OVSD	2,256.50	21.35%	260,505.00			260,505.00
WSD	2,725.00	25.78%	314,592.00			314,592.00
Total	10,569.25	100.00%	1,220,184.00	0.00		1,220,184.00

Physical Therapy Cost Allocation			Collections			
	(Projected) PTs 2017/2018 Jul - Jun Hours	Percent	P/T By Services Provided	Prior Collections	Curr Apport	Balance Remaining
FVSD	502.50	14.96%	62,542.00			62,542.00
HBC	642.00	19.11%	79,905.00			79,905.00
HBH	343.00	10.21%	42,690.00			42,690.00
OVSD	791.50	23.56%	98,512.00			98,512.00
WSD	1,081.00	32.17%	134,544.00			134,544.00
Total	3,360.00	100.00%	418,193.00	0.00		418,193.00

2017/2018 EXCESS COST CONTRIBUTION

05/17/2017

2017/2018 PROPOSED	FVSD	HBC	HBUHSD	OVSD	WSD	TOTAL
1. DECEMBER 2016 UDC	539	782	1,673	1,084	1,059	5,137
2. PERCENT TO TOTAL	10.49%	15.22%	32.57%	21.10%	20.62%	100.00%
3. 2015/2016 Excess Cost Estimate						
5,137 190.151839595	102,492.00	148,699.00	318,124.00	206,124.00	201,371.00	976,810.00
4. Autism Program - Classified	-	-	-	-	-	-
5. Autism Program - Certificated	37,508.00	41,005.00	92,899.00	51,057.00	55,530.00	277,999.00
6. AT/AAC Specialist	31,768.00	31,768.00		31,768.00	31,768.00	127,072.00
7. Literacy Specialist	6,377.00	6,377.00		6,377.00	6,377.00	25,508.00
8. Occupational Therapy	206,245.00	334,594.00	104,248.00	260,505.00	314,592.00	1,220,184.00
9. Physical Therapy	62,542.00	79,905.00	42,690.00	98,512.00	134,544.00	418,193.00
10. NPS/NPA Tuition	151,091.00	449,779.00	808,271.00	279,270.00	169,743.00	1,858,154.00
11. Taxicab/Van Transportation	-	12,000.00	79,385.00	67,792.00	16,948.00	176,125.00
12. County Tuition	-	163,018.00	1,142,614.00	-	-	1,305,632.00
13. Ongoing County Tuition	8,091.00		3,745.00		3,737.00	15,573.00
14. Purchase of ULS Licences	7,734.00	7,734.00	7,733.00	7,734.00	7,734.00	38,669.00
15. Purchase of SIBS Licences						-
16. Judgments/Settlements						-
17. TOTAL CONTRIBUTION	613,848.00	1,274,879.00	2,599,709.00	1,009,139.00	942,344.00	6,439,919.00
18. NET EXCESS COST CONTRIBUTION	102,492.00	148,699.00	318,124.00	206,124.00	201,371.00	976,810.00
19. Collections to Date	0.00	0.00	0.00	0.00	0.00	0.00
20. Balance	102,492.00	148,699.00	318,124.00	206,124.00	201,371.00	976,810.00
21. Monthly Deduct	8,541.00	12,392.00	26,510.00	17,177.00	16,781.00	81,401.00

	2016/2017 SECOND INTERIM Excess Cost Contribution		2017/2018 PROPOSED Excess Cost Contribution		DIFFERENCE	Excess Cost % Change	UDC %Change
	Excess Cost	2015 DEC UDC Count	Excess Cost	2016 DEC UDC Count			
FVSD	\$107,772.00	573	\$102,492.00	539	(\$5,280.00)	-4.9%	-5.9%
HBC	\$148,399.00	789	\$148,699.00	782	\$300.00	0.2%	-0.9%
HBH	\$301,123.00	1,601	\$318,124.00	1,673	\$17,001.00	5.3%	4.3%
OVSD	\$202,943.00	1,079	\$206,124.00	1,084	\$3,181.00	1.5%	0.5%
WSD	\$191,658.00	1,019	\$201,371.00	1,059	\$9,713.00	4.8%	3.8%
TOTAL	\$951,895.00	5,061	\$976,810.00	5,137	\$24,915.00	2.6%	1.5%
Excess Cost per UDC	188.084370678		190.151839595		2.067468917	1.1%	

**GRANT ALLOCATIONS
2017-2018
Proposed Budget**

GRANT	RESOURCE			GRANT AMOUNT	RECEIVED	% RECEIVED
Basic Local Assistance	3310			7,467,002.00	0.00	0.00%
	FVSD	HBCSD	HBUHSD	OVSD	WSD	WOCCE
Allocation	1,007,467.00	1,101,387.00	2,495,261.00	1,371,373.00	1,491,514.00	0.00
Received	0.00	0.00	0.00	0.00	0.00	0.00
<i>Balance 100%</i>	<i>1,007,467.00</i>	<i>1,101,387.00</i>	<i>2,495,261.00</i>	<i>1,371,373.00</i>	<i>1,491,514.00</i>	<i>0.00</i>
Federal Preschool	3315			226,569.00	0.00	0.00%
	FVSD	HBCSD	HBUHSD	OVSD	WSD	WOCCE
Allocation	28,876.00	41,093.00	0.00	80,337.00	76,263.00	0.00
Received	0.00	0.00	0.00	0.00	0.00	0.00
<i>Balance 100%</i>	<i>28,876.00</i>	<i>41,093.00</i>	<i>0.00</i>	<i>80,337.00</i>	<i>76,263.00</i>	<i>0.00</i>
Preschool Local Entitlement	3320			817,656.00	0.00	0.00%
	FVSD	HBCSD	HBUHSD	OVSD	WSD	WOCCE
Allocation	104,211.00	148,301.00	0.00	289,920.00	275,224.00	0.00
Received	0.00	0.00	0.00	0.00	0.00	0.00
<i>Balance 100%</i>	<i>104,211.00</i>	<i>148,301.00</i>	<i>0.00</i>	<i>289,920.00</i>	<i>275,224.00</i>	<i>0.00</i>
Federal Mental Health	3327			529,998.00	0.00	0.00%
	FVSD	HBCSD	HBUHSD	OVSD	WSD	WOCCE
Allocation	0.00	0.00	529,998.00	0.00	0.00	0.00
Received	0.00	0.00	0.00	0.00	0.00	0.00
<i>Balance 100%</i>	<i>0.00</i>	<i>0.00</i>	<i>529,998.00</i>	<i>0.00</i>	<i>0.00</i>	<i>0.00</i>
State Mental Health Entitlement	6512			2,766,049.00	0.00	0.00%
	FVSD	HBCSD	HBUHSD	OVSD	WSD	WOCCE
Allocation	171,633.00	189,534.00	1,927,299.00	234,332.00	243,251.00	0.00
RTC/BST Costs Pd	(45,581.00)	(51,729.00)	216,692.00	(62,747.00)	(56,635.00)	0.00
Final Receivable	126,052.00	137,805.00	2,143,991.00	171,585.00	186,616.00	0.00
Received	0.00	0.00	0.00	0.00	0.00	0.00
<i>Balance 100%</i>	<i>126,052.00</i>	<i>137,805.00</i>	<i>2,143,991.00</i>	<i>171,585.00</i>	<i>186,616.00</i>	<i>0.00</i>
Preschool Staff Development	3345			2,259.00	0.00	0.00%
	FVSD	HBCSD	HBUHSD	OVSD	WSD	WOCCE
Allocation	288.00	410.00	0.00	801.00	760.00	0.00
Received	0.00	0.00	0.00	0.00	0.00	0.00
<i>Balance 100%</i>	<i>288.00</i>	<i>410.00</i>	<i>0.00</i>	<i>801.00</i>	<i>760.00</i>	<i>0.00</i>
Early Intervention	3385			85,873.00	0.00	0.00%
	FVSD	HBCSD	HBUHSD	OVSD	WSD	WOCCE
Allocation	0.00	0.00	0.00	0.00	20,000.00	65,873.00
Received	0.00	0.00	0.00	0.00	0.00	0.00
<i>Balance 100%</i>	<i>0.00</i>	<i>0.00</i>	<i>0.00</i>	<i>0.00</i>	<i>20,000.00</i>	<i>65,873.00</i>
Alternative Dispute Resolution	3395			21,097.00	0.00	0.00%
	FVSD	HBCSD	HBUHSD	OVSD	WSD	WOCCE
Allocation	0.00	0.00	0.00	0.00	0.00	21,097.00
Received	0.00	0.00	0.00	0.00	0.00	0.00
<i>Balance 100%</i>	<i>0.00</i>	<i>0.00</i>	<i>0.00</i>	<i>0.00</i>	<i>0.00</i>	<i>21,097.00</i>
Infant Discretionary	6515			7,252.00	0.00	0.00%
	FVSD	HBCSD	HBUHSD	OVSD	WSD	WOCCE
Allocation	382.00	763.00	0.00	2,290.00	3,817.00	0.00
Received	0.00	0.00	0.00	0.00	0.00	0.00
<i>Balance 100%</i>	<i>382.00</i>	<i>763.00</i>	<i>0.00</i>	<i>2,290.00</i>	<i>3,817.00</i>	<i>0.00</i>
AB 602 Special Education Apportionment	6500			26,556,510.00	0.00	0.00%
	FVSD	HBCSD	HBUHSD	OVSD	WSD	WOCCE
Allocation	3,363,038.00	3,454,818.00	8,763,958.00	4,615,070.00	4,665,960.00	1,693,666.00
Received	0.00	0.00	0.00	0.00	0.00	0.00
<i>Balance 100%</i>	<i>3,363,038.00</i>	<i>3,454,818.00</i>	<i>8,763,958.00</i>	<i>4,615,070.00</i>	<i>4,665,960.00</i>	<i>1,693,666.00</i>

2017/2018 DISTRIBUTION OF MENTAL HEALTH FUNDING
 Educationally Related Mental Health Services Costs and Allocations
 Estimated Award Allocations

05/17/2017

Available Funds			
Federal - 3327			
Fed - 3327 ADA	529,998	529,998	TOTAL FEDERAL
State - 6512	2,766,049		
Total	\$3,296,047		

Fed - 3327 ADA	
ORIGINAL	529,998
AMENDMENT	
FINAL	529,998

FEDERAL RESOURCE 3327 ALLOCATIONS

TOTAL SELPA FEDERAL EXPENDITURES	
Compass Center 17/18 Applied to 3327	337,423
WOCCE MH Support Program Specialist	165,851
Indirect Cost (5.31 %)	26,724
TOTAL INITIAL SELPA FEDERAL EXPENDITURES	\$ 529,998

Selpa Expenditures by Award	
3327	-
3327 ADA	529,998
TOT SELPA EXP	529,998

Avail Funds	FED: 3327	
	\$ 529,998	
	\$ (529,998)	TOTAL INITIAL FEDERAL EXPENDITURES
\$ -		Remainder to be allocated by ADA

Federal 3327 ADA Allocations

District	16/17 P2	%age	Remainder ADA Allocation	Initial Selpa Expenditures	FED: 3327/ADA Total Allocation	ADJUSTMENT	TOTAL 3327 ALLOCATIONS	\$ Per ADA Allocation
FVSD	6,197.33	13.49%	-		-	-	-	\$ -
HBCSD	6,775.07	14.75%	-		-	-	-	\$ -
HBUHSD	15,349.35	33.42%		529,998	529,998	-	529,998	\$ 34.50
OVSD	8,435.86	18.37%	-		-	-	-	\$ -
WSD	9,174.90	19.97%	-		-	-	-	\$ -
Total	45,932.51	100.00%	\$ -	\$ 529,998	\$ 529,998	\$ -	\$ 529,998	\$ 12

STATE RESOURCE 6512 ALLOCATIONS

TOTAL INITIAL SELPA STATE EXPENDITURES	
17/18 District RTC Mental Health Expenditures (contract)	\$1,256,819
RTC Mental Health Travel	15,000
Compass Center 17/18 Applied to 6512	531,733
Indirect Cost (5.31 %)	28,235
TOTAL INITIAL SELPA STATE EXPENDITURES	\$1,831,787

17/18 RTC Mental Health/BST Consultant Expenditures Detail			
District	RTCMH Contracts	BST Cost	Total
FVSD	35,581	10,000	45,581
HBCSD	41,729	10,000	51,729
HBUHSD	1,030,127	10,000	1,040,127
OVSD	52,747	10,000	62,747
WSD	46,635	10,000	56,635
TOTAL	1,206,819	50,000	1,256,819

1-BST cost is separated five ways per agreement.

Avail Funds	STATE: 6512	
	\$ 2,766,049	
	\$ (1,831,787)	TOTAL INITIAL SELPA STATE EXPENDITURES
\$ 934,262		Remainder to be allocated by ADA

State Resource 6512 Allocations

District	16/17 P2	%age	Remainder Allocation	Total Initial SELPA State Exp	STATE: 6512 Total Allocation	RTC/BST Costs Paid By High School	FINAL RC/VBLE	\$ Per ADA Allocation
FVSD	6,197.33	13.49%	\$ 126,052	\$ 45,581	\$ 171,633	\$ (45,581)	\$ 126,052	\$ 28
HBCSD	6,775.07	14.75%	137,805	51,729	189,534	(51,729)	137,805	\$ 28
HBUHSD	15,349.35	33.42%	312,204	1,615,095	1,927,299	216,692	2,143,991	\$ 126
OVSD	8,435.86	18.37%	171,585	62,747	234,332	(62,747)	171,585	\$ 28
WSD	9,174.90	19.97%	186,616	56,635	243,251	(56,635)	186,616	\$ 27
Total	45,932.51	100.00%	\$ 934,262	\$ 1,831,787	\$ 2,766,049	\$ -	\$ 2,766,049	\$ 60

Annual Budget and Service Plan

Checklist of Items to Submit to the California Department of Education by June 30, 2017

Annual Budget Plan:

- Form ABP-01:** Certification of Annual Budget Plan
- Annual Budget Plan--Page 2
- Copy of Public Hearing Notice

Annual Service Plan:

- Form ASP-03:** Certification of Annual Service Plan
- Form ASP-01a:** California Special Education Management Information System (CASEMIS) Service Descriptions
- Form ASP-01b:** Modified or Customized CASEMIS Descriptions
 - Description of CASEMIS Code 900, if applicable
- Physical Location of Services Plan--Form ASP-02a**
 - Annual Service Plan (001)
 - Other Facilities (002)
 - Infant Services (003)
 - Pre-School Services (004)
- Facility 32: County Jails** Included in the Plan
- Copy of Public Hearing Notice

**Certification of Annual Budget Plan
 Fiscal Year 2017-18**

1. Check one, as applicable:		
<input type="checkbox"/> Single District		<input checked="" type="checkbox"/> Multiple District
<input type="checkbox"/> District/County		
Special Education Local Plan Area (SELPA) Code 3020	SELPA Name West Orange County Consortium for Special Education	Application Date 5/10/17
SELPA Address 5832 Bolsa Avenue	SELPA City Huntington Beach, CA	SELPA Zip code 92646
Name SELPA Director (Print) Anne Delfosse		SELPA Director's Telephone Number (714) 903-7000
2. Certification by Designated Administrative And Fiscal Agency for This Program (Responsible Local Agency/Administrative Unit [RLA/AU])		
RLA/AU Name Huntington Beach Union High School District	Name/Title of RLA/AU Superintendent Clint Harwick, Ed.D.	RLA/AU Telephone Number (714) 903-7000
RLA/AU Street Address 5832 Bolsa Avenue	RLA/AU City Huntington Beach, CA	RLA/AU Zip code 92649
Date of Governing Board Approval 5/17/17		

Certification of Approval of Annual Budget Plan Pursuant to California *Education Code* Section 56205(b)

I certify that the Annual Budget Plan was developed according to the SELPA's local plan governance and policy making process. Notice of this public hearing was posted in each school within the SELPA at least 15 days prior to the hearing.

The **Annual Budget Plan** was presented for public hearing on May 17, 2017.

Adopted this 17th day of May, 2017.

Signed: _____
 RLA/AU Superintendent

Annual Budget Plan Fiscal Year 2017-18

The Annual Budget Plan shall identify expected expenditures for all items required by this part as listed below. The Standardized Account Code Structure (SACS) codes provide source information from the local educational agency (LEA) reporting.

	Reference/Label	Instructions	Estimated Totals
A	Funds received in accordance with Chapter 7.2 (commencing with California <i>Education Code</i> [EC] Section 56836) (Special Education Program Funding)	SACS Resource Code 6500 (State), 3300-3499 (Federal) 6512-6535 (General Fund)	\$ 44,422,315
B	Administrative costs of the plan	SACS Goal Code 5001 Function 2100	\$ 12,746,186
C	Special Education services to pupils with: (1) severe disabilities , and (2) low-incidence disabilities	SACS Goal Code 5710	\$ 388,939
		SACS Goal Code 5730	\$ 3,092,121
		SACS Goal Code 5750	\$ 34,188,684
D	Special education services to pupils with non-severe disabilities	SACS Goal Code 5770	\$ 41,698,541
E	Supplemental aids and services to meet the individual needs of pupils placed in regular education classrooms and environments	Any SACS Goal Code with SACS Function Code 1130 ¹	\$ 3,223,606
F	Regionalized operations and services, and direct instructional support by program specialists in accordance with Article 6 (commencing with Section 56836.23) of Chapter 7.2 (SELPA Program Specialists Funding)	SACS Goal Code 5050	\$ 1,527,906
		SACS Goal Code 5060	\$ 673,184
G	The use of property taxes allocated to the special education local plan area pursuant to EC Section 2572	Statement is included in Local Plan	

¹ Function Activity Classification can be found <http://www.cde.ca.gov/be/ag/ag/yr08/mar08item24a6.doc>

For California Department of Education Use Only

Received by the State Superintendent of Public Instruction: Date: _____ By: _____



West Orange County Consortium for Special Education

5832 Bolsa Avenue, Huntington Beach, CA 92649

Phone: 714.903.7000 Fax: 714.372.8109

May 1, 2017

NOTICE OF PUBLIC HEARING

REGARDING **THE WOCCSE ANNUAL SERVICE AND BUDGET PLAN**

The Public Hearing to adopt the West Orange County Consortium for Special Education 2017/2018 Annual Service and Budget Plan will be held on May 17, 2017, as part of the WOCCSE Superintendents' Council meeting.

TIME: 4:00 p.m.

LOCATION: HUNTINGTON BEACH UNION HIGH SCHOOL DISTRICT
BOARD ROOM
5832 Bolsa Avenue
Huntington Beach, CA 92649

714-903-7000

**Certification of Annual Service Plan
 Fiscal Year 2017-18**

1. Check one, as applicable:

Single District Multiple District District/County

Special Education Local Plan Area (SELPA) Code 3020	SELPA Name West Orange County Consortium for Special Education	Application Date 5/10/17
SELPA Address 5832 Bolsa Avenue	SELPA City Huntington Beach, CA	SELPA Zip code 92649
Name SELPA Director (Print) Anne Delfosse		SELPA Director's Telephone Number (714) 903-7000

2. Certification by Designated Administrative And Fiscal Agency for This Program
 (Responsible Local Agency [RLA] or Administrative Unit [AU])

RLA/AU Name Huntington Beach Union High School District	Name/Title of RLA/AU Superintendent (Type) Clint Harwick, Ed.D.	RLA/AU Telephone Number (714) 903-7000
RLA/AU Street Address 5832 Bolsa Avenue	RLA/AU City Huntington Beach, CA	RLA/AU Zip code 92649

Date of Governing Board Approval
5/17/17

**Certification of Approval of Annual Service Plan Pursuant to California *Education Code*
 Section 56205(b)**

I certify that the Annual Service Plan was developed according to the SELPA's local plan governance and policy making process. Notice of this public hearing was posted in each district within the SELPA at least 15 days prior to the hearing.

The **Annual Service Plan** was presented for public hearing on May 17, 2017.

Adopted this 17th day of May, 2017.

Signed: _____
 RLA/AU Superintendent

For California Department of Education Use Only

Received by the State Superintendent of Public Instruction: Date: _____ By: _____

California Special Education Management Information

System

Service Descriptions

Special Education Local Plan Area:

Code	Special Education Service Category Descriptions	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement*)
210	Family training, counseling, and home visits (ages 0–2 only): This service includes: services provided by social workers, psychologists, or other qualified personnel to assist the family in understanding the special needs of the child and enhancing the child’s development. Note: Services provided by specialists (such as medical services, nursing services, occupational therapy, and physical therapy) for a specific function should be coded under the appropriate service category, even if the services were	X			34 Code of Federal Regulations (CFR) sections 300.34 (c)(3), 300.226
220	Medical services (for evaluation only) (ages 0–2 only): Services provided by a licensed physician to determine a child’s developmental status and need for early intervention services.	X		X	34 CFR sections 300.34 (c)(3), 300.226
230	Nutrition services (ages 0–2 only): These services include conducting assessments in: nutritional history and dietary intake; anthropometric, biochemical, and clinical variables; feeding skills and feeding problems; and food habits and food preferences.	X		X	34 CFR sections 300.34 (c)(3), 300.226
240	Service coordination (ages 0–2 only)	X			34 CFR sections 300.34 (c)(3), 300.226
250	Special instruction (ages 0–2 only): Special instruction includes: the design of learning environments and activities that promote the child’s acquisition of skills in a variety of developmental areas, including cognitive processes and social interaction; curriculum planning, including the planned interaction of personnel, materials, and time and space, that leads to achieving the outcomes in the child’s individualized family service plan (IFSP); providing families with information, skills, and support related to enhancing the skill development of the child; and working with the child to enhance the child’s development.	X			34 CFR sections 300.34 (c)(3), 300.226

Services will be provided in the school of attendance unless otherwise determined by the individualized education program (IEP) team.

Code	Special Education Service Category Descriptions	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement*)
260	Special education aide in regular development class, childcare center, or family childcare home (ages 0–2 only)	X		X	34 <i>CFR</i> sections 300.34 (c)(3), 300.226
270	Respite care services (ages 0–2 only): Through the IFSP process, short-term care given in-home or out-of-home, which temporarily relieves families of the ongoing responsibility for specialized care for child with a disability. (Note: only for infants and toddlers from birth through 2, but under 3.)	X			34 <i>CFR</i> sections 300.34 (c)(3), 300.226
330	Specialized academic instruction: Adapting, as appropriate to the needs of the child with a disability, the content, methodology, or delivery of instruction to ensure access of the child to the general curriculum, so that he or she can meet the educational standards within the jurisdiction of the public agency that apply to all children.	X			34 <i>CFR</i> Section 300.39(b)(3)
340	Intensive individual instruction: IEP Team determination that student requires additional support for all or part of the day to meet his or her IEP goals.	X			30 California <i>Education Code (EC)</i> Section 56364
350	Individual and small group instruction: Instruction delivered one-to-one or in a small group as specified in an IEP enabling the individual(s) to participate effectively in the total school program.	X			5 California <i>Code of Regulations (CCR)</i> Section 3051; 30 <i>EC</i> Section 56441.2

Services will be provided in the school of attendance unless otherwise determined by the individualized education program (IEP) team.

Code	Special Education Service Category Descriptions	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement*)
415	<p>Language and speech: Language and speech services provide remedial intervention for eligible individuals with difficulty understanding or using spoken language. The difficulty may result from problems with articulation (excluding abnormal swallowing patterns, if that is the sole assessed disability); abnormal voice quality, pitch, or loudness; fluency; hearing loss; or the acquisition, comprehension, or expression of spoken language. Language deficits or speech patterns resulting from unfamiliarity with the English language and from environmental, economic or cultural factors are not included. Services include specialized instruction and services: monitoring, reviewing, and consultation, and may be direct or indirect, including the use of a speech consultant.</p>	X			<p>5 CCR Section 3051.1; 30 EC Section 56363; 34 CFR sections 300.34 (c)(15), 300.8 (c)(11)</p>
425	<p>Adapted physical education: Direct physical education services provided by an adapted physical education specialist to pupils who have needs that cannot be adequately satisfied in other physical education programs as indicated by assessment and evaluation of motor skills performance and other areas of need. It may include individually designed developmental activities, games, sports, and rhythms, for strength development and fitness suited to the capabilities, limitations, and interests of individual students with disabilities who may not safely, successfully, or meaningfully engage in unrestricted participation in the vigorous activities of the general or modified physical education program.</p>	X			<p>5 CCR Section 3051.5; 30 EC Section 56363; 34 CFR sections 300.108, 300.39 (b)(2)</p>
435	<p>Health and nursing—specialized physical health care services: Specialized physical health care services means those health services prescribed by the child’s licensed physician and surgeon, requiring medically related training of the individual who performs the services and which are necessary during the school day to enable the child to attend school (5 CCR Section 3051.12[b]). Specialized physical health care services include but are not limited to suctioning, oxygen administration, catheterization, nebulizer treatments, insulin administration, and glucose testing.</p>	X			<p>5 CCR Section 3051.12; 30 EC sections 56363, 49423.5(d) 34 CFR Section 300.107;</p>

Services will be provided in the school of attendance unless otherwise determined by the individualized education program (IEP) team.

Code	Special Education Service Category Descriptions	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement*)
436	Health and nursing—other services: This includes services that are provided to individuals with exceptional needs by a qualified individual pursuant to an IEP when a student has health problems which require nursing intervention beyond basic school health services. Services include managing the health problem, consulting with staff, group and individual counseling, making appropriate referrals, and maintaining communication with agencies and health care providers. These services do not include any physician supervised or specialized health care service. IEP required health and nursing services are expected to supplement the regular health services program.	X			5 CCR Section 3051.12; 30 EC Section 56363; 34 CFR Section 300.107
445	Assistive technology services: Any specialized training or technical support for the incorporation of assistive devices, adapted computer technology, or specialized media with the educational programs to improve access for students. The term includes a functional analysis of the student's needs for assistive technology; selecting, designing, fitting, customizing, or repairing appropriate devices; coordinating services with assistive technology devices; training or technical assistance for students with a disability, the student's family, individuals providing education or rehabilitation services, and employers.	X			5 CCR Section 3051.16; 30 EC Section 56363; 34 CFR sections 300.6, 300.105
450	Occupational therapy: Occupational Therapy (OT) includes services to improve student's educational performance, postural stability, self-help abilities, sensory processing and organization, environmental adaptation and use of assistive devices, motor planning and coordination, visual perception and integration, social and play abilities, and fine motor abilities. Both direct and indirect services may be provided within the classroom, other educational settings, or the home, in groups or individually, and may include therapeutic techniques to develop abilities, adaptations to the student's environment or curriculum, and consultation and collaboration with other staff and parents. Services are provided, pursuant to an IEP, by a qualified occupational therapist registered with the American Occupational Therapy Certification Board.	X			5 CCR Section 3051.6; 30 EC Section 56363; 34 CFR Section 300.34 (c)(6)

Services will be provided in the school of attendance unless otherwise determined by the individualized education program (IEP) team.

Code	Special Education Service Category Descriptions	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement*)
460	<p>Physical therapy: These services are provided, pursuant to an IEP, by a registered physical therapist, or physical therapist assistant, when assessment shows a discrepancy between gross motor performance and other educational skills. Physical therapy includes, but is not limited to, motor control and coordination, posture and balance, self-help, functional mobility, accessibility and use of assistive devices. Services may be provided within the classroom, other educational settings or in the home, and may occur in groups or individually. These services may include adaptations to the student's environment and curriculum, selected therapeutic techniques and activities, and consultation and collaborative interventions with staff and parents.</p>	X			<p>5 CCR Section 3051.6; 30 EC Section 56363; 34 CFR Section 300.34 (c)(9); California Business and Professions Code (B&PC) Chapter 5.7 sections 2600–2696; Government Code (GC) Interagency Agreement Chapter 26.5 Section 7575(a)(2)</p>
510	<p>Individual counseling: One-to-one counseling, provided by a qualified individual pursuant to an IEP. Counseling may focus on such student aspects as education, career, personal, or be with parents or staff members on learning problems or guidance programs for students. Individual counseling is expected to supplement the regular guidance and counseling program.</p>	X			<p>5 CCR Section 3051.9; 34 CFR Section 300.34(c)(2)</p>

Services will be provided in the school of attendance unless otherwise determined by the individualized education program (IEP) team.

Code	Special Education Service Category Descriptions	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement*)
515	<p>Counseling and guidance: Counseling in a group setting, provided by a qualified individual pursuant to an IEP. Group counseling is typically social skills development, but may focus on such student aspects as education, career, personal, or be with parents or staff members on learning problems or guidance programs for students. IEP required group counseling is expected to supplement the regular guidance and counseling program. Guidance services include interpersonal, intrapersonal, or family interventions, performed in an individual or group setting by a qualified individual pursuant to an IEP. Specific programs include social skills development, self-esteem building, parent training, and assistance to special education students supervised by staff credentialed to serve special education students. These services are expected to supplement the regular guidance and counseling program.</p>	X			<p>34 <i>CFR</i> sections 300.24.(b)(2), 300.306; 5 <i>CCR</i> Section 3051.9</p>
520	<p>Parent counseling: Individual or group counseling provided by a qualified individual pursuant to an IEP to assist the parent(s) of special education students in better understanding and meeting their child's needs and may include parenting skills or other pertinent issues. IEP required parent counseling is expected to supplement the regular guidance and counseling program.</p>	X			<p>5 <i>CCR</i> Section 3051.11; 34 <i>CFR</i> Section 300.34(c)(8)</p>
525	<p>Social work services: Social work services, provided by a qualified individual pursuant to an IEP, include, but are not limited to, preparing a social or developmental history of a child with a disability, group and individual counseling with the child and family, working with those problems in a child's living situation (home, school, and community) that affect the child's adjustment in school, and mobilizing school and community resources to enable the child to learn as effectively as possible in his or her educational program. Social work services are expected to supplement the regular guidance and counseling program.</p>	X			<p>5 <i>CCR</i> Section 3051.13; 34 <i>CFR</i> Section 300.34(c)(14)</p>

Services will be provided in the school of attendance unless otherwise determined by the individualized education program (IEP) team.

Code	Special Education Service Category Descriptions	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement*)
530	Psychological services: These services, provided by a credentialed or licensed psychologist pursuant to an IEP, include interpreting assessment results for parents and staff in implementing the IEP, obtaining and interpreting information about child behavior and conditions related to learning, and planning programs of individual and group counseling and guidance services for children and parents. These services may include consulting with other staff in planning school programs to meet the special needs of children as indicated in the IEP. IEP required psychological services are expected to supplement the regular guidance and counseling program.	X			5 CCR Section 3051.10; 34 CFR Section 300.34 (c)(10)
535	Behavior intervention services: A systematic implementation of procedures designed to promote lasting, positive changes in the student's behavior resulting in greater access to a variety of community settings, social contacts, public events, and placement in the least restrictive environment.	X			5 CCR Section 3001(d); 34 CFR Section 300.34 (c)(10)
540	Day treatment services: Structured education, training, and support services to address the student's mental health needs.	X		X	Health & Safety Code, Div.2, Chap.3, Article 1, Section 1502(a)
545	Residential treatment services: A 24-hour, out-of-home placement that provides intensive therapeutic services to support the educational program.	X			Welfare and Institutions Code, Part 2, Chapter 2.5, Art. 1, Section 5671
610	Specialized services for low incidence disabilities: Low incidence services are defined as those provided to the student population who have orthopedic impairment (OI), visual impairment (VI), who are deaf, hard of hearing (HH), or deaf-blind (DB). Typically, services are provided in education settings by an itinerant teacher or an itinerant teacher/specialist. Consultation is provided to the teacher, staff, and parents as needed. These services must be clearly written in the student's IEP, including frequency and duration of the services to the student.	X			5 CCR sections 3051.16, 3051.18; 34 CFR Section 300.34

Services will be provided in the school of attendance unless otherwise determined by the individualized education program (IEP) team.

Code	Special Education Service Category Descriptions	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement*)
710	Specialized deaf and hard of hearing services: These services include speech therapy, speech reading, auditory training, and/or instruction in the student's mode of communication. Rehabilitative and educational services; adapting curricula, methods, and the learning environment; and special consultation to students, parents, teachers, and other school personnel.	X			5 CCR sections 3051.16, 3051.18; 34 CFR Section 300.34
715	Interpreter services: Sign language interpretation of spoken language to individuals, whose communication is normally sign language, by a qualified sign language interpreter. This includes conveying information through the sign system of the student or consumer and tutoring students regarding class content through the sign system of the student.	X			5 CCR Section 3051.16; 34 CFR Section 300.34 (c)(4)
720	Audiological services: These services include measurements of acuity, monitoring amplification, and frequency modulation system use. Consultation services with teachers, parents, or speech pathologists must be identified in the IEP as to reason, frequency, and duration of contact; infrequent contact is considered assistance and would not be included.	X			5 CCR Section 3051.2; 34 CFR Section 300.34 (c)(1)
725	Specialized vision services: This is a broad category of services provided to students with visual impairments. It includes assessment of functional vision; curriculum modifications necessary to meet the student's educational needs including Braille, large type, and aural media; instruction in areas of need; concept development and academic skills; communication skills including alternative modes of reading and writing; and social, emotional, career, vocational, and independent living skills. It may include coordination of other personnel providing services to the students such as transcribers, readers, counselors, orientation and mobility specialists, career/vocational staff, and others, and collaboration with the student's classroom teacher.	X			5 CCR Section 3030(d); 30 EC Section 56364.1

Services will be provided in the school of attendance unless otherwise determined by the individualized education program (IEP) team.

Code	Special Education Service Category Descriptions	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement*)
730	Orientation and mobility: Students with identified visual impairments are trained in body awareness and to understand how to move. Students are trained to develop skills to enable them to travel safely and independently around the school and in the community. It may include consultation services to parents regarding their children requiring such services according to an IEP.	X			5 CCR Section 3051.3; 30 EC Section 56363; 34 CFR Section 300.34 (c)(7)
735	Braille transcription: Any transcription services to convert materials from print to Braille. It may include textbooks, tests, worksheets, or anything necessary for instruction. The transcriber should be qualified in English Braille as well as Nemeth Code (mathematics) and be certified by appropriate agency.	X			5 CCR Section 3051.16; 30 EC Section 56363; 34 CFR Section 300.8 (c)(13)
740	Specialized orthopedic services: Specially designed instruction related to the unique needs of students with orthopedic disabilities, including specialized materials and equipment.	X		X	5 CCR sections 3030(e), 3051.16; 30 EC Section 56363; 34 CFR Section 300.8 (c)(8)
745	Reading services	X		X	5 CCR Section 3051.16
750	Note taking services: Any specialized assistance given to the student for the purpose of taking notes when the student is unable to do so independently. This may include, but is not limited to, copies of notes taken by another student or transcription of tape-recorded information from a class or aide designated to take notes. This does not include instruction in the process of learning how to take notes.	X		X	5 CCR Section 3051.16
755	Transcription services: Any transcription service to convert materials from print to a mode of communication suitable for the student. This may also include dictation services as it may pertain to textbooks, tests, worksheets, or anything necessary for instruction.	X		X	5 CCR Section 3051.16

Services will be provided in the school of attendance unless otherwise determined by the individualized education program (IEP) team.

Code	Special Education Service Category Descriptions	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement*)
760	Recreation services, includes therapeutic recreation: Therapeutic recreation and specialized instructional programs designed to assist pupils to become as independent as possible in leisure activities, and when possible and appropriate, facilitate the pupil's integration into general recreation programs.	X		X	5 CCR Section 3051.15; 34 CFR Section 300.34 (c)(11)
820	College awareness: College awareness is the result of acts that promote and increase student learning about higher education opportunities, information, and options that are available including, but not limited to, career planning, course prerequisites, admission eligibility, and financial aid.	X			34 CFR sections 300.39 (b)(5), 300.43
830	Vocational assessment, counseling, guidance, and career assessment: Organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment, and may include provision for work experience, job coaching, development and/or placement, and situational assessment. This includes career counseling to assist a student in assessing his/her aptitudes, abilities, and interests in order to make realistic career decisions.	X			5 CCR Section 3051.14; 34 CFR sections 300.39 (b)(5), 300.43
840	Career awareness: Transition services include a provision for self-advocacy, career planning, and career guidance. This also emphasizes the need for coordination between these provisions and the Perkins Act to ensure that students with disabilities in middle schools will be able to access vocational education funds.	X			5 CCR Section 3051.14; 34 CFR sections 300.39 (b)(5), 300.43
850	Work experience education: Work experience education means organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career requiring other than a baccalaureate or advanced degree.	X			5 CCR Section 3051.14; 34 CFR sections 300.39 (b)(5), 300.43

Services will be provided in the school of attendance unless otherwise determined by the individualized education program (IEP) team.

Code	Special Education Service Category Descriptions	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement*)
855	Job Coaching: Job coaching is a service that provides assistance and guidance to an employee who may be experiencing difficulty with one or more aspects of the daily job tasks and functions. The service is provided by a job coach who is highly successful, skilled and trained on the job who can determine how the employee that is experiencing difficulty learns best and formulate a training plan to improve job performance.	X			5 CCR Section 3051.14; 34 CFR sections 300.39 (b)(5), 300.43
860	Mentoring: Mentoring is a sustained coaching relationship between a student and teacher through ongoing involvement. The mentor offers support, guidance, encouragement and assistance as the learner encounters challenges with respect to a particular area such as acquisition of job skills. Mentoring can be either formal, as in planned, structured instruction, or informal that occurs naturally through friendship, counseling, and collegiality in a casual, unplanned way.	X			5 CCR Section 3051.14; 34 CFR sections 300.39 (b)(5), 300.43
865	Agency linkages (referral and placement): Service coordination and case management that facilitates the linkage of individualized education programs under this part and individualized family service plans under part C with individualized service plans under multiple Federal and State programs, such as title I of the Rehabilitation Act of 1973 (vocational rehabilitation), title XIX of the Social Security Act (Medicaid), and title XVI of the Social Security Act (supplemental security income).	X			30 EC Section 56341.5 (f); 34 CFR Section 300.344 (3)(b)
870	Travel training (includes mobility training)	X		X	5 CCR Section 3051.3; 34 CFR sections 300.39 (c)(7)
890	Other transition services: These services may include program coordination, case management and meetings, and crafting linkages between schools and between schools and postsecondary agencies.	X			
900**	Other special education/related services: Any other specialized service required for a student with a disability to receive educational benefit.				

Services will be provided in the school of attendance unless otherwise determined by the individualized education program (IEP) team.

Code	Special Education Service Category Descriptions	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement*)
* <i>B&PC–Business and Professional Codes</i> <i>CCR–California Code of Regulations</i> <i>CFR–Code of Federal Regulations</i> <i>EC–Education Code</i> <i>GC–Government Code</i>					
	** Use of CASEMIS Code 900 necessitates further explanation. Please list the other special education/related services to be provided as Code 900 on the form ASP-01b: Customized Service Descriptions.				

Services will be provided in the school of attendance unless otherwise determined by the individualized education program (IEP) team.

CASEMIS Code	Special Education Service Category Descriptions Birth-21 Years	Compliance Standard (Legal Requirement)	For CDE Use Only			
			Compliance	Meets Compliance		Findings/ Comments
				Yes	No	
	<p><i>Did you use Code 900, Other Special Education/Related Services, in your Physical Location of Services plan?</i></p> <p><i>Please describe the services that fall under the use of this code.</i></p> <p>ABA Extended Day and Supervision Colab Physical Science (HBUHSD) Social Think Pull-Out (St. Bonaventure student) D/HH Infant (unknown service) Aide Support - health/mobility/feeding Social Thinking Group Consult/Goal Monitor - Gen Ed. Pre-K Social Thinking Lunch Weekly ABA Social Skills Group Social Skills Training 1:1 Instructional Aide - Math and Science Monitor Status (track progress) HBUHSD Supervision within Gen Ed. Preschool by Special Ed. Teacher Social Skills Pull-Out Service Targeted Instructional Support - Math Adult Support - mobility/transitions</p>		Has the Special Education Local Plan Area (SELPA) included: - Name of service? - Description of service? - How service provided?			

SELPA:3020 West Orange County SELPA

LEA:3066498 FOUNTAIN VALLEY ELEMENTARY

Annual Service Report (001)		
Site name and type of facility providing services to students enrolled in the LEA		Services Provided at this Location
Site Name	Type of Facility	CASEMIS code associated with each service that is provided at the location listed in the left hand column.
6027916 Fulton (Harry C.) Middle	10	330 340 415 425 436 450 460 510 515 520 530 720
6027924 Tamura (Hisamatsu) Element	10	330 415 425 435 450 510
6027973 Gisler (Robert) Elementary	10	330 415 425 450 515 725 730 900
6027999 Newland (William T.) Eleme	10	330 415 425 435 436 450 460 515 530 725 900
6066922 Cox (James H.) Elementary	10	330 415 450 510
6068605 Oka (Isojiro) Elementary	10	330 415 425 450 515
6071096 Talbert (Samuel E.) Middle	10	330 415 510 515 720
6085278 Plavan (Urbain H.) Element	10	330 415 425 450 460 515
6094627 Masuda (Kazuo) Middle	10	330 415 510 515 720
6094635 Courreges (Roch) Elementar	10	330 415 425 450 460 510 515 535 720

NOTE:

Within Orange Count, CA where West Orange County SELPA is located, students from our attendance area with IEPs, who are jailed, are served under The Correctional Section, school type 32, through the Orange County Department of Education, which is a member of the North Orange County SELPA.

Therefore, West Orange County students with disabilities in correctional settings are served in programs that are run by the Orange County Department of Education, a member of the North Orange County SELPA.

We coordinate with other state agencies regarding Child Find for students 18-22 that have been incarcerated.

At this time, WOCCE is not currently supporting any adult students in jail outside of Orange County.

Please ensure that the following are included on this form: (Ages 6-22)	
10-Public Day School School	20-Continuation School
19-Other Public School/Facility	31- Community School
24-Independent Study	15-Special Education Center/Facility
11-Public Residential School	22- Alternative Work Education
56- Charter School (operated AS an LEA	55- Charter School (operated as by an LEA

SELPA:3020 West Orange County SELPA

LEA:3066498 FOUNTAIN VALLEY ELEMENTARY

Other Facility (002)		
Site name and type of facility providing services to students enrolled in the LEA		Services Provided at this Location
Site Name	Type of Facility	CASEMIS code associated with each service that is provided at the location listed in the left hand column.
Home Teaching In Home Students	40	900
6937437 Speech and Language Develo	70	330 415 425 450 535 900
7102924 Canal Street Elementary Sc	70	330 415 510 515

Please ensure that the following are included on this form: (Ages 6-22)

30-Juvenile Court	40-Home Instruction
45-Hospital Facility	50-Community College
51-Adult Education Program	70 -Nonpublic Day School
71/72- Nonpublic Residential	79- Nonpublic Agency

Infant Services (003)

Site name and type of facility providing services to students enrolled in the LEA		Services Provided at this Location
Site Name	Type of Facility	CASEMIS code associated with each service that is provided at the location listed in the left hand column.
EARLY02 *** Sch Code Not Found ***	00	210 240 270 520 710

Please ensure that the following are included on this form: (Ages 0-2)	
40-Home	45 Hospital Facility
62-Child Devt. or Child Care	65- Extended Day Care
10 Public Day School	19- Other Public School/Facilities
11- Public Residential School	
00-No School	

Pre-School Services 004		
Site name and type of facility providing services to students enrolled in the LEA		Services Provided at this Location
Site Name	Type of Facility	CASEMIS code associated with each service that is provided at the location listed in the left hand column.
6027999 Newland (William T.) Eleme	10	415 425
6027924 Tamura (Hisamatsu) Element	10	330 415 450
6027973 Gisler (Robert) Elementary	10	330 415 425 450
6027999 Newland (William T.) Eleme	10	330 350 415 425 450 460 900
6029722 Village View Elementary	10	330 415 460
6068605 Oka (Isojiro) Elementary	10	330 415 425
6085278 Plavan (Urbain H.) Element	10	330 415 425 450 460
6094635 Courreges (Roch) Elementar	10	330 415
Home Teaching In Home Students	40	900
6027999 Newland (William T.) Eleme	61	415
6027924 Tamura (Hisamatsu) Element	62	415
6027999 Newland (William T.) Eleme	62	415
6027999 Newland (William T.) Eleme	10	415 425

Please ensure that the following are included on this form: (Ages 3-5)	
40 Home Instruction/00 - No school	45 Hospital Facility
61-Head Start Program	62- Child Devt. or Child Care
State Preschool Program	64- Private Preschool
65-Extended Day Care Program	11- Public Residential School
10-Public Day School	19-Other Public School/Facilities

SELPA:3020 West Orange County SELPA

LEA:3066530 HUNTINGTON BEACH CITY
 ELEMENTARY

Annual Service Report (001)

Site name and type of facility providing services to students enrolled in the LEA		Services Provided at this Location
Site Name	Type of Facility	CASEMIS code associated with each service that is provided at the location listed in the left hand column.
6028831 Smith (Agnes L.) Elementar	10	330 415 425 450 510 515 520 725 730 900
6028849 Dwyer (Ethel) Middle	10	330 415 425 450 510 515 520 720 725 730 735 900
6028864 Eader (John H.) Elementary	10	330 415 450 460 515 725 730 900
6028872 Peterson (John R.) Element	10	330 415 425 450 515 720 900
6028880 Perry (Joseph R.) Elementa	10	330 415 450 510 515 520 900
6089072 Sowers (Isaac L.) Middle	10	330 415 425 450 460 510 515 720 900
6094643 Hawes (Ralph E.) Elementar	10	330 340 415 425 445 450 460 510 515 900
6095111 Moffett (S. A.) Elementary	10	330 415 450 510 720 900
6116065 Huntington Seacliff Elemen	10	330 415 425 450 515 725 730 735 900

Please ensure that the following are included on this form: (Ages 6-22)	
10-Public Day School School	20-Continuation School
19-Other Public School/Facility	31- Community School
24-Independent Study	15-Special Education Center/Facility
11-Public Residential School	22- Alternative Work Education
56- Charter School(operated AS an LEA	55- Charter School(operated as by an LEA

SELPA:3020 West Orange County SELPA

LEA:3066530 HUNTINGTON BEACH CITY
 ELEMENTARY

Other Facility (002)		
Site name and type of facility providing services to students enrolled in the LEA		Services Provided at this Location
Site Name	Type of Facility	CASEMIS code associated with each service that is provided at the location listed in the left hand column.
6028849 Dwyer (Ethel) Middle	40	330 415 510 520
Home Teaching In Home Students	40	415 510 900
0129429 *** Sch Code Not Found *** Port View Preparatory	70	330 415 450 900
6937437 Speech and Language Develop	70	330 415 425 450 460 535 900
7015753 Prentice School, The	70	330 415
7102924 Canal Street Elementary Sc	70	330 340 415 510 515 530 535
7071533 Oak Grove Institute/Jack W	71	330 510 520 530 545 865

Please ensure that the following are included on this form: (Ages 6-22)

30-Juvenile Court	40-Home Instruction
45-Hospital Facility	50-Community College
51-Adult Education Program	70 -Nonpublic Day School
71/72- Nonpublic Residential	79- Nonpublic Agency

SELPA:3020 West Orange County SELPA

LEA:3066530 HUNTINGTON BEACH CITY
 ELEMENTARY

Infant Services (003)

Site name and type of facility providing services to students enrolled in the LEA		Services Provided at this Location
Site Name	Type of Facility	CASEMIS code associated with each service that is provided at the location listed in the left hand column.
EARLY02 *** Sch Code Not Found ***	00	240 460 710

Please ensure that the following are included on this form: (Ages 0-2)

40-Home	45 Hospital Facility
62-Child Devt. or Child Care	65- Extended Day Care
10 Public Day School	19- Other Public School/Facilities
11- Public Residential School	
00-No School	

SELPA:3020 West Orange County SELPA

LEA:3066530 HUNTINGTON BEACH CITY
 ELEMENTARY

Pre-School Services 004

Site name and type of facility providing services to students enrolled in the LEA		Services Provided at this Location
Site Name	Type of Facility	CASEMIS code associated with each service that is provided at the location listed in the left hand column.
6028831 Smith (Agnes L.) Elementar	10	330 415 900
6028864 Eader (John H.) Elementary	10	330 340 415 425 450 515 900
6028872 Peterson (John R.) Element	10	415 450 900
6028880 Perry (Joseph R.) Elementa	10	330 415
6094643 Hawes (Ralph E.) Elementar	10	210 240 250 330 340 415 425 450 460 900
6095111 Moffett (S. A.) Elementary	10	330 415 450
6116065 Huntington Seacliff Elemen	10	330 415 450 900
6028864 Eader (John H.) Elementary	62	415 720
6095111 Moffett (S. A.) Elementary	62	415
6028880 Perry (Joseph R.) Elementa	10	415

Please ensure that the following are included on this form: (Ages 3-5)	
40 Home Instruction/00 - No school	45 Hospital Facility
61-Head Start Program	62- Child Devt. or Child Care
State Preschool Program	64- Private Preschool
65-Extended Day Care Program	11- Public Residential School
10-Public Day School	19-Other Public School/Facilities

Annual Service Report (001)

Site name and type of facility providing services to students enrolled in the LEA		Services Provided at this Location
Site Name	Type of Facility	CASEMIS code associated with each service that is provided at the location listed in the left hand column.
3030145 Ocean View High	10	330 415 445 510 515 520 535 710 720 725 820 830 840 900
3031895 Edison High	10	330 340 415 425 435 436 445 450 460 510 515 530 535 710 715 720 725 730 820 830 840 855 860 890 900
3032158 Fountain Valley High	10	330 415 425 436 510 515 520 530 710 720 725 730 820 830 840 860 890 900
3032943 Huntington Beach High	10	330 415 510 515 520 720 725 820 830 840 860 890 900
3034410 Marina High	10	260 330 415 425 450 510 515 520 530 545 720 820 830 840 865 890 900
3038445 Westminster High	10	330 415 425 445 450 510 515 535 610 710 725 730 735 820 830 840 850 890 900
3038551 Valley Vista High (Cont.)	10	330 415 510 515 840 900
3066548 ***Sch Code Not Found*** <i>Adult Transition Program</i>	10	330 415 425 445 515 535 830 840 890 900
3031895 Edison High	10	330 340 415 425 710 715 820 840 855 860
3030368 Coast High	24	330 840
3030145 Ocean View High	10	330 820 840
3030368 Coast High	31	330 510 515 840 900
3034410 Marina High	10	330 840
3038445 Westminster High	10	330 510 515 840
3038551 Valley Vista High (Cont.)	31	330 415 515 840
3030145 Ocean View High	10	330 840

Please ensure that the following are included on this form: (Ages 6-22)

10-Public Day School School	20-Continuation School
19-Other Public School/Facility	31- Community School
24-Independent Study	15-Special Education Center/Facility
11-Public Residential School	22- Alternative Work Education
56- Charter School (operated AS an LEA	55- Charter School (operated as by an LEA

SELPA:3020 West Orange County SELPA

LEA:3066548 HUNTINGTON BEACH UNION HIGH

Annual Service Report (001)

Site name and type of facility providing services to students enrolled in the LEA		Services Provided at this Location
Site Name	Type of Facility	CASEMIS code associated with each service that is provided at the location listed in the left hand column.
3031895 Edison High	10	330 515 840
3032943 Huntington Beach High	10	840
3034410 Marina High	10	415 840

Please ensure that the following are included on this form: (Ages 6-22)

10-Public Day School School	20-Continuation School
19-Other Public School/Facility	31- Community School
24-Independent Study	15-Special Education Center/Facility
11-Public Residential School	22- Alternative Work Education
56- Charter School (operated AS an LEA	55- Charter School (operated as by an LEA

SELPA:3020 West Orange County SELPA

LEA:3066548 HUNTINGTON BEACH UNION HIGH

Other Facility (002)		
Site name and type of facility providing services to students enrolled in the LEA		Services Provided at this Location
Site Name	Type of Facility	CASEMIS code associated with each service that is provided at the location listed in the left hand column.
3031895 Edison High	30	330 510 520 840
3034410 Marina High	30	330 530
3038551 Valley Vista High (Cont.)	30	330 820 830 840
Home Teaching In Home Students	40	330 415 425 450 460 510 515 520 840 900
3066548 Sch Code Not Found Adult Transition Program	51	330 415 515 535 890
6926471 Rossier Park Jr/Sr High	70	330 415 510 515 520 820 830 840 890
6937278 Mardan School	70	330 415 510 520
6937437 Speech and Language Develo	70	330 415 425 450 515 535
7102924 Canal Street Elementary Sc	70	330 415 510 515 535 840 900
7072713 New Haven School - Vista	71	330 510 515 520 530 865
0116418 West Ridge Academy	72	330 510 520 530 545
0132696 Sch Code Not Found Discovery Ranch for Girls	72	330 510 520 530 545
0133850 Sch Code Not Found Father Flanagan's Boys' Town	72	330 510 530 545 890
5130991 Cinnamon Hills School	72	330 510 520 530 545 820 840
5131049 Devereux Cleo Wallace - We	72	330 415 510 515 520 530 545
5131056 Devereux Texas - League Ci	72	330 510 515 520 530 545 820 840

Please ensure that the following are included on this form: (Ages 6-22)

30-Juvenile Court

40-Home Instruction

45-Hospital Facility

50-Community College

51-Adult Education Program

70 -Nonpublic Day School

71/72- Nonpublic Residential

79- Nonpublic Agency

SELPA:3020 West Orange County SELPA

LEA:3066548 HUNTINGTON BEACH UNION HIGH

Other Facility (002)		
Site name and type of facility providing services to students enrolled in the LEA		Services Provided at this Location
Site Name	Type of Facility	CASEMIS code associated with each service that is provided at the location listed in the left hand column.
6131189 Provo Canyon School	72	330 510 520 530 545
6131262 Youth Care/Pine Ridge Acad	72	330 510 520 530

Please ensure that the following are included on this form: (Ages 6-22)

30-Juvenile Court	40-Home Instruction
45-Hospital Facility	50-Community College
51-Adult Education Program	70 -Nonpublic Day School
71/72- Nonpublic Residential	79- Nonpublic Agency

SELPA:3020 West Orange County SELPA

LEA:3066613 OCEAN VIEW ELEMENTARY

Annual Service Report (001)

Site name and type of facility providing services to students enrolled in the LEA		Services Provided at this Location
Site Name	Type of Facility	CASEMIS code associated with each service that is provided at the location listed in the left hand column.
6029540 Circle View Elementary	10	330 415 425 450 515 900
6029557 College View Elementary	10	330 415 425 450 515 720 900
6029581 Harbour View Elementary	10	330 415 425 450 515
6029607 Hope View Elementary	10	330 415 425 450 515 900
6029615 Lake View Elementary	10	330 340 415 425 450 460 900
6029631 Marine View Middle	10	330 415 425 515
6029656 Oak View Elementary	10	330 415 425 460 720
6029698 Spring View Middle	10	330 340 415 425 436 450 460 510 515 520 535 720 725 730 900
6029706 Star View Elementary	10	330 415 425 450 510 515 725 730 735 900
6029714 Sun View Elementary	10	330 415 425 450 510 515 520 530
6029722 Village View Elementary	10	330 415 425 450 460 515 720 900
6029730 Westmont Elementary	10	330 415 425 450 515 720 900
6066849 Mesa View Middle	10	330 415 510 515 520 900
6068613 Vista View Middle	10	330 415 425 515 715 720
5071104 Golden View Elementary	10	330 415 425 445 515 530 720 725 900

Please ensure that the following are included on this form: (Ages 6-22)

10-Public Day School School	20-Continuation School
19-Other Public School/Facility	31- Community School
24-Independent Study	15-Special Education Center/Facility
11-Public Residential School	22- Alternative Work Education
56- Charter School (operated AS an LEA	55- Charter School (operated as by an LEA

SELPA:3020 West Orange County SELPA

LEA:3066613 OCEAN VIEW ELEMENTARY

Other Facility (002)		
Site name and type of facility providing services to students enrolled in the LEA		Services Provided at this Location
Site Name	Type of Facility	CASEMIS code associated with each service that is provided at the location listed in the left hand column.
Home Teaching In Home Students	40	450 460 900
0120295 Del Sol	70	330 415 425 535
1030009 *** Sch Code Not Found *** 6130553 Rossier Park Elem.	70	330 515
7102924 Canal Street Elementary Sc	70	330 510 515 520

Please ensure that the following are included on this form: (Ages 6-22)	
30-Juvenile Court	40-Home Instruction
45-Hospital Facility	50-Community College
51-Adult Education Program	70 -Nonpublic Day School
71/72- Nonpublic Residential	79- Nonpublic Agency

SELPA:3020 West Orange County SELPA

LEA:3066613 OCEAN VIEW ELEMENTARY

Infant Services (003)		
Site name and type of facility providing services to students enrolled in the LEA		Services Provided at this Location
Site Name	Type of Facility	CASEMIS code associated with each service that is provided at the location listed in the left hand column.
EARLY02 *** Sch Code Not Found ***	00	240 250 270 460 710

Please ensure that the following are included on this form: (Ages 0-2)

40-Home	45 Hospital Facility
62-Child Devt. or Child Care	65- Extended Day Care
10 Public Day School	19- Other Public School/Facilities
11- Public Residential School	
00-No School	

SELPA:3020 West Orange County SELPA

LEA:3066613 OCEAN VIEW ELEMENTARY

Pre-School Services 004

Site name and type of facility providing services to students enrolled in the LEA		Services Provided at this Location
Site Name	Type of Facility	CASEMIS code associated with each service that is provided at the location listed in the left hand column.
6029540 Circle View Elementary	10	330 415 900
6029557 College View Elementary	10	210 240 270 330 415 460 710 720
6029581 Harbour View Elementary	10	330 415 425 900
6029607 Hope View Elementary	10	330 415 510 900
6029615 Lake View Elementary	10	330 415 425 435
6029656 Oak View Elementary	10	330 415 425 900
6029664 Pleasant View Elementary	10	330 415 450 900
6029706 Star View Elementary	10	330 415 900
6029714 Sun View Elementary	10	415
6029722 Village View Elementary	10	330 415 460 900
6029730 Westmont Elementary	10	330 415 425 900
6071104 Golden View Elementary	10	330 415 900
Home Teaching In Home Students	40	415 450 460 900
6029656 Oak View Elementary	61	415
6029664 Pleasant View Elementary	62	210 240 250 270 330 415 425 460 710 900
6029656 Oak View Elementary	63	415

Please ensure that the following are included on this form: (Ages 3-5)

40 Home Instruction/00 - No school	45 Hospital Facility
61-Head Start Program	62- Child Devt. or Child Care
State Preschool Program	64- Private Preschool
65-Extended Day Care Program	11- Public Residential School
10-Public Day School	19-Other Public School/Facilities

SELPA:3020 West Orange County SELPA

LEA:3066746 WESTMINSTER ELEMENTARY

Annual Service Report (001)

Site name and type of facility providing services to students enrolled in the LEA		Services Provided at this Location
Site Name	Type of Facility	CASEMIS code associated with each service that is provided at the location listed in the left hand column.
0119925 Ada Clegg Elementary	10	330 415 510 515 520 530 900
6029722 Village View Elementary	10	330
6030712 Clegg Elementary	10	330 340 415 450 510 515 520 525 530 535 720 900
6030720 Schroeder Elementary	10	330 415 515
6030738 Demille Elementary	10	330 340 415 450 515 900
6030753 Finley Elementary	10	330 340 415 900
6030761 Eastwood Elementary	10	330 415 425 450 515 900
6030787 Fryberger Elementary	10	330 340 415 425 436 450 460 535 900
6030795 Anderson Elementary	10	330 415 435 450 460 515 900
6030811 Meairs Elementary	10	330 415 425 515 725
6030837 Webber Elementary	10	330 415
6030845 Midway City Elementary	10	330 415 425 720 725 900
6030852 Willmore Elementary	10	330 415 425 435 460 720 900
6030860 Schmitt Elementary	10	330 340 415 425 435 515 900
6030878 Johnson Middle	10	330 340 415 425 515 900
6030886 Sequoia Elementary	10	330 340 415 425 460 510 515 520

Please ensure that the following are included on this form: (Ages 6-22)

10-Public Day School School	20-Continuation School
19-Other Public School/Facility	31- Community School
24-Independent Study	15-Special Education Center/Facility
11-Public Residential School	22- Alternative Work Education
56- Charter School (operated AS an LEA	55- Charter School (operated as by an LEA

SELPA:3020 West Orange County SELPA

LEA:3066746 WESTMINSTER ELEMENTARY

Annual Service Report (001)

Site name and type of facility providing services to students enrolled in the LEA		Services Provided at this Location
Site Name	Type of Facility	CASEMIS code associated with each service that is provided at the location listed in the left hand column.
6030928 Warner Middle	10	330 340 415 425 436 510 515 720 725 730 900
6030720 Schroeder Elementary	10	415

Please ensure that the following are included on this form: (Ages 6-22)

10-Public Day School School	20-Continuation School
19-Other Public School/Facility	31- Community School
24-Independent Study	15-Special Education Center/Facility
11-Public Residential School	22- Alternative Work Education
56- Charter School (operated AS an LEA	55- Charter School (operated as by an LEA

SELPA:3020 West Orange County SELPA

LEA:3066746 WESTMINSTER ELEMENTARY

Other Facility (002)		
Site name and type of facility providing services to students enrolled in the LEA		Services Provided at this Location
Site Name	Type of Facility	CASEMIS code associated with each service that is provided at the location listed in the left hand column.
6030878 Johnson Middle	10	330 415
Home Teaching In Home Students	40	900
0120295 Del Sol	70	330 415 450
7102924 Canal Street Elementary Sc	70	330 415 515

Please ensure that the following are included on this form: (Ages 6-22)	
30-Juvenile Court	40-Home Instruction
45-Hospital Facility	50-Community College
51-Adult Education Program	70 -Nonpublic Day School
71/72- Nonpublic Residential	79- Nonpublic Agency

SELPA:3020 West Orange County SELPA

LEA:3066746 WESTMINSTER ELEMENTARY

Infant Services (003)		
Site name and type of facility providing services to students enrolled in the LEA		Services Provided at this Location
Site Name	Type of Facility	CASEMIS code associated with each service that is provided at the location listed in the left hand column.
EARLY02 *** Sch Code Not Found ***	00	210 240 250 270 330 415 460 710
EARLY02 *** Sch Code Not Found ***	00	210 240 250 270 330 415 460 710 725 730

Please ensure that the following are included on this form: (Ages 0-2)	
40-Home	45 Hospital Facility
62-Child Devt. or Child Care	65- Extended Day Care
10 Public Day School	19- Other Public School/Facilities
11- Public Residential School	
00-No School	

SELPA:3020 West Orange County SELPA

LEA:3066746 WESTMINSTER ELEMENTARY

Pre-School Services 004		
Site name and type of facility providing services to students enrolled in the LEA		Services Provided at this Location
Site Name	Type of Facility	CASEMIS code associated with each service that is provided at the location listed in the left hand column.
0119172 John F. Land	10	330 415 450 900
0119925 Ada Clegg Elementary	10	330 415 515
6030720 Schroeder Elementary	10	330 415 900
6030738 Demille Elementary	10	330 340 415 900
6030753 Finley Elementary	10	330 340 415
6030761 Eastwood Elementary	10	330 415
6030787 Fryberger Elementary	10	330 415 425 435 436 450 460
6030795 Anderson Elementary	10	330 415 435 460
6030811 Meairs Elementary	10	210 240 250 270 415 710
6030837 Webber Elementary	10	330 415 900
5030845 Midway City Elementary	10	330 415 900
5030852 Willmore Elementary	10	330 415 900
5030860 Schmitt Elementary	10	330 415 900
5030886 Sequoia Elementary	10	330 340 415 450 900
0119172 John F. Land	62	330 340 350 415 435 460 900
5030886 Sequoia Elementary	62	330 415

Please ensure that the following are included on this form: (Ages 3-5)

40 Home Instruction/00 - No school	45 Hospital Facility
61-Head Start Program	62- Child Devt. or Child Care
State Preschool Program	64- Private Preschool
65-Extended Day Care Program	11- Public Residential School
10-Public Day School	19-Other Public School/Facilities



West Orange County Consortium for Special Education

5832 Bolsa Avenue, Huntington Beach, CA 92649
Phone: 714.903.7000 Fax: 714.372.8109

May 1, 2017

NOTICE OF PUBLIC HEARING

REGARDING **THE WOCCSE ANNUAL SERVICE AND BUDGET PLAN**

The Public Hearing to adopt the West Orange County Consortium for Special Education 2017/2018 Annual Service and Budget Plan will be held on May 17, 2017, as part of the WOCCSE Superintendents' Council meeting.

TIME: 4:00 p.m.

LOCATION: HUNTINGTON BEACH UNION HIGH SCHOOL DISTRICT
BOARD ROOM
5832 Bolsa Avenue
Huntington Beach, CA 92649

714-903-7000