

WEST ORANGE COUNTY CONSORTIUM FOR SPECIAL EDUCATION  
MEETING OF THE WOCCSE SUPERINTENDENTS' COUNCIL

March 16, 2016  
4:00 p.m.

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

**A G E N D A**

I. CALL TO ORDER

II. PLEDGE OF ALLEGIANCE

III. APPROVAL OF MINUTES: Regular meeting of the WOCCSE Superintendents' Council on December 16, 2015.  
(Reference III)

(Action)

IV. ITEMS OF INTEREST

V. PRELIMINARY FUNCTIONS

A. WOCCSE Recognition

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

B. Oral Communication from the Audience to the WOCCSE Superintendents' Council

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. IT IS REQUESTED THAT QUESTIONS OR REMARKS BE ADDRESSED TO THE CHAIR FROM THE PODIUM.

VI. REPORTS

A. WOCCSE Budget

WOCCSE Executive Director's Comments: C.P.A. from VTD (Vavrinek, Trine, Day & Co., LLP) will present the WOCCSE Interim Budget Update for 2015-2016.  
(Reference VI-A)

(Information)

THE PROCEEDING OF THIS MEETING ARE BEING TAPE RECORDED

**VI. B. Legislative Update**

WOCCSE Executive Director's Comments: Staff will provide information on current legislation. (Reference VI-B)

**(Information)**

**C. WOCCSE Strategic Plan**

WOCCSE Executive Director's Comments: Staff will present and update regarding key aspects of the WOCCSE Strategic Plan, including professional development. (Reference VI-C)

**(Information)**

**D. Orange County Special Ed Alliance Update**

WOCCSE Executive Director's Comments: Staff will present update on Orange County Special Ed Alliance Review Committee.

**(Information)**

**VII. NEW BUSINESS:**

**A. WOCCSE Community Advisory Council**

WOCCSE Executive Director's Comments: Staff will present our slate of CAC members and officers for ratification by the Council.

**(Action)**

**VIII. ANY OTHER PUBLIC COMMUNICATIONS TO THE WOCCSE SUPERINTENDENTS' COUNCIL (time limit 3 minutes)**

**IX. CLOSED SESSION** – Discussion regarding Public Employee possible Appointment/Assignment/Reassignment/Discipline/Dismissal/Release – Government Code section 54957 and Education Code sections 44896 and 44951

**X. ADJOURNMENT**

Next WOCCSE Superintendents' Council Meeting – May 18, 2016

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

**December 16, 2015**

**COUNCIL MEMBERS  
PRESENT**

Dr. Carol Hansen/OVSD  
Dr. Mark Johnson/FVSD  
Dr. Marian Phelps/WSD  
Dr. Greg Plutko/HBUHSD

**COUNCIL MEMBERS  
ABSENT**

Gregg Haulk/HBC

**ADMINISTRATIVE  
PERSONNEL ABSENT**

None

**PLACE AND DATE OF  
MEETING**

Huntington Beach Union High School District  
Board Room  
December 16, 2015

**CALL TO ORDER  
(I)**

The meeting was called to order by Dr. Marian Phelps at 4:05 p.m.

**FLAG SALUTE  
(II)**

The Pledge of Allegiance was lead by Dr. Plutko.

**APPROVAL OF MINUTES  
(III)**

It was moved by Dr. Plutko, seconded by Dr. Johnson, that the minutes of the WOCCE Superintendents' Council meeting on September 21, 2015 be approved as presented.

Motion unanimously carried.

**ITEMS OF INTEREST  
(IV)**

Anne Delfosse shared with the Council that Cathy Cornwall, Director, Student Services from HBC, just received her Doctorate in Asian Metaphysics.

**PRELIMINARY  
FUNCTIONS  
WOCCE Recognition  
(V-A)**

Anne Delfosse, WOCCE Executive Director, introduced the honoree for the "Above and Beyond" recognition award.

Anne introduced James Lincoln, Executive Director of Technology Services in the Huntington Beach City School District.

**WOCCE Recognition  
Continued**

Anne stated that James is not just an outstanding employee. He is directly responsible for all technology upgrades, the District website, and technology purchases. He makes himself available to staff members whenever problems arise. He has worked tirelessly to ensure that even the most needy students are provided with appropriately working devices at all times. His passion for his work is, without a doubt, about the students.

Mrs. Delfosse was recently contacted by Melissa Pattullo, WOCCE Assistive Technology Specialist. She stated, "I NEVER have this level of caring, concern and support, from even the most capable and focused of tech personnel—and I know there are some terrific technology leaders out there!"

James makes an expedited effort to get equipment for students with disabilities. He responds to inquiry and concern quickly, addressing the issues in a timely manner. His level of attention, service, and support to the needs of students, and the other staff members who teach and support them, is so appreciated.

On behalf of the Superintendents' Council and WOCCE, James was presented the "Above and Beyond" recognition award.

**PRELIMINARY  
FUNCTIONS – Oral  
Communication  
(V-B)**

None

**REPORTS  
Orange County Special Ed  
Alliance Review Committee  
VI (A)**

Anne Delfosse presented to the Council a copy of the minutes and agenda for the September and November Alliance meetings. There was no quorum in September, but the committee did meet on November 13<sup>th</sup>.

The Alliance Professional Development Committee Report was also presented.

Anne provided an update on the following:

The Alliance is in the second year of providing a Common Core Trainer of Trainers Series. WOCCE district training teams are implementing various training models, depending on the specific strategic goals of the districts.

**Orange County Special Ed  
Alliance Review Committee  
Continued**

Also, the committee is planning to have Miriam Freedman come to speak with Orange County Educational Leaders in the spring. Miriam will be meeting briefly with Superintendents, and facilitating a panel discussion with general and special education leaders, that focuses on education of all students in the 21<sup>st</sup> Century. Miriam has led other groups across the country to discuss the issue of special education reform. WOCCE looks forward to her coming to Orange County and considers this to be a timely discussion, in light of the authorization of the Every Student Succeeds Act, with IDEA reauthorization process to, hopefully, follow.

Anne presented a "Dear Colleague" letter from the **Office of Special Education and Rehabilitative Services**, commonly known as "OSEP." Some of the key points from this letter include:

- IEP goals for students must be aligned with grade level content standards, with some alternate academic achievement standards for children with the most significant cognitive disabilities.
- Plan programs for all students that reflect challenging academic content standards.
  - Critical element of "special education" is adapting the content, methodology, or delivery of instruction in order to ensure access of the child to the general education curriculum.
  - Alignment with the general education curriculum must guide, but not replace, the individualized decision-making required in the IEP process.

All Districts continue to evolve in several areas related to improved instructional practice for students with disabilities, these are the issues to contemplate.

The Alliance continues to support special education advocacy efforts at the state and national level.

Lastly the Council was reminded of the availability of application for Alliance participation in Transportation of Foster Youth, and the Application for Alliance Participation in legal issues. The applications are available on the Orange County Special Education Alliance Website.

**REPORTS**  
**WOCCE Strategic Plan**  
**Development Update**  
**(VI-B)**

Lindy Leech-Painter presented the requested follow-up to the WOCCE Calendar of Events that was shared at September's meeting. This provides more details to each specific training or meeting in terms of what the target audience is, what the specific training focuses on, as well as outcomes from each training.

**REPORTS**  
**CTC Update**  
**(VI-C)**

Anne Delfosse shared with the Council the following updates:

The Commission on Teacher Credentialing met on December 3<sup>rd</sup> and 4<sup>th</sup> and there were a couple of agenda topics addressed that are significant to the work that State SELPA has been involved with.

A summary of the Proposed Teaching Permit for Statutory Leave. The Commission addressed certification and assignment issues impacting students whose teacher is out on and extended statutory leave along with the potential solutions which gives a summary of the comparison of requirements for the types of substitutes for specific situations - vacancies that allow for provisional internships, Proposed Teaching Permit for Statutory leave (which includes family, sick leave, etc.), and the 30 day permit requirement for leaves of up to 30 days only - currently 20.

The Commission determined that the certification and assignment issues created by statutory teacher leaves are significant enough to warrant the initiation of *rule-making*. The rule-making action will propose amendments and additions to Title 5 of the California Code of Regulations (CCR) related to the creation of a new, renewable document, titled Teaching Permit for Statutory Leave.

The proposed amendments will also include general clean-up of the regulation section. Initial regulations will be presented for public hearing in February of 2016.

Anne also shared that relative to credentialing issues, the Special Education Task Force report, *One System: Reforming Education to Serve all Students*, made recommendations for restructuring the credentialing of educators to better address the needs of students with disabilities across all educational settings.

**REPORTS**  
**CTC Update**  
**Continued**

The Educator Preparation Committee consisting of members from several stakeholder groups was formed as a result of the Task Force in conjunction with the Commissions' receipt of a National Governors Association Grant. Over the course of the last few months, the committee has been having public input sessions regarding possible credential models. The composition of these open, public sessions included a vast array of participants.

Identified Priorities/themes garnered from the public sessions include:

1. Preparation programs and training is needed for **all** teachers, which incorporates concepts and skills necessary to teach in inclusive classrooms.
2. Credential candidates need early, diverse fieldwork experience.
3. Collaboration and collective responsibilities for all students in an inclusive manner should be a key concept included in educator prep.
4. Teachers who work with students in the low incidence disabilities (VI, OI, DHH) should have specialized training, while also participating in the common trunk of preparation that all teachers receive.
5. Consider length and cost of prep program so that we don't exacerbate the teacher shortage in CA.
6. Preparation can't be too broad or lacking in depth of knowledge.
7. There should be complimentary improvements to administrator preparation.

There are several factors contributing to the complexity of moving forward with this task. For example:

- How would candidates be provided opportunity to teach in inclusive classrooms given the current structure of k12 classrooms?
- How would TK-12 local education agencies provide curriculum that is accessible for all learners?
- What level of resources (eg class size reduction, technology) would be needed?
- What are the implications of change for teachers and leaders who are currently working in the schools?

The Commission and the state board recognizes the need to move forward with this endeavor. Separate credentials, like separate funding sources only work to support separate systems of education for students.

**REPORTS  
CTC Update  
Continued**

The Commission will give direction for moving this important work forward.

Anticipated date for implementing changes in preparation programs is 2017-2018.

**REPORTS  
Local Plan Update  
(VI-D)**

Anne Delfosse presented a letter to the Council from the State Director of Special Education, which confirms the SELPAs Local Plan was reviewed and approved.

Anne shared an update on the Community Advisory Committee. A meeting was scheduled last Thursday, December 10. However, despite the marketing campaign, a well attended Meet and Greet which was held in September, sending almost 90 email reminders out to interested parents, and posting schedules on websites, WOCCSE did not get enough of a turn out to form a CAC as stipulated in the approved by-laws. There must be a minimum of 15 members, 3 from each district... which can include parents, teachers, students, or community members.

WOCCSE will strategize to pull more parents in before the next Superintendents Council, and at that meeting have a slate of members and officers to present for ratification.

The parents present discussed and agreed to hold an evening meeting to see if the change in time may be helpful. Also, WOCCSE will plan a short parent training for this next meeting. Hopefully, because parent training is the primary scope of the CAC, this may offer more meaningful participation.

**REPORTS  
Legislative Update  
(VI-E)**

Mrs. Delfosse shared that it's a little slow in the legislature right now, as they are at the end of a session. January 31<sup>st</sup> is the last day for each house to pass bills introduced in that house in 2015. The last day for new bills to be introduced is February 19<sup>th</sup>.

Anne highlighted assembly bill 1369, commonly referred to now as the "dyslexia bill." The intent of this bill, now chaptered, is to improve educational services to pupils with dyslexia. Relative to this, a "dear colleague" letter was provided from the Office of Special Education and Rehabilitative Services. In summary, the letter reiterates that under IDEA currently, students may be determined to be eligible who present with the conditions of dyslexia, dyscalculia, and dysgraphia resulting in an identified learning disability.



**Legislative Update -  
Continued**

Anne indicated that specific program guidelines for California are set to be completed before the 2017-18 school year. Locally, WOCCE will continue to strive to train teams in best assessment and intervention practices to address dyslexia, and meet the needs of individual students in the area of literacy.

A summary and text of the federal bill, HR 4028, newly introduced by Congressman Jared Huffman and Mark DeSaulnier from California, was shared. Referred to as the High Cost Pool Funding Act, the intent of this bill would be to amend the IDEA to provide additional funds to States to establish and make disbursements from high cost funds. This Act would provide additional financial support to states to set up "pools" to help reimburse local schools for special education services that are 3 times or more the average per pupil expenditure.

Anne stated that as we continue to lobby extensively for full funding of IDEA, this bill takes a different angle. It recognizes the rising cost of special education as it relates to the increase in students with intensive, high cost needs. It would ensure that our districts are reimbursed for providing a first class education to each student, including those that require exceptional costs.

This legislation is supported by several groups including the Coalition for Adequate Funding of Special Education, the State SELPA Directors of California, the National Education Association, the National School Board Association, the California School Board Association, the National Center for Learning Disabilities, and the Council of Parent Attorneys and Advocates.

**PUBLIC  
COMMUNICATION  
(VII)**

None

**CLOSED SESSION  
(VIII)**

Dr. Phelps adjourned the WOCCE Superintendents' Council meeting in order to move into closed session.

The Council adjourned into the Viking Room to discuss Education Code 44896 and 44951.

No action taken.

**ADJOURNMENT  
(IX)**

Dr. Phelps adjourned the public meeting at 4:30 p.m.

AB602 2013-14, 2014-15 and 2015-16

P-1

2015-16 Funding	26,306,787.00	Award 0106500000-8311, 1006500000-8311													
District	6500 - CY State Aid	6500 - PY State Aid	WOCCE Interest	NPS/NPA	OCDE Tuition Cost	Excess Cost	Curr Yr OT Cost	Curr Yr PT Cost	CY AUT Cost	CY Shared	Taxicab/Van Transportation	Ongoing county Tuition	Literacy Specialist	ULS Licenses	Net Allocation per Green Book
FVSD	3,187,105.00	-	-	(167,557.00)	-	(75,585.00)	(186,336.00)	(62,579.00)	(33,395.00)	(278,336.00)	(44,214.00)	(8,091.00)	(5,979.00)	(3,691.00)	2,321,342.00
HBCSD	3,375,811.00	-	-	(508,193.00)	-	(104,078.00)	(292,006.00)	(55,960.00)	(36,568.00)	(170,827.00)	(47,777.00)	-	(5,980.00)	(2,870.00)	2,151,552.00
HBUHSD	8,675,011.00	-	-	(606,376.00)	(859,898.00)	(211,190.00)	(107,983.00)	(41,551.00)	(84,808.00)	103,408.00	(49,038.00)	(3,745.00)	-	(9,841.00)	6,803,989.00
OVSD	4,761,880.00	-	-	(79,346.00)	-	(142,332.00)	(248,881.00)	(79,066.00)	(46,797.00)	317,034.00	(42,278.00)	-	(5,980.00)	(5,331.00)	4,428,903.00
WSD	4,632,995.00	-	-	(126,406.00)	-	(134,418.00)	(254,720.00)	(108,127.00)	(50,536.00)	28,721.00	(75,133.00)	(3,737.00)	(5,980.00)	(9,022.00)	3,893,637.00
WOCCE - Regional	844,741.00	-	-	1,487,878.00	859,898.00	667,603.00	1,089,926.00	347,283.00	252,104.00	-	258,440.00	15,573.00	23,919.00	30,755.00	5,878,120.00
WOCCE - Other	829,244.00	-	-	-	-	-	-	-	-	-	-	-	-	-	829,244.00
<b>Total</b>	<b>26,306,787.00</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>26,306,787.00</b>

2014-15 R1  
Revenue Updated for R1

District	6500 - CY State Aid	6500 - PY State Aid	WOCCE Interest	NPS/NPA	OCDE Tuition Cost	Excess Cost	Curr Yr OT Cost	Curr Yr PT Cost	CY AUT Cost	CY Shared	Taxicab/Van Transportation	Ongoing county Tuition	Literacy Specialist	ULS Licenses	Net Allocation
FVSD	3,323,949.74	100,281.00	385.71	(310,356.07)	(100,762.96)	(81,584.64)	(161,306.34)	(28,320.55)	(33,145.33)	(278,336.14)	(37,998.93)	(8,091.00)	(5,184.37)	(1,935.03)	2,377,595.09
HBCSD	3,543,369.04	107,242.00	549.02	(515,012.91)	-	(116,127.07)	(300,386.04)	(22,248.87)	(36,800.83)	(170,827.11)	(39,957.84)	-	(5,184.36)	(1,935.03)	2,442,680.00
HBUHSD	9,020,320.54	277,153.00	1,060.55	(785,120.32)	(938,710.46)	(224,324.17)	(95,701.95)	(6,794.78)	(59,969.11)	103,407.99	(42,615.13)	(3,745.00)	-	(7,740.14)	7,237,221.02
OVSD	5,108,872.18	166,154.00	711.06	(255,113.50)	-	(150,400.68)	(214,809.57)	(50,237.76)	(48,304.17)	317,034.27	(47,290.18)	-	(5,184.36)	(2,709.05)	4,818,722.24
WSD	4,895,570.20	157,403.00	657.04	(379,511.90)	-	(138,976.14)	(274,598.39)	(45,167.07)	(51,026.17)	28,720.99	(64,549.18)	(3,737.00)	(5,184.37)	(9,127.15)	4,110,473.86
WOCCE - Regional	867,931.68	44,437.00	(3,363.38)	2,245,114.70	1,039,473.42	711,412.70	1,046,802.29	152,769.03	229,245.61	-	232,411.26	15,573.00	20,737.46	23,446.40	6,625,991.17
WOCCE - Other	862,172.48	-	-	-	-	-	-	-	-	-	-	-	-	-	862,172.48
<b>Total</b>	<b>27,622,185.86</b>	<b>852,670.00</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>28,474,855.86</b>

District	6500 - CY State Aid	6500 - PY State Aid	WOCCE Interest	NPS/NPA	OCDE Tuition Cost	Excess Cost	Curr Yr OT Cost	Curr Yr PT Cost	CY AUT Cost	CY Shared	Taxicab/Van Transportation	Ongoing county Tuition	Literacy Specialist	ULS Licenses	Net Allocation per Green Book
FVSD	(136,844.74)	(100,281.00)	(385.71)	142,799.07	100,762.96	5,999.64	(25,029.66)	(34,258.45)	(249.67)	0.14	(6,215.07)	-	(794.63)	(1,755.97)	(56,253.09)
HBCSD	(167,558.04)	(107,242.00)	(549.02)	6,819.91	-	12,049.07	8,380.04	(33,711.13)	232.83	0.11	(7,819.16)	-	(795.64)	(934.97)	(291,128.00)
HBUHSD	(345,309.54)	(277,153.00)	(1,060.55)	178,744.32	78,812.46	13,134.17	(12,281.05)	(34,756.22)	(24,838.89)	0.01	(6,422.87)	-	-	(2,100.86)	(433,232.02)
OVSD	(346,992.18)	(166,154.00)	(711.06)	175,767.50	-	8,068.68	(34,071.43)	(28,828.24)	1,507.17	(0.27)	5,012.18	-	(795.64)	(2,621.95)	(389,819.24)
WSD	(262,575.20)	(157,403.00)	(657.04)	253,105.90	-	4,558.14	19,878.39	(62,959.93)	490.17	0.01	(10,583.82)	-	(795.63)	105.15	(216,836.86)
WOCCE - Regional	(23,190.68)	(44,437.00)	3,363.38	(757,236.70)	(179,575.42)	(43,809.70)	43,123.71	194,513.97	22,858.39	-	26,028.74	-	3,181.54	7,308.60	(747,871.17)
WOCCE - Other	(32,928.48)	-	-	-	-	-	-	-	-	-	-	-	-	-	(32,928.48)
<b>Total</b>	<b>(1,315,398.86)</b>	<b>(852,670.00)</b>	<b>-</b>	<b>(0.00)</b>	<b>(0.00)</b>	<b>0.00</b>	<b>(0.00)</b>	<b>-</b>	<b>0.00</b>	<b>(0.00)</b>	<b>(0.00)</b>	<b>-</b>	<b>-</b>	<b>(0.00)</b>	<b>(2,168,068.86)</b>

Note: 2013-14 R2 distribution was the same as 2013-14 R1 - no change

VI-A (1)



AB602 2015-16

P-1

2015-16 Funding		Award 0106500000-8311, 1006500000-8311													
District	6500 - CY State Aid	6500 - PY State Aid	WOCCE Interest	NPS/NPA	OCDE Tuition Cost	Excess Cost	Curr Yr OT Cost	Curr Yr PT Cost	CY AUT Cost	CY Shared	Taxicab/Van Transportation	Ongoing county Tuition	Literacy Specialist	ULS Licenses	Net Allocation per Green Book
FVSD	3,187,105.00			(167,557.00)	-	(75,585.00)	(186,336.00)	(62,579.00)	(33,395.00)	(278,336.00)	(44,214.00)	(8,091.00)	(5,979.00)	(3,691.00)	2,321,342.00
HBCSD	3,375,811.00			(508,193.00)	-	(104,078.00)	(292,006.00)	(55,960.00)	(36,568.00)	(170,827.00)	(47,777.00)	-	(5,980.00)	(2,870.00)	2,151,552.00
HBUHSD	8,675,011.00			(606,376.00)	(859,898.00)	(211,190.00)	(107,983.00)	(41,551.00)	(84,808.00)	103,408.00	(49,038.00)	(3,745.00)	-	(9,841.00)	6,803,989.00
OVSD	4,761,880.00			(79,346.00)	-	(142,332.00)	(248,881.00)	(79,066.00)	(46,797.00)	317,034.00	(42,278.00)	-	(5,980.00)	(5,331.00)	4,428,903.00
WSD	4,632,995.00			(126,406.00)	-	(134,418.00)	(254,720.00)	(108,127.00)	(50,536.00)	28,721.00	(75,133.00)	(3,737.00)	(5,980.00)	(9,022.00)	3,893,637.00
WOCCE - Regional	844,741.00			1,487,878.00	859,898.00	667,603.00	1,089,926.00	347,283.00	252,104.00	-	258,440.00	15,573.00	23,919.00	30,755.00	5,878,120.00
WOCCE - Other	829,244.00									-					829,244.00
<b>Total</b>	<b>26,306,787.00</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>26,306,787.00</b>

Adopted

2015-16 Budget		Award 0106500000-8311, 1006500000-8311													
District	6500 - CY State Aid	6500 - PY State Aid	WOCCE Interest	NPS/NPA	OCDE Tuition Cost	Excess Cost	Curr Yr OT Cost	Curr Yr PT Cost	CY AUT Cost	CY Shared	Taxicab/Van Transportation	Ongoing county Tuition	Literacy Specialist	ULS Licenses	Net Allocation per Green Book
FVSD	3,275,861.00			(275,995.00)	-	(82,121.00)	(174,560.00)	(68,562.00)	(20,898.00)	(278,336.14)	(44,214.00)	(8,091.00)	(5,890.00)		2,317,193.86
HBCSD	3,440,229.00			(446,993.00)	-	(114,057.00)	(303,435.00)	(53,863.00)	(23,203.00)	(170,827.11)	(47,777.00)	-	(5,890.00)		2,274,183.89
HBUHSD	8,395,398.81			(968,500.00)	(859,898.00)	(233,532.00)	(111,582.00)	(16,450.00)	(46,972.00)	103,407.99	(49,038.00)	(3,745.00)	-		6,209,089.80
OVSD	4,749,564.00			(165,926.00)	-	(154,833.00)	(215,332.00)	(121,621.00)	(30,457.00)	317,034.27	(42,278.00)	-	(5,979.00)		4,330,172.27
WSD	4,724,825.00			(249,428.00)	-	(146,706.00)	(296,324.00)	(109,345.00)	(32,173.00)	28,720.99	(75,133.00)	(3,737.00)	(5,980.00)		3,834,719.99
WOCCE - Regional	1,680,421.34			2,106,842.00	859,898.00	731,249.00	1,101,233.00	369,841.00	153,703.00	-	258,440.00	15,573.00	23,739.00		7,300,939.34
WOCCE - Other	736,550.85									-					736,550.85
<b>Total</b>	<b>27,002,850.00</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>27,002,850.00</b>

VI-A (2)



AB602 2014-15

2014-15 R1  
Revenue Updated for R1

District	6500 - CY State Aid	6500 - PY State Aid	WOCCE Interest	NPS/NPA	OCDE Tuition Cost	Excess Cost	Curr Yr OT Cost	Curr Yr PT Cost	CY AUT Cost	CY Shared	Taxicab/Van Transportation	Ongoing county Tuition	Literacy Specialist	ULS Licenses	Net Allocation
FVSD	3,323,949.74	100,281.00	385.71	(310,356.07)	(100,762.96)	(81,584.64)	(161,306.34)	(28,320.55)	(33,145.33)	(278,336.14)	(37,998.93)	(8,091.00)	(5,184.37)	(1,935.03)	2,377,595.09
HBCSD	3,543,369.04	107,242.00	549.02	(515,012.91)	-	(116,127.07)	(300,386.04)	(22,248.87)	(36,800.83)	(170,827.11)	(39,957.84)	-	(5,184.36)	(1,935.03)	2,442,680.00
HBUHSD	9,020,320.54	277,153.00	1,060.55	(785,120.32)	(938,710.46)	(224,324.17)	(95,701.95)	(6,794.78)	(59,969.11)	103,407.99	(42,615.13)	(3,745.00)	-	(7,740.14)	7,237,221.02
OVSD	5,108,872.18	166,154.00	711.06	(255,113.50)	-	(150,400.68)	(214,809.57)	(50,237.76)	(48,304.17)	317,034.27	(47,290.18)	-	(5,184.36)	(2,709.05)	4,818,722.24
WSD	4,895,570.20	157,403.00	657.04	(379,511.90)	-	(138,976.14)	(274,598.39)	(45,167.07)	(51,026.17)	28,720.99	(64,549.18)	(3,737.00)	(5,184.37)	(9,127.15)	4,110,473.86
WOCCE - Regional	867,931.68	44,437.00	(3,363.38)	2,245,114.70	1,039,473.42	711,412.70	1,046,802.29	152,769.03	229,245.61	-	232,411.26	15,573.00	20,737.46	23,446.40	6,625,991.17
WOCCE - Other	862,172.48	-	-	-	-	-	-	-	-	-	-	-	-	-	862,172.48
<b>Total</b>	<b>27,622,185.86</b>	<b>852,670.00</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>28,474,855.86</b>

2014-15 Year End

GREEN BOOK ACTUALS...CONSIDERED OFFICIAL FUNDING FOR PURPOSES OF THIS ANALYSIS

District	6500 - CY State Aid	6500 - PY State Aid	WOCCE Interest	NPS/NPA	OCDE Tuition Cost	Excess Cost	Curr Yr OT Cost	Curr Yr PT Cost	CY AUT Cost	CY Shared	Taxicab/Van Transportation	Ongoing county Tuition	Literacy Specialist	ULS Licenses	Net Allocation per Green Book
FVSD	3,249,175.00	100,281.00	385.71	(310,356.07)	(100,762.96)	(81,584.64)	(161,306.34)	(28,320.55)	(33,145.33)	(278,336.14)	(37,998.93)	(8,091.00)	(5,184.37)	(1,935.03)	2,302,820.35
HBCSD	3,461,377.00	107,242.00	549.02	(515,012.91)	-	(116,127.07)	(300,386.04)	(22,248.87)	(36,800.83)	(170,827.11)	(39,957.84)	-	(5,184.36)	(1,935.03)	2,360,687.96
HBUHSD	8,820,862.00	277,153.00	1,060.55	(785,120.32)	(938,710.46)	(224,324.17)	(95,701.95)	(6,794.78)	(59,969.11)	103,407.99	(42,615.13)	(3,745.00)	-	(7,740.14)	7,037,762.48
OVSD	4,992,116.00	166,154.00	711.06	(255,113.50)	-	(150,400.68)	(214,809.57)	(50,237.76)	(48,304.17)	317,034.27	(47,290.18)	-	(5,184.36)	(2,709.05)	4,701,966.06
WSD	4,783,514.00	157,403.00	657.04	(379,511.90)	-	(138,976.14)	(274,598.39)	(45,167.07)	(51,026.17)	28,720.99	(64,549.18)	(3,737.00)	(5,184.37)	(9,127.15)	3,998,417.66
WOCCE - Regional	843,751.00	44,437.00	(3,363.38)	2,245,114.70	1,039,473.42	711,412.70	1,046,802.29	152,769.03	229,245.61	-	232,411.26	15,573.00	20,737.46	23,446.40	6,601,810.49
WOCCE - Other	852,055.00	-	-	-	-	-	-	-	-	-	-	-	-	-	852,055.00
<b>Total</b>	<b>27,002,850.00</b>	<b>852,670.00</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>27,855,520.00</b>

2014-15 at 2015-16 P1  
Changes in Funding

District	6500 - CY State Aid	6500 - PY State Aid	WOCCE Interest	NPS/NPA	OCDE Tuition Cost	Excess Cost	Curr Yr OT Cost	Curr Yr PT Cost	CY AUT Cost	CY Shared	Taxicab/Van Transportation	Ongoing county Tuition	Literacy Specialist	ULS Licenses	Net Allocation change
FVSD	74,774.74	-	-	-	-	-	-	-	-	-	-	-	-	-	74,774.74
HBCSD	81,992.04	-	-	-	-	-	-	-	-	-	-	-	-	-	81,992.04
HBUHSD	199,458.54	-	-	-	-	-	-	-	-	-	-	-	-	-	199,458.54
OVSD	116,756.18	-	-	-	-	-	-	-	-	-	-	-	-	-	116,756.18
WSD	112,056.20	-	-	-	-	-	-	-	-	-	-	-	-	-	112,056.20
WOCCE - Regional	24,180.68	-	-	-	-	-	-	-	-	-	-	-	-	-	24,180.68
WOCCE - Other	10,117.48	-	-	-	-	-	-	-	-	-	-	-	-	-	10,117.48
<b>Total</b>	<b>619,335.86</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>619,335.86</b>

VI-A (3)



1516 Fiscal Year (P-1) Projection							
	FVSD	HBCSD	* HBUHSD-FNL	* HOME TCHNG	* SELPA ITIN	* SELPA VI	HBUHSD-TOT
B-7 Percent of Total B-7	P-1 12.120100%	13.031600%	30.099800%	2.131400%	1.629500%	1.550300%	
B-7 Percent of Sub-Total District B-7	P-2 12.461800%	13.399100%	30.948500%	2.191500%	1.675500%	1.594000%	
<b>SECTION A: ADA and RATES</b>			85.001300%	6.018900%	4.601700%	4.378100%	100.000000%
SELPA total K-12 ADA	A-1 6,225.70	6,804.45	13,152.83	931.34	712.05	677.45	15,473.67
Prior Year SELPA total ADA	A-2 6,145.71	6,729.76	13,266.48	939.39	718.20	683.31	15,607.38
Prior Prior Year SELPA total ADA	A-3 6,176.30	6,853.63	13,418.38	950.15	726.43	691.13	15,786.09
SELPA funded ADA (Greater of A-1 or A-2)	A-4 6,145.71	6,729.76	13,266.48	939.39	718.20	683.31	15,607.38
Prior Year SELPA funded ADA (Greater of A-2 or A-5)	A-5 6,176.30	6,853.63	13,418.38	950.15	726.43	691.13	15,786.09
Rebenced PY Statewide Target (excluded)	A-6 527.3018785881	527.3018785881	527.3018785881	527.3018785881	527.3018785881	527.3018785881	527.3018785881
Current Year Cost of Living Adjustment (COLA)	A-7 1.0102	1.0102	1.0102	1.0102	1.0102	1.0102	1.0102
Current Year COLA Rate (A-6 * (A-7 - 1))	A-8 5.3784791616	5.3784791616	5.3784791616	5.3784791616	5.3784791616	5.3784791616	5.3784791616
Current Year STR (A-6 + A-8)	A-9 532.6803577497	532.6803577497	532.6803577497	532.6803577497	532.6803577497	532.6803577497	532.6803577497
<b>SECTION-B-BASE-[E.C. 56836.10]</b>							
Prior-Year Base(Less CY Fed IDEA Part B, Loc Assst)	B-1 3,263,482.34	3,507,990.37	8,113,305.30	574,500.61	439,233.15	417,882.35	9,544,921.42
Prior-Year Supplement to Base Rate	B-2						0.00
Prior-Year COLA Entitlement	B-3 26,730.30	29,686.68	57,847.76	4,096.18	3,131.70	2,979.52	68,055.16
Prior-Year Growth or Declining ADA	B-4						0.00
Prior-Year Total (Sum of B-1 through B-6)	B-7 3,290,212.64	3,537,677.05	8,171,153.06	578,596.79	442,364.85	420,861.87	9,612,976.58
Base Rate (B-7 / A-5)	B-8 532.7158071985	516.1756687861	608.9522776741	608.9531033889	608.9572929302	608.9474838343	608.9523482788
Base Entitlement (A-5 * B-8)	B-9 3,290,212.64	3,537,677.05	8,171,153.06	578,596.79	442,364.85	420,861.87	
Local Special Education Property Taxes	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-7 - B-10,	B-13 3,290,212.64	3,537,677.05	8,171,153.06	578,596.79	442,364.85	420,861.87	
Net Base Entitlement (if B-7 < B-10, 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 0.9627352627	0.9627352627	0.9627352627	0.9627352627	0.9627352627	0.9627352627	
Base Apportionment (B-11 * B13) or B-12	B-16 3,167,603.73	3,405,846.44	7,866,657.19	557,035.53	425,880.24	405,178.56	
<b>SECTION-C-COLA-[E.C. 56836.08 (d)]</b>							
COLA Base Entitlement: DISTRICT- [(A-2 * A-8) -	C-1 32,201.81	35,278.97	69,235.67	4,902.52	3,748.17	3,566.09	
sum(selpa c-1)*P2] SELPA - [(A-2 Total * A-8	C-2 1.0000000000	1.0000000000	1.0000000000	1.0000000000	1.0000000000	1.0000000000	
COLA Proration Factor	C-3 32,201.81	35,278.97	69,235.67	4,902.52	3,748.17	3,566.09	
COLA Apportionment (C-1 * C-2)							
<b>SECTION D-GROWTH-[E.C. 56836.15]</b>							
Growth ADA (if A-4 > A-5, A-4 - A-5, else 0)	D-1 0.00	0.00	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	0.00	0.00
Decline in Funded ADA (if A-4 < A-5, A-4 - A-5,	D-3 (30.59)	(123.87)	(151.90)	(10.76)	(8.23)	(7.82)	
Declining ADA Adjustment (D-3 * Prior-Year	D-4 (17,399.83)	(70,458.21)	(86,401.89)	(6,120.37)	(4,681.29)	(4,448.08)	
Growth Proration Factor	D-5 1.0000000000	1.0000000000	1.0000000000	1.0000000000	1.0000000000	1.0000000000	
Growth or Declining ADA Adjustment ((D-2 * D-	D-6 (17,399.83)	(70,458.21)	(86,401.89)	(6,120.37)	(4,681.29)	(4,448.08)	
<b>SECTION F-LOW INCIDENCE MATERIALS AND EQUIPMENT [E.C. 56836.22]</b>							
Low Incidence PY December Pupil Count	F-1 24.00	28.00	106.00				
Low Incidence Rate	F-2 432.8027749760	432.8027749760	432.8027749760				
Low Incidence Apportionment	F-3 10,387.27	12,118.48	45,877.09				
<b>SECTION G-OUT OF HOME CARE - [E.C. 56836.165]</b>							
Out of Home Care Apportionment	G-1 4,699.00	5,144.00	269,702.00				
<b>SECTION H-NPS/LCI EXTRAORDINARY COST POOL [56836.21]</b>							
NPS Extraordinary Cost Pool Entitlement	H-1 0.00	0.00	0.00				
NPS Extraordinary Cost Pool Proration Factor	H-2 0.00	0.00	0.00				
NPS Extraordinary Cost Pool Apportionment (H-	H-3 0.00	0.00	0.00				
<b>SECTION I-ADJUSTMENT FOR NSS WITH DECLINING ENROLLMENT - [E.C. 56213]</b>							
Prior Year Funding (Total Deductions + Base +	I-1 26,357,692.01	26,357,692.01	26,357,692.01				
COLA + Growth), NSS with Declining ADA Only							
Current Year Funding (Total Deductions, Base,	I-2 26,357,692.01	26,357,692.01	26,357,692.01				
COLA, & Growth), NSS with Declining ADA Only							
Adjustment, NSS with Declining ADA Only (if I-1	I-3 0.00	0.00	0.00				
<b>SECTION J-APPORTIONMENT SUMMARY</b>							
Base Apportionment (B-14)	J-1 3,167,603.73	3,405,846.44	7,866,657.19	557,035.53	425,880.24	405,178.56	
COLA Apportionment (C-3)	J-2 32,201.81	35,278.97	69,235.67	4,902.52	3,748.17	3,566.09	
Growth or Declining ADA Adjustment (D-6)	J-3 (17,399.83)	(70,458.21)	(86,401.89)	(6,120.37)	(4,681.29)	(4,448.08)	
Low Incidence (F-6)	J-4 10,387.27	12,118.48	45,877.09	0.00	0.00	0.00	
Out of Home Care Apportionment (G-1)	J-5 4,699.00	5,144.00	269,702.00	0.00	0.00	0.00	
NPS Extraordinary Cost Pool Apportionment (H-	J-6 0.00	0.00	0.00	0.00	0.00	0.00	
Adjustment for NSS with Declining ADA Only (I-	J-7 0.00	0.00	0.00	0.00	0.00	0.00	
Total Apportionment (Sum of J - 1 through J - 11)	J-11 3,197,491.98	3,387,929.68	8,165,070.06	555,817.68	424,947.12	404,296.58	
	FVSD 3,197,491.98	HBCSD 3,387,929.68	* HBUHSD-FNL 8,165,070.06	* HOME TCHNG 555,817.68	* SELPA ITIN 424,947.12	* SELPA VI 404,296.58	
			HBUHSD	* HOME TCHNG			
					TO PAGE 2	829,243.70	
						424,947.12	404,296.58
					* SELPA ITIN	* SELPA VI	

**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.



1516 Fiscal Year (P-1) Projection

	OVSD-FNL	* OVSD SHAR PROG	OVSD-TOT	WSD	* SELPA STF DEV	* SELPA RS/PS	TOTAL
B-7 Percent of Total B-7	P-1 16.425800%	2.264500%		18.004600%	0.072800%	2.669500%	99.999900%
B-7 Percent of Sub-Total District B-7	P-2 16.889000%	2.328400%		18.512300%			100.000100%
<b>SECTION A: ADA and RATES</b>	<b>87.883900%</b>	<b>12.116100%</b>	<b>100.000000%</b>		<b>2.654200%</b>	<b>97.345800%</b>	
SELPA total K-12 ADA	A-1 7,478.05	1,030.96	8,509.01	9,202.69	46,215.52	46,215.52	46,215.52
Prior Year SELPA total ADA	A-2 7,568.73	1,043.46	8,612.19	9,300.31	46,395.35	46,395.35	46,395.35
Prior Prior Year SELPA total ADA	A-3 7,921.66	1,092.12	9,013.78	9,526.06	47,355.86	47,355.86	47,355.86
SELPA funded ADA (Greater of A-1 or A-2)	A-4 7,568.73	1,043.46	8,612.19	9,300.31	46,395.35	46,395.35	46,395.35
Prior Year SELPA funded ADA (Greater of A-2 or	A-5 7,921.66	1,092.12	9,013.78	9,526.06	47,355.86	47,355.86	47,355.86
Rebeneded PY Statewide Target (excluded	A-6 527.3018785881	527.3018785881	527.3018785881	527.3018785881	527.3018785881	527.3018785881	527.3018785881
Current Year Cost of Living Adjustment (COLA)	A-7 1.0102	1.0102	1.0102	1.0102	1.0102	1.0102	1.0102
Current Year COLA Rate (A-6 * (A-7 -1))	A-8 5.3784791616	5.3784791616	5.3784791616	5.3784791616	5.3784791616	5.3784791616	5.3784791616
Current Year STR (A-6 + A-8)	A-9 532.6803577497	532.6803577497	532.6803577497	532.6803577497	532.6803577497	532.6803577497	532.6803577497
<b>SECTION B-BASE-[E.C. 56836.10]</b>							
Prior-Year Base(Less CY Fed IDEA Part B,Loc	B-1 4,424,857.96	610,033.30	5,034,891.26	4,846,408.99	19,606.18	719,077.55	26,936,378.10
Prior-Year Supplement to Base Rate	B-2		0.00				0.00
Prior-Year COLA Entitlement	B-3 34,231.32	4,719.30	38,950.62	41,268.87	153.22	5,618.31	210,463.15
Prior-Year Growth or Declining ADA	B-4		0.00				0.00
Prior-Year Total (Sum of B-1 through B-6)	B-7 4,459,089.28	614,752.60	5,073,841.88	4,887,677.86	19,759.40	724,695.86	27,146,841.25
Base Rate (B-7 / A-5)	B-8 562.8983419065	562.8984031319	562.8983493246	513.0849333303	573.2519956348	573.2519956348	573.2519956348
Base Entitlement (A-5 * B-8)	B-9 4,459,089.28	614,752.60		4,887,677.86	19,759.40	724,695.86	27,146,841.25
Local Special Education Property Taxes	B-10 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
Total Deductions (Sum of B-10 and B-11)	B-12 0.00	0.00		0.00	0.00	0.00	0.00
Net Base Entitlement (if B-7 > B-10, B-7 - B-10,	B-13 4,459,089.28	614,752.60		4,887,677.86	19,759.40	724,695.86	27,146,841.25
Net Base Entitlement (if B-7 < B-10, B-7 - B-10,	B-14 0.00	0.00		0.00	0.00	0.00	0.00
Base Proration Factor	B-15 0.9627352627	0.9627352627		0.9627352627	0.9627352627	0.9627352627	0.9627352627
Base Apportionment (B-11 * B13) or B-12	B-16 4,292,922.49	591,844.01		4,705,539.83	19,023.07	697,690.26	26,135,221.34
<b>SECTION C-COLA-[E.C. 56836.08 (J)]</b>							
COLA Base Entitlement: DISTRICT- [(A-2 * A-8)-	C-1 39,552.54	5,452.90		48,754.72	181.66	6,661.37	249,536.42
sum(selpa c-1)*P2] SELPA - [(A-2 Total * A-8	C-2 1.0000000000	1.0000000000		1.0000000000	1.0000000000	1.0000000000	1.0000000000
COLA Proration Factor	C-3 39,552.54	5,452.90		48,754.72	181.66	6,661.37	249,536.42
COLA Apportionment (C-1 * C-2)							
<b>SECTION D-GROWTH-[E.C. 56836.15]</b>							
Growth ADA (if A-4 > A-5, A-4 - A-5, else 0)	D-1 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
Decline in Funded ADA (if A-4 < A-5, A-4 - A-5,	D-3 (352.93)	(48.66)		(225.75)			(960.51)
Declining ADA Adjustment (D-3 * Prior-Year	D-4 (200,749.30)	(27,678.18)		(128,408.34)			(546,345.49)
Proration Factor	D-5 1.0000000000	1.0000000000		1.0000000000			1.0000000000
Growth or Declining ADA Adjustment ((D-2 * D-	D-6 (200,749.30)	(27,678.18)		(128,408.34)			(546,345.49)
<b>SECTION F-LOW INCIDENCE MATERIALS AND EQUIPMENT [E.C. 56836.22]</b>							
Low Incidence PY December Pupil Count	F-1 61.00			61.00			280.00
Low Incidence Materials and Services Rate	F-2 432.8027749760			432.8027749760			432.8027749760
Low Incidence Materials and Services	F-3 26,400.97			26,400.97			121,184.78
<b>SECTION G-OUT OF HOME CARE - [E.C. 56836.165]</b>							
Out of Home Care Apportionment	G-1 60,536.00			7,109.00			347,190.00
<b>SECTION H-NPS/LCI EXTRAORDINARY COST POOL [56836.21]</b>							
NPS Extraordinary Cost Pool Entitlement	H-1 0.00			0.00			0.00
NPS Extraordinary Cost Pool Proration Factor	H-2 0.00			0.00			0.8000000000
NPS Extraordinary Cost Pool Apportionment (H-	H-3 0.00			0.00			0.00
<b>SECTION I-ADJUSTMENT FOR NSS WITH DECLINING ENROLLMENT - [E.C. 56213]</b>							
Prior Year Funding (Total Deductions + Base +	I-1 26,357,692.01			26,357,692.01			0.00
COLA + Growth), NSS with Declining ADA Only							
Current Year Funding (Total Deductions, Base,	I-2 26,357,692.01			26,357,692.01			25,838,412.27
COLA, & Growth), NSS with Declining ADA Only							
Adjustment, NSS with Declining ADA Only (if I-1	I-3 0.00			0.00			0.00
<b>SECTION J-APPORTIONMENT SUMMARY</b>							
Base Apportionment (B-14)	J-1 4,292,922.49	591,844.01		4,705,539.83	19,023.07	697,690.26	26,135,221.34
COLA Apportionment (C-3)	J-2 39,552.54	5,452.90		48,754.72	181.66	6,661.37	249,536.42
Growth or Declining ADA Adjustment (D-6)	J-3 (200,749.30)	(27,678.18)		(128,408.34)	0.00	0.00	(546,345.49)
Low Incidence (F-6)	J-4 26,400.97	0.00		26,400.97	0.00	0.00	121,184.78
Out of Home Care Apportionment (G-1)	J-5 60,536.00	0.00		7,109.00	0.00	0.00	347,190.00
NPS Extraordinary Cost Pool Apportionment (H-	J-6 0.00	0.00		0.00	0.00	0.00	0.00
Adjustment for NSS with Declining ADA Only (I-	J-7 0.00	0.00		0.00	0.00	0.00	0.00
Total Apportionment (Sum of J - 1 through J - 1	J-11 4,218,662.69	569,618.72		4,659,396.18	19,204.73	704,351.63	26,306,787.05
	OVSD-FNL	* OVSD SHAR PROG		WSD	* SELPA STF DEV	* SELPA RS/PS	TOTAL
	FROM PAGE 1						
FVSD	3,197,491.98						3,197,491.98
HBCSD	3,387,929.68						3,387,929.68
HBUHSD	8,720,887.74						8,720,887.74
OVSD	4,218,662.69	569,618.72					4,788,281.42
WSD				4,659,396.18			4,659,396.18
SELPA	829,243.70				19,204.73	704,351.63	1,552,800.06
					* SELPA STF DEV	* SELPA RS/PS	26,306,787.06

**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.

WOCCE INCOME AND BUDGET 2015/2016 Proposed										02/24/16		
2015/2016 Proposed					2015/2016 P-1					Diff	% Diff	
<b>I. INCOME</b>												
A.	Carry Over from Prior Year											
	COLA											
B.	Carry-Over Low Incidence											
C.	Carry-Over - CASHA											
D.												
E.	Regional Services (AB602 Section F)											
	1. IPSU Funding Forward											
	2. VI Funding Forward											
	3. Low Incidence	249	X	430.00								
	4. Staff Development Funds											
	Total State											
F.	Excess Costs Contribution											
	5,129	X		142.57								
G.	Total Gross Income											
H.	Deficits: Reg.Ser./Low Inc. IPSUs											
	0.00%											
	0.00%											
	Total Deficits											
	Total Income W/O Non-Shared											
	<b>NON-SHARED PROGRAMS:</b>											
I.	Autism Program - Classified											
J.	Autism Program - Certificated											
K.	Literacy Specialist											
L.	Occupational/Physical Therapy											
M.	NPS/NPA Tuition											
N.	Taxicab/Van Transportation											
O.	County Tuition											
P.	Ongoing County Tuition											
Q.	Fee Workshops											
R.	Prior Year											
S.	Mental Health											
T.	NET INCOME											



**WOCCE INCOME AND BUDGET 2015/2016 Proposed**

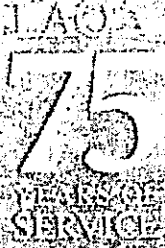
2015/2016 Proposed		2015/2016 P-1		02/24/16	
				DIFF.	%DIFF
<b>II. BUDGET</b>					
A. Regional Services	1,110,364		1,106,031	(4,333)	-0.4%
B. Program Specialists	315,146		213,602	(101,544)	-32.2%
C. Occupational/Physical Therapy	-		-	-	
D. Misc. Expenses (Audio & Facilities)	140,760		140,760	-	
E. Low Incidence Materials	107,070		107,070	-	
F. SDC Itinerant Teachers	806,182		820,178	13,996	1.7%
G. All Other Operating	53,197		53,197	-	
H. Carry-Over Low Incidence	-		-	-	
I. Salary/Fringe Adjustment	-		-	-	
J. Reserve	30,000		30,000	-	
<b>Total Administrative Costs</b>	<b>2,562,719</b>		<b>2,470,838</b>	<b>(91,881)</b>	<b>-3.6%</b>
K. Expenses Paid by Responsible District(s)					
1 Autism Program - Classified	12,811		-	(12,811)	-100.0%
2 Autism Program - Certificated	140,892		252,105	111,213	44.1%
3 Literacy Specialist	23,919		23,919	-	
4 Occupational/Physical Therapy	1,471,074		1,437,209	(33,865)	-2.3%
5 NPS/NPA Tuition	2,106,842		1,487,878	(618,964)	-29.4%
6 Taxicab/Van Transportation	258,440		258,440	-	
7 County Tuition	859,898		859,898	-	
8 Ongoing County Tuition	15,573		15,573	-	
<b>L. Total Non-Shared Programs</b>	<b>4,889,449</b>		<b>4,335,022</b>	<b>(554,427)</b>	<b>-11.3%</b>
M. Prior Year Adjustment				-	
N. Holding for Reduction in Growth				-	
O. TOTAL EXPENSES/BUDGET	<b>\$ 7,452,168</b>		<b>\$ 6,805,860</b>	<b>(\$646,308)</b>	<b>-8.7%</b>
<b>III. BALANCE</b>					
A. TOTAL INCOME	\$ 7,452,168		\$ 6,805,860		
B. TOTAL BUDGET	\$ 7,452,168		\$ 6,805,860		
C. BALANCE	\$ -		\$ (0)		



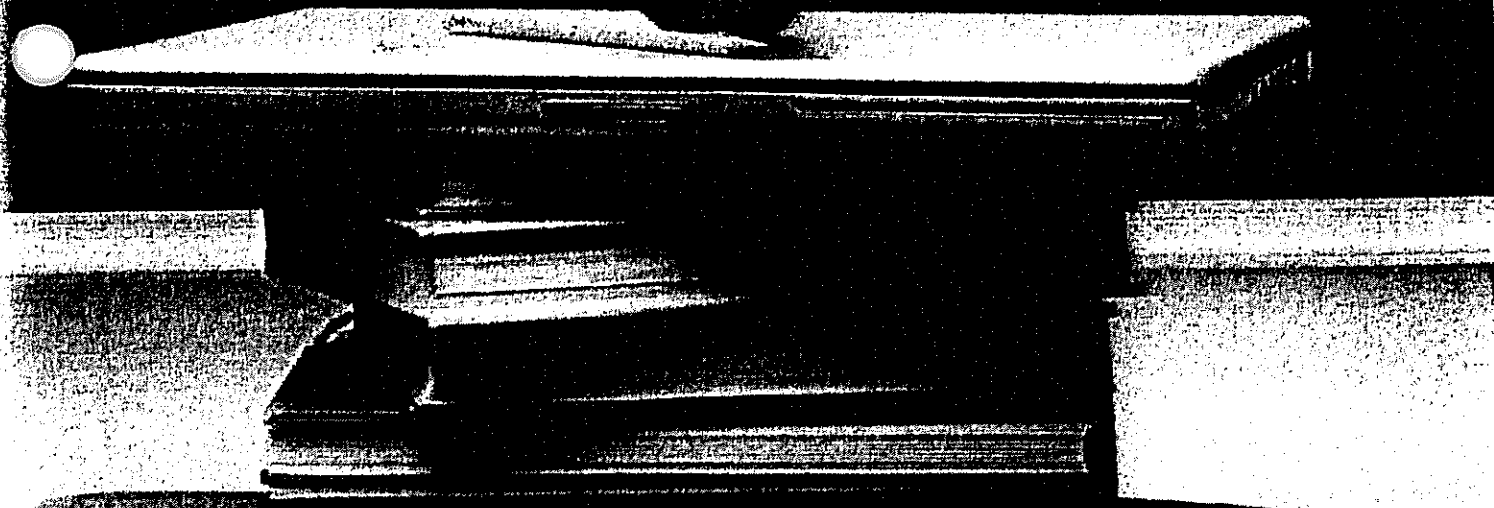
# Grant Allocations 2015-2016

As of: 2/24/2016

	Grant	Resource	Grant Amount	Received	% Received	
<b>Actual</b>	<b>Basic Local Assistance</b>	<b>3310</b>	<b>7,477,381.00</b>		<b>0.00%</b>	
	FVSD	HBCSD	HBUHSD	OVSD	WSD	WOCCE
Allocation	990,483.00	1,084,613.00	2,515,387.00	1,387,997.00	1,498,899.00	0.00
Received						0.00
Balance 100%	990,483.00	1,084,613.00	2,515,387.00	1,387,997.00	1,498,899.00	0.00
<b>estimated</b>	<b>Federal Preschool</b>	<b>3315</b>	<b>216,430.00</b>		<b>0.00%</b>	
	FVSD	HBCSD	HBUHSD	OVSD	WSD	WOCCE
Allocation	24,768.00	40,101.00	-	83,742.00	67,819.00	-
Received						
Balance 100%	24,768.00	40,101.00	-	83,742.00	67,819.00	-
<b>estimated</b>	<b>Preschool Local Entitlement</b>	<b>3320</b>	<b>521,868.00</b>		<b>0.00%</b>	
	FVSD	HBCSD	HBUHSD	OVSD	WSD	WOCCE
Allocation	59,723.00	96,695.00	-	201,922.00	163,528.00	
Received						
Balance 100%	59,723.00	96,695.00	-	201,922.00	163,528.00	-
<b>Actual</b>	<b>Federal Mental Health</b>	<b>3327</b>	<b>533,923.00</b>		<b>0.00%</b>	
	FVSD	HBCSD	HBUHSD	OVSD	WSD	WOCCE
Allocation	12,851.00	14,071.00	469,548.00	18,007.00	19,446.00	
Received						
Balance 100%	12,851.00	14,071.00	469,548.00	18,007.00	19,446.00	0.00
<b>Actual</b>	<b>State Mental Health Entitlement</b>	<b>6512</b>	<b>2,800,510.00</b>		<b>0.00%</b>	
	FVSD	HBCSD	HBUHSD	OVSD	WSD	WOCCE
Allocation	194,444.00	209,881.00	1,551,291.00	456,074.50	388,821.50	
RTC/BST Costs Pd	(20,166.00)	(19,041.00)	376,142.00	(211,851.50)	(125,083.50)	
Final Funding	174,278.00	190,840.00	1,927,433.00	244,223.00	263,738.00	
Received						0.00
Balance 100%	174,278.00	190,840.00	1,927,433.00	244,223.00	263,738.00	0.00
<b>Actual</b>	<b>Preschool Staff Development</b>	<b>3345</b>	<b>2,477.00</b>	<b>0.00</b>	<b>0.00%</b>	
	FVSD	HBCSD	HBUHSD	OVSD	WSD	WOCCE
Allocation	283.00	459.00	-	959.00	776.00	-
Received						
Balance 100%	283.00	459.00	0.00	959.00	776.00	0.00
<b>Actual</b>	<b>Early Intervention</b>	<b>3385</b>	<b>85,873.00</b>		<b>0.00%</b>	
	FVSD	HBCSD	HBUHSD	OVSD	WSD	WOCCE
Allocation	-	1,213.00	-	2,394.00	23,168.00	59,098.00
Received						
Balance 100%	0.00	1,213.00	0.00	2,394.00	23,168.00	59,098.00
<b>Actual</b>	<b>Alternative Dispute Resolution</b>	<b>3395</b>	<b>21,097.00</b>			
	FVSD	HBCSD	HBUHSD	OVSD	WSD	WOCCE
Allocation	0.00	0.00	0.00	0.00	0.00	21,097.00
Received						
Balance 100%	0.00	0.00	0.00	0.00	0.00	21,097.00
<b>estimated</b>	<b>Infant Discretionary</b>	<b>6515</b>	<b>10,398.00</b>	<b>0.00</b>	<b>0.00%</b>	
	FVSD	HBCSD	HBUHSD	OVSD	WSD	WOCCE
Allocation	2,100.00	2,100.00		2,100.00	2,100.00	1,998.00
Received						
Balance 100%	2,100.00	2,100.00	0.00	2,100.00	2,100.00	1,998.00



The 2016-17 Budget:  
**Proposition 98  
Education Analysis**



MAC TAYLOR • LEGISLATIVE ANALYST • FEBRUARY 2016



purchasing power is maintained. The mandate block grant rates have not changed since the block grant was created in 2012-13. Without a COLA, the value of the block grants will erode

over time, which might cause some LEAs to stop participating in the block grants and return to filing separate reimbursement claims—arguably a disadvantage both for them and the state.

## SPECIAL EDUCATION

In this section, we begin with an overview of the Governor’s proposed budget for special education. We then examine three special education budget issues: (1) differences in special education per-student funding rates, (2) funding for infants and toddlers with exceptional needs, and (3) funding to develop new systems of support for struggling students.

### Overview

**Governor’s Budget Proposes Slight Reduction in Special Education Funding.** As Figure 24 shows, the Governor’s budget includes \$5 billion for special education in 2016-17. Funding decreases \$41 million (1 percent) from the revised 2015-16 level. The largest single source of this decrease is the Governor’s proposal to remove a \$30 million augmentation for infant and toddler services included in last year’s budget. An additional decrease of \$30 million reflects a slight decline (0.4 percent) in projected 2016-17 attendance and various other technical adjustments. Offsetting some of this \$60 million reduction is an \$18 million increase for a 0.47 percent COLA and a \$1 million increase in federal funding. Of total special education funding in 2016-17, 63 percent comes from the state

General Fund, 24 percent from federal funds, and 13 percent from local property tax revenue. These shares are about the same as in the prior two years.

### Special Education Funding Rates

Below, we provide background on special education funding, discuss differences in special education funding rates, and recommend a process for reducing these differences over time.

### Background

**Federal Law Requires Districts to Provide Supplemental Support for Students With Disabilities.** Specifically, the federal Individuals with Disabilities Education Act (IDEA) requires school districts, COEs, and charter schools (collectively referred to as LEAs) to provide “specially defined instruction, and related services, at no cost to parents, to meet the unique needs of a child with a disability.” Once a district has

**Figure 24**  
**Special Education Funding**

(Dollars in Millions)

	2014-15 Actual	2015-16 Revised	2016-17 Proposed	Change From 2015-16	
				Amount	Percent
<b>Proposition 98</b>					
General Fund	\$3,287	\$3,257	\$3,181	(\$76)	-2%
Local Property Taxes	529	593	627	34	6
Subtotals	(\$3,816)	(\$3,850)	(\$3,808)	(\$42)	(-1%)
<b>Federal Funds<sup>a</sup></b>					
Totals	\$1,210	\$1,206	\$1,207	\$1	—
<b>Totals</b>	<b>\$5,026</b>	<b>\$5,056</b>	<b>\$5,016</b>	<b>-\$41</b>	<b>-1%</b>

<sup>a</sup> Excludes \$14 million in federal funding for infants and toddlers passed through from the Department of Developmental Services.

determined a student with a disability requires additional educational support, it develops an Individual Education Program (IEP) for the student that documents which special education services the district will provide. Throughout this section, we use the term student with disability (SWD) to refer to a student who has formally qualified to receive special education services.

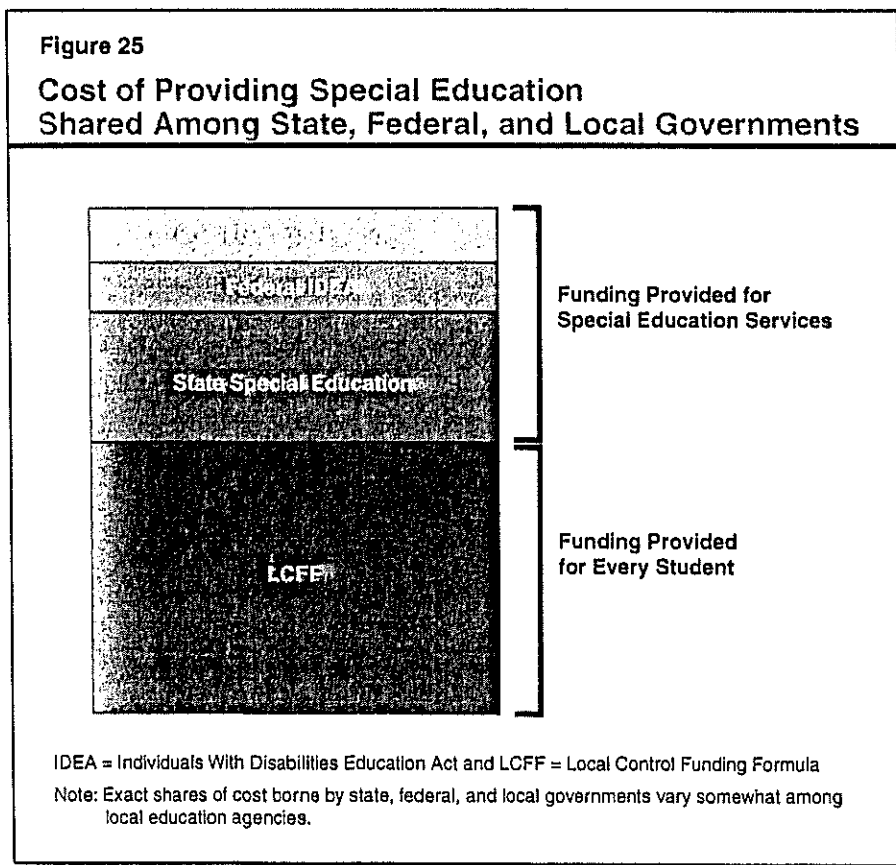
**Special Education Services Supported by Both General Purpose and Categorical Funds.** Local agencies receive billions of dollars in LCFF funding on behalf of educating all students, including SWDs. As shown in Figure 25, the supplemental services LEAs must provide to SWDs impose additional costs on top of this base level of support. To assist LEAs in paying these additional costs, both the state and federal government distribute categorical funds dedicated specifically for special education. Because these funds typically are not sufficient to cover the costs of all IEP-required

services, LEAs use general purpose funds to cover any remaining cost. (In addition to the main state and federal special education categorical programs, a few other special education categorical programs exist. The most notable of these is a state categorical program for infants and toddlers with exceptional needs.)

**Most Categorical Funds Allocated to Special Education Local Plan Areas (SELPA).** Because economies of scale often improve both programmatic outcomes and cost-effectiveness, the state distributes special education categorical funds to 130 SELPAs rather than to the approximately 2,000 LEAs in the state. Most SELPAs are consortia of nearby districts, COEs, and charter schools, although some large districts have formed their own SELPAs. Additionally, three SELPAs consist of only charter schools and one SELPA consists solely of court schools in Los Angeles County. Each SELPA has a governing board consisting of member

LEAs that determines how categorical funds will be allocated. These funds can be distributed to member LEAs or retained by the SELPA to operate shared, regionalized services. (A few special education funding streams, including funding for infants and toddlers with exceptional needs, are allocated directly to LEAs.)

**State Previously Distributed Categorical Funds Based on Projected Costs.** Prior to 1998, California distributed funds to SELPAs based on the estimated cost



of providing specific “units” of special education services. This system provided higher funding amounts to SELPAs that identified a larger proportion of their students for special education and served these students in more expensive settings.

**Most Categorical Funds Now Allocated Based on Overall Student Population.** To eliminate the incentives to over-identify students for special education and provide them with more costly services, California switched to a “census-based” model for special education funding in 1998. The census-based model allocates funds to SELPAs based on total student attendance, regardless of how many students are served in special education. In adopting this model, the state implicitly assumes that SWDs are distributed equally across SELPAs. The federal government made a similar switch towards a census-based funding model starting in 2000, though some federal funds still are allocated according to other factors.

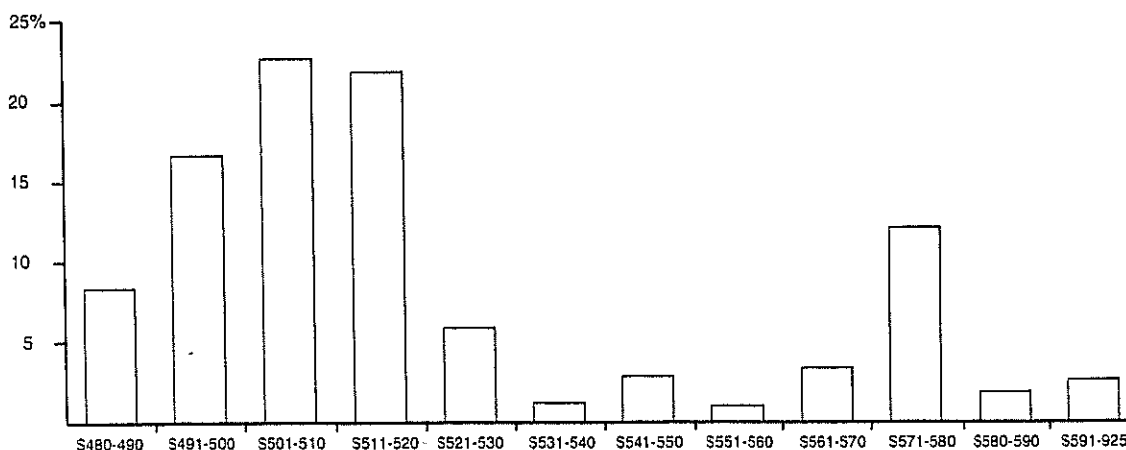
**Special Education Funding Rates Vary Across SELPAs.** Figure 26 shows the variation in SELPA per-student funding rates. The statewide median

rate is \$510 per student, with rates ranging from \$480 to \$925. This large variation in rates has existed for many decades, largely stemming from differences that pre-date the transition to the census-based model in 1998-99. When the state made the transition to the new special education funding model, each SELPA’s per-student rate was based on the amount of funding it had received under the old unit-based model. The state effectively carried forward significant variations in those former rates into the new system.

**State Has Made Efforts to Equalize Special Education Rates.** In an effort to reduce inequities in SELPA funding rates, the state funds all SELPAs’ attendance increases at a uniform rate (\$530 per student in 2014-15). That is, when a SELPA’s attendance increases, it receives \$530 per student, not its unique per-student rate. As SELPA attendance increases, this approach slowly increases the lowest per-student rates and decreases the highest rates. Because statewide attendance has been virtually flat over the last 10 years, this equalization approach has had little effect on the variation in per-student funding rates, with only

**Figure 26**  
**Special Education Per-Student Funding Rates Vary**

*Share of Statewide Attendance, 2013-14*



growing SELPAs being affected. The state also provided \$122 million in the late 1990s to partially equalize SELPA per-student rates. More recently, in 2013-14, the Legislature appropriated \$30 million to equalize special education rates at the same pace as LCFF implementation, but these funds were vetoed by the Governor. In his veto message, the Governor expressed concern that special education equalization would come at the expense of LCFF implementation.

***Special Education Funding Disparities Not Addressed in State's Recent Finance Reform.***

Since enacted in 2013-14, the state has dedicated billions of new dollars toward implementing LCFF. In allocating these new dollars, the state has taken 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. Under this approach, districts with historically low per-student funding rates are receiving larger LCFF funding increases than those with historically high per-student rates. Because special education funding was not shifted into LCFF and the Governor has not approved the Legislature's recent special education equalization efforts, special education per-student rates have not increased significantly nor have differences in these rates been reduced significantly.

**Assessment**

***Inequities in Special Education Funding Rates Are Due to Multiple Historic Anomalies.***

The differences between special education funding rates across the state are due to multiple historic anomalies that have no relationship to SELPAs' current student populations. When the census-based funding model was first adopted in 1998, each SELPA's per-pupil rate was determined by dividing their 1997-98 special education funding by their total ADA. These original rates differed among SELPAs primarily for two reasons. First,

the old unit-based funding model provided greater levels of funding to SELPAs that identified a larger proportion of students for special education and served students in more expensive settings. Second, the state paid unequal per-unit rates to SELPAs. These per-unit rates were based on an informal survey of special education expenditures in 1979-80. The variation in expenditures primarily reflected differences in average teacher salaries at that time, which, in turn, were driven by differences in regional wages and differences in the experience and qualifications of individual teachers. Although we believe the state's current census-based funding model is better designed than the old unit-based system, the current system in practice inherited the old system's disparities in per-student rates, and the state has yet to reduce those disparities significantly.

***LEAs in SELPAs With Relatively Low Rates Must Contribute a Larger Share of Local Funds to Special Education.*** When special education categorical funding does not cover all IEP-required services, LEAs must use their local general purpose funds to cover the difference. As a result, LEAs that belong to SELPAs with relatively low special education funding rates must contribute more (all else constant). We estimate that in 2013-14, school districts and COEs located in the quarter of SELPAs with the lowest funding rates spent an average of \$370 per student in local funds. By contrast, districts and COEs located in the quarter of SELPAs with the highest funding rates spent an average of \$305 per student in local funds. Because these funds would otherwise be available for general purpose expenditures, these findings indicate that inequities in special education funding spill over and generate inequities in the amount of resources districts and COEs have for general education purposes.



## Recommendations

***Set Target to Equalize Special Education Funding at the 90<sup>th</sup> Percentile.*** We recommend the Legislature adopt statute stating intent to equalize special education funding rates to the 90<sup>th</sup> percentile of existing rates. (When the Legislature has equalized funding for education programs in the past, it typically has set this level as a target.) We estimate the 90<sup>th</sup> percentile is approximately \$570 per ADA in 2016-17. We estimate funding this equalization target would cost \$307 million in 2016-17.

***Close Special Education Funding “Gap” at Same Rate as LCFF.*** We recommend the Legislature take steps to equalize special education funding rates at the same pace as LCFF implementation. Using this approach would involve two steps. First, it would require calculating each SELPA’s funding “gap”—the difference between the 90<sup>th</sup> percentile rate and the SELPA’s current rate. Second, it would require that any funds set aside for LCFF transition funding be applied proportionally to the remaining gaps in both LCFF and special education. This would involve adding the total special education funding gap for all SELPAs to the statewide LCFF gap and using this new “LCFF plus special education” gap level to calculate a gap closure rate. This gap closure rate then would be applied equally to every SELPA (to close a portion of their special education funding gap) and LEA (to close an identical portion of their LCFF gap). If the Legislature adopted the Governor’s proposal to provide \$2.8 billion for LCFF gap funding and used this approach to funding special education equalization, roughly \$140 million would be appropriated to SELPAs. Under this approach, the state would close 46 percent of gap for both LCFF and special education funding (rather than 49 percent of the gap for LCFF only).

## Infants and Toddlers With Exceptional Needs

Below, we provide background on the state’s program for infants and toddlers with exceptional needs, assess the Governor’s proposal to remove an augmentation provided for this program last year, and recommend the Legislature pursue comprehensive reform of this program.

### Background

***State Serves Infants and Toddlers Who Are Developmentally Delayed or at Risk for Delay.*** California receives federal funding under IDEA Part C, which requires participating states to offer services to all children from birth to 36 months of age who are developmentally delayed or at serious risk for a developmental delay. Risk factors include disabling conditions, such as hearing loss, visual or orthopedic impairments, and neurodevelopmental disorders, such as autism. The state identified and served approximately 35,000 infants and toddlers under these eligibility categories in 2014-15.

***Most Infants and Toddlers Receive Services From the Department of Developmental Services (DDS).*** At the state level, responsibility for serving infants and toddlers with exceptional needs is shared by DDS and CDE. The state has designated DDS as the lead agency for IDEA Part C services. Approximately 85 percent of enrolled infants and toddlers receive services from Regional Centers contracting with DDS, whereas the remaining 15 percent receive services from LEAs and SELPAs under the direction of CDE.

***LEAs and SELPAs Required to Serve Infants and Toddlers With Certain Disabilities.*** Since 1993, California has required SELPAs to serve all children who have solely low-incidence disabilities, which the state defines as being deaf or hard of hearing, blind or visually impaired, or orthopedically impaired. LEAs and SELPAs

are not required to serve children who have a low-incidence disability in addition to another eligible condition. For example, children who are both blind and autistic typically would be served by their Regional Center.

**Some LEAs Serve Some Infants and Toddlers With Other Conditions.** The state’s approach for identifying, serving, and funding infants and toddlers with exceptional needs has changed over time. Today, some LEAs provide services to infants and toddlers with exceptional needs who do not have solely low-incidence disabilities. Currently, a total of 97 LEAs provide such services. The state selected these LEAs for historical reasons, and no new LEAs have been allowed to start serving these types of children since 1987, the last time the state expanded the program.

**Most LEA Infant and Toddler Services Supported by Unit-Based Funding System Adopted in Early 1980s.** As shown in Figure 27, the state provides most funding for LEA infant and toddler programs through the J-50 system, which was originally developed for K-12 special education and then applied to infant and toddler services starting in 1980-81. The state stopped using this system for most special education services in 1998-99 but continues to use it for infants and toddlers.

The J-50 system funds LEAs for certain “units” of service, such as service in separate classrooms containing only students with disabilities or service in integrated classrooms containing students both with and without disabilities. For each type of service, LEAs receive a unique per-unit rate based on their average personnel costs in 1980-81 adjusted for cost-of-living increases. Although the state distributes funding based on the number and type of units that LEAs report, these units do not reflect how services are typically provided to infants and toddlers. As a result, LEAs may, for example, provide only home-based services for children even if their unit-based funding assumes they deliver service in a classroom with an instructor and an aide.

**SELPA and LEAs Receive Additional Support Provided From Two Minor Funding Streams.**

Two additional funding streams supplement the J-50 unit system. One of these is the Part C Grant for SELPAs, which is a \$14 million grant intended to cover the cost of providing specific services mandated by federal law. (These services include providing transportation, case management, and services for all infants and toddlers with solely low-incidence disabilities.) The Part C Grant for SELPAs is funded as a portion of a larger federal grant received by DDS.

The second funding stream is the Infant Discretionary Fund, which provides \$2 million (Proposition 98 General Fund) for supplementary assistance to SELPAs and LEAs who can document extraordinary costs in their infant and toddler program.

**Figure 27**  
**LEA Funding for Infants and Toddlers With Exceptional Needs**  
*(Dollars in Millions)*

	2014-15	2015-16	2016-17	Change from 2015-16	
	Actual	Budget Act.	Proposed	Amount	Percent
<b>Proposition 98 Funds</b>					
J-50 units	\$59	\$105	\$75	-\$30	-29%
Infant Discretionary Fund <sup>a</sup>	2	2	2	—	—
Subtotals	(\$62)	(\$107)	(\$77)	(\$-30)	(-28%)
<b>Part C Grant for SELPAs<sup>b</sup></b>					
Total	\$76	\$121	\$91	-\$30	-25%

<sup>a</sup> Provides additional funding to LEAs that can document extraordinary costs.  
<sup>b</sup> Reflects portion of federal funding passed through from the Department of Developmental Services to the Department of Education. Total IDEA Part C funding is approximately \$50 million.  
 LEA = local education agency and IDEA = Individuals With Disabilities Education Act.



***Special Education Task Force Recommends Centralizing Program Under Single State Agency.*** In 2015, a group of special education experts in California (collectively referred to as the Statewide Task Force on Special Education) issued a report recommending policy changes. Among their recommendations was a proposal to centralize administration for the infant and toddler program under a single state agency. The task force concluded that the current diffusion of responsibility for this program between DDS and CDE has resulted in unjustified disparities in funding rates and unequal access to programs in all parts of the state.

***2015-16 Budget Included Ongoing Increase of \$30 Million for LEA Infant and Toddler Services.*** The 2015-16 Budget Act included an ongoing augmentation of \$30 million for services to infants and toddlers with special needs, an approximately 33 percent increase in state support for the program. These funds were to be allocated to LEAs according to a method determined jointly by the Department of Finance, the California Department of Education, and the Legislative Analyst's Office. During discussions this fall, the three agencies were unable to agree on a specific method for allocating the funds. As a result, these funds were not spent.

### **Governor's Proposal**

***Governor's Budget Removes Ongoing Increase for Infants and Toddlers.*** Because the three agencies were unable to come to an agreement on how to distribute the \$30 million, the Governor's budget removes the ongoing increase for infant and toddler services. Funding for these services would return to approximately the same funding level as in 2014-15, adjusted for changes in enrollment and cost-of-living. (As discussed later in this section, the Governor proposes to provide \$30 million in one-time funding for another special education initiative.)

### **Assessment**

***Funding Formula Is Based on Inaccurate Assumptions of How Services Are Provided.*** The J-50 unit system has never reflected how services are provided to infants and toddlers. Federal law requires that these services be provided in a natural setting, such a child's home, but LEAs are funded for providing education in formal settings such as special day classes. This disconnect between how services are provided and how LEAs are funded has been apparent since the earliest days of the program. In 1985, only four years after the program was created, a statewide survey of LEAs providing infant and toddler services found that 58 percent indicated "the present funding model does not reflect how services are provided." These LEAs recommended developing a funding model that more accurately reflected the delivery of home- and/or center-based services. More than thirty years have passed, however, and the funding model remains unchanged.

***Variation in LEA Rates Results in Large Funding Inequities.*** In addition to using a model that is not aligned to actual services, the current funding model provides unique per-unit rates to LEAs based on their average personnel costs in 1980-81. (These rates have received the same cost-of-living adjustments as other state education programs, but they have not otherwise been adjusted since 1980-81.) We estimate that the effective rates LEAs receive under the J-50 system range from less than \$7,000 to more than \$17,000 per child served.

***2015-16 Augmentation Provided Substantial Increase to LEAs, No Increase to DDS.*** The 2015-16 Budget Act increased LEA funding for infants and toddlers by roughly one-third. This augmentation was provided without considering whether funding increases would be more effective in serving infants and toddlers if distributed proportionally to LEAs and DDS Regional Centers, which serve the vast

majority of eligible infants and toddlers. (We estimate that, prior to the 2015-16 augmentation, LEAs received more direct state and federal funding per infant/toddler served than Regional Centers.)

***Given Major Flaws With Funding Model, Proposal to Remove Ongoing Increase Is Reasonable.*** Because the funding system is complex, outdated, and unequal, we think the Governor's proposal to remove the ongoing \$30 million increase is reasonable. While increases in funding for infants and toddlers may be warranted, using the existing funding system to allocate a sizeable funding increase would exacerbate existing inequities.

### **Recommendation**

***Recommend Comprehensive Restructuring of Program.*** Given the major flaws with the existing funding model, we recommend the Legislature consider undertaking a comprehensive review of the state's programs for infants and toddlers with special needs. Such a review could include an analysis of how funding rates vary by LEA, a comparison of LEA rates with DDS rates, a summary of how LEAs and Regional Centers coordinate services, and an analysis of the governance structure of the infant and toddler programs. Such a report would help the Legislature take specific action in the future to address the flaws in the existing system and ensure funding is equitable across the state.

### **Schoolwide Systems of Support**

Below, we provide background on the issue of schoolwide systems of support for struggling students, assess the Governor's proposal to increase funding for a grant related to these systems, and recommend rejecting this proposal, as we believe the original grant amount is sufficient to realize state goals.

### **Background**

***Special Education Task Force Recommends Support for Struggling Students.*** Last year, the Statewide Special Education Task Force recommended encouraging districts to implement systems of support for students who struggle either academically or behaviorally. These systems would serve as alternatives to identifying struggling students for special education or addressing behavioral issues through disciplinary action. Examples of such systems might include revising instructional practices to make curriculum more accessible to students with diverse learning needs or developing a special curriculum for students with behavioral issues.

***2015-16 Budget Allocated \$10 Million to Develop Systems of Support for Struggling Students.*** The 2015-16 budget included \$10 million to be awarded to one or two COEs to develop new resources related to these new systems of support. Trailer legislation required the award recipient(s) to identify strategies for implementing these systems, develop materials related to these strategies, and provide technical assistance and professional development to LEAs interested in implementing these systems of support. CDE is currently reviewing grant applications and expects to make an award decision in April 2016.

### **Governor's Proposal**

***Governor's Budget Proposes \$30 Million One-Time Increase for Systems of Support.*** The administration has indicated that it intends for the majority of the \$30 million increase to be passed through to LEAs via a subgrant process administered by the recipient of the original award. These subgrants would help LEAs cover the cost of implementing new strategies.

## Assessment

***Original Grant Is Sufficient to Realize State Goals.*** We believe the original grant offers sufficient funding for the recipient to identify effective strategies, develop a repository of related materials, and train a small number of teachers and administrators from across the state who can in turn provide training to their peers. The CDE currently has received applications from 11 COEs, suggesting the \$10 million is enough to perform the activities specified in statute.

***School Districts Already Have Sufficient Resources to Implement New Systems.*** We believe the justification for subgrants to help LEAs cover the cost of implementing new instructional and support strategies is weak. School districts have received substantial increases in LCFF funding

in recent years, as well as substantial one-time funding to pay down the mandate backlog that can be used for any purposes, including training teachers and school leaders on new systems of student support. We believe such efforts would be best planned and coordinated by local governing boards.

## Recommendation

***Reject Governor's Proposal.*** Because we believe the state's goals can be realized with the original grant amount, we recommend rejecting the proposed augmentation. This would free up \$30 million in Proposition 98 funding that the Legislature could use for other one-time purposes, such as paying down more of the existing mandate block grant.

# COUNTY OFFICES OF EDUCATION

The *2016-17 Governor's Budget* provides the state's 58 COEs with a total of \$1 billion in LCFF funds, reflecting a slight increase (\$1.8 million) from the revised 2015-16 level. Below, we provide background on the COE funding formula; describe the adjustments the Governor makes to COE funding in 2014-15, 2015-16, and 2016-17; discuss our ongoing concerns about an implementation issue with the COE funding formula; and offer a corresponding recommendation. (For more detail on COE funding, please see our online EdBasics, "How Are County Offices of Education Funded Under the Local Control Funding Formula.")

## Background

***State Created New COE Funding Formula in 2013-14.*** In tandem with implementing the LCFF for school districts, the state also revised its approach to funding COEs. While the allocation

formula for districts differs from that for COEs, the state had a similar restructuring goal—to replace an outdated and prescriptive set of revenue limit rules and categorical grants with a more consistent and student-oriented funding approach. The COE LCFF consists of a two-part formula that reflects the two core functions of COEs: (1) ongoing support to the school districts, including review of districts' budgets and Local Control and Accountability Plans, and (2) operation of COE alternative schools for certain categories of students. Each part of the formula contains specified funding rates for performing the associated functions. Each COE's target funding level is the sum of the two parts. Like the school district formula, the COE LCFF is funded by a combination of state General Fund and local property tax revenue, with the proportion of each fund source varying by county.

### ***State Included Two “Hold Harmless”***

***Provisions in LCFF Legislation.*** The legislation creating LCFF (for both school districts and COEs) included two provisions designed to ensure that no LEA experienced a loss in funding as a result of implementing the new formula. The first hold harmless provision ensures that each LEA will continue to get at least as much total funding as it received in 2012-13. Under this provision, each COE receives either its 2012-13 total funding level or its calculated LCFF target funding level, whichever is greater. The second hold harmless provision, known as the “minimum state aid” provision, ensures that each LEA will continue to get at least as much state General Fund as it received in 2012-13 for categorical programs. This means that even in a county where local property tax revenue is sufficient to fund most or all of its LCFF allotment, the state still must provide a specified amount of state aid. Each COE’s minimum state aid entitlement varies based on historical participation in categorical programs, with those that ran more and/or larger programs before LCFF receiving larger amounts of state aid.

***Two-Thirds of COEs Funded Above Their LCFF Targets.*** In 2014-15, the state fully implemented the LCFF for COEs—funding every COE at or above their target level. Because of the two hold harmless provisions, almost two-thirds of COEs are above their target levels. As Figure 28 shows, current funding levels are above LCFF target funding levels in 37 counties, with some COEs’ funding levels notably exceeding their targets. Of these 37 COEs, 16 COEs are above their targets solely due to the first hold harmless provision, 2 are above their targets solely due to the second hold harmless provision, and 19 are above their targets due to a combination of the two provisions.

### **Governor’s Proposal**

***Finalizes 2014-15 LCFF Allotments.*** Based on final data, the Governor makes two notable adjustments to prior-year COE LCFF funding, resulting in a net reduction of \$33 million. The first adjustment is a decrease of \$43 million due to the actual amount of 2014-15 base COE funding upon which LCFF targets and hold harmless amounts are calculated being lower than the administration originally estimated. The second adjustment is an increase of \$10 million due to higher minimum state aid costs than the administration originally estimated.

***Makes Corresponding Downward Adjustment to 2015-16 Funding Level.*** The Governor’s budget makes two notable adjustments to current-year COE LCFF funding, resulting in a net reduction of \$35 million compared to the *2015-16 Budget Act*. The bulk of the change is due to carrying forward the adjustments from the prior year, with a slight additional drop primarily due to lower attendance than the administration estimated.

***Proposes Nearly Flat Funding for 2016-17.*** The Governor proposes to increase COE LCFF funding in 2016-17 by \$1.8 million (0.2 percent) over the revised 2015-16 level. This slight increase is due to some COEs receiving a 0.47 percent COLA. We estimate 23 COEs would receive the COLA, with the remaining 35 COEs already at funding levels in excess of their COLA-adjusted LCFF targets.

### **Assessment**

***Revisiting Rationale for First COE LCFF Hold Harmless Provision.*** The two hold harmless provisions departed from the essence of the new LCFF formula (that is, linking funding to students and providing the same funding rates statewide), but we believe the first hold harmless provision was a reasonable measure to help some COEs transition to the new funding system. Specifically, the first provision ensuring that a COE received no less

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Legislative Matrix Friday, February 26, 2016 12:40 PM

Hot List Bills

**AB 1644** ( Bonta D) School-based early mental health intervention and prevention services.

Introduced: 1/11/2016

Status: 2/4/2016 - Referred to Coms. on ED. and HEALTH.

Location: 2/4/2016 - A. ED.

2Year Dead	Desk	Policy	Fiscal	Floor	Desk	Policy	Fiscal	Floor	Conf. Conc.	Enrolled	Vetoed	Chaptered
	1st House				2nd House							

**Summary:** Existing law, the School-based Early Mental Health Intervention and Prevention Services for Children Act of 1991, authorizes the Director of Health Care Services, in consultation with the Superintendent of Public Instruction, to provide matching grants to local educational agencies to pay the state share of the costs of providing school-based early mental health intervention and prevention services to eligible pupils at schoolsites of eligible pupils, subject to the availability of funding each year. Existing law defines "eligible pupil" for this purpose as a pupil who attends a publicly funded elementary school and who is in kindergarten or grades 1 to 3, inclusive. Existing law also defines "local educational agency" as a school district or county office of education or a state special school. This bill would expand the definition of an eligible pupil to include a pupil who attends a preschool program at a publicly funded elementary school and a pupil who is in transitional kindergarten, thereby extending the application of the act to those persons. The bill would also include charter schools in the definition of local educational agency, thereby extending the application of the act to those entities. The bill would require the State Public Health Officer, in consultation with the Superintendent of Public Schools and the Director of Health Care Services, to establish a 4-year pilot program, the School-Based Early Mental Health Intervention and Prevention Services Support Program, to provide outreach, free regional training, and technical assistance for local educational agencies in providing mental health services at schoolsites. The bill would require the State Department of Public Health to submit specified reports after 2 and 4 years. The bill would repeal these provisions as of January 1, 2022.

HOT

**AB 1897** ( Mullin D) Day care centers: birth to first grade license option.

Introduced: 2/11/2016

Status: 2/25/2016 - Referred to Com. on HUM. S.

Location: 2/25/2016 - A. HUM. S.

2Year Dead	Desk	Policy	Fiscal	Floor	Desk	Policy	Fiscal	Floor	Conf. Conc.	Enrolled	Vetoed	Chaptered
	1st House				2nd House							

Calendar: 3/29/2016 1:30 p.m. - State Capitol, Room 437 ASSEMBLY HUMAN SERVICES, CHU, Chair

**Summary:** Existing law provides for the licensure and regulation of day care centers by the State Department of Social Services. Existing regulations require a separate license to be issued for each component of a combination center, and establishes teacher-child ratio requirements. This bill would require the department to, in consultation with specified stakeholders, adopt regulations on or before January 1, 2018, to develop and implement a birth to entering first grade license option for day care centers. The bill would require the regulations to include age-appropriate transition times, as specified, a requirement that a single integrated license option list the age groups of children being served at the day care center, and a

HOT

requirement that all other licensing regulations that apply to a day care center shall also apply to a birth to entering first grade license option. The bill would require, until a day care center has the new integrated license, standards for inspection of a day care center to be based on the current license.

**AB 2091**

**( Lopez D) Special education: individualized education programs: translation services.**

**Introduced:** 2/17/2016

**Status:** 2/18/2016 - From printer. May be heard in committee March 19.

**Location:** 2/17/2016 - A. PRINT

2Year Dead	Desk	Policy	Fiscal	Floor	Desk	Policy	Fiscal	Floor	Conf. Conc.	Enrolled	Vetoed	Chaptered
	1st House				2nd House							

HOT

**Summary:** Existing law requires local educational agencies to identify, locate, and assess individuals with exceptional needs and to provide those pupils with a free appropriate public education in the least restrictive environment, with special education and related services as reflected in an individualized education program. Existing law requires a local educational agency to initiate and conduct meetings for the purposes of developing, reviewing, and revising the individualized education program of each individual with exceptional needs in accordance federal law. Existing law requires the local educational agency to take any action necessary to ensure that the parent or guardian understands the proceedings at a meeting, including arranging for an interpreter for parents or guardians with deafness or whose native language is a language other than English. This bill would require a local educational agency to also provide translation services for a pupil's parent, guardian, or educational rights holder, as specified. The bill would require the local educational agency to, among other things, provide a pupil's parent, guardian, or educational rights holder with a translated copy of any document discussed at an individualized education program team meeting, including the individualized education program itself, in the parent's, guardian's, or educational rights holder's primary language within 30 days of being requested and to make available translated copies of any standardized forms or other standardized information that the local educational agency maintains on each schoolsite for purposes of special education, as specified. The bill would require the documents to be translated pursuant to these provisions be translated by a qualified interpreter, as defined, who is proficient in both the English language and the non-English language to be used. By imposing additional duties on local educational agencies, the bill would impose a state-mandated local program. This bill contains other related provisions and other existing laws.

**AB 2122**

**( McCarty D) California Classified School Employee Teacher Credentialing Program.**

**Introduced:** 2/17/2016

**Status:** 2/18/2016 - From printer. May be heard in committee March 19.

**Location:** 2/17/2016 - A. PRINT

2Year Dead	Desk	Policy	Fiscal	Floor	Desk	Policy	Fiscal	Floor	Conf. Conc.	Enrolled	Vetoed	Chaptered
	1st House				2nd House							

HOT

**Summary:** The Wildman-Keeley-Solis Exemplary Teacher Training Act of 1997 establishes the California School Paraprofessional Teacher Training Program for the purpose of recruiting paraprofessionals to participate in a program designed to encourage them to enroll in teacher training programs and to provide instructional service as teachers in the public schools. The act requires, among other things, that the Commission on Teacher Credentialing, in consultation with certain other educational entities, to select, pursuant to specified criteria, 24 or more school districts or county offices of education representing rural, urban, and suburban areas that apply to participate in the program. The act requires a school district or county office of education to require a person participating in the program to commit to fulfilling certain specified obligations relating to obtaining a teaching credential and employment as a teacher in the school district or county office of education. The act requires a school district or county office of education to require a program participant to obtain a certificate of clearance from the commission and provide verification of a specified level of academic achievement prior to participating in the program. The act expresses the intent of the Legislature that in each fiscal year, funding for the California School Paraprofessional Teacher Training Program be allocated to the commission for grants to school districts and county offices of education, limits grants to \$3,500 per program participant per year, and makes funding for the grants contingent upon an appropriation in the annual Budget Act. This bill would substantially revise those provisions to instead establish the California Classified School Employee Teacher Credentialing Program for the purpose of recruiting classified school employees to participate in a program designed to encourage them to enroll in teacher training programs and to provide instructional service as teachers in the public schools. Subject to an appropriation for these purposes in the annual Budget Act, the bill would require the commission to issue a request for proposals to all school districts and county offices of education in the state in order to solicit applications for funding. The bill would require the criteria adopted by the commission for the selection of school districts or county offices of education to participate in the program to include, among other things, the extent to which

the applicant's plan for recruitment attempts to meet the demand of teacher shortages in shortage areas in kindergarten and grades 1 to 12, inclusive. The bill would require an applicant that is selected to participate to provide information about the program to all eligible classified school employees in the school district or county office of education and to provide assistance to each classified school employee it recruits under the program regarding admission to a teacher training program. The bill would also require an applicant to require participants to satisfy specified requirements before participating in the program, including passing a background check, and to certify that it has received a commitment from each participant that he or she will accomplish certain things, including completing all of the requirements for, and obtain, a multiple subject, single subject, or education specialist teaching credential. The bill would require the commission to contract with an independent evaluator with a proven record of experience in assessing teacher training programs to conduct an evaluation to determine the success of the program and would require the evaluation to be conducted once every 5 years, with the first evaluation being completed on or before July 1, 2021. The bill would also require the commission, on or before January 1 of each year, to report to the Legislature regarding the status of the program, as specified. The bill would state the Legislature's intent that each fiscal year, funding for the program be allocated to the commission for grants for up to 1,000 new participants per year and would prohibit a grant to an applicant from exceeding \$4,000 per participant per year. The bill would make funding for grants to applicants contingent upon an appropriation in the annual Budget Act.

**AB 2329**

**( Bonilla D) Computer science curriculum: study.**

**Introduced:** 2/18/2016

**Status:** 2/19/2016 - From printer. May be heard in committee March 20.

**Location:** 2/18/2016 - A. PRINT

2Year Dead	Desk	Policy	Fiscal	Floor	Desk	Policy	Fiscal	Floor	Conf. Conc.	Enrolled	Vetoed	Chaptered
	1st House				2nd House							

**Summary:**

The California Council on Science and Technology is a nonprofit corporation organized pursuant to Section 501(c)(3) of the federal Internal Revenue Code. Existing law provides that the council was established at the request of the Legislature for the specific purpose of offering expert advice to state government on public policy issues significantly related to science and technology. Existing law authorizes school districts that require more than 2 years of mathematics courses for graduation to award mathematics credit for completion of a California State University and University of California approved "category C" computer science course. Existing law requires the California State University and requests the University of California to develop guidelines for high school computer science courses to be approved for purposes of recognition for admission to the California State University and the University of California, respectively, and would encourage the University of California to ensure that computer science courses that satisfy the mathematics subject area requirements for admission build upon fundamental mathematics content provided in courses that align with the academic content standards developed by the Academic Content Standards Commission.

This bill would request that the council undertake and complete a study, and submit the study to the Legislature, by January 1, 2018, analyzing the status and impact of recently enacted laws, as specified. The bill would state that the goal of the study is to help the Legislature, through a data-driven review, understand the needs to advance computer science in California's high school curriculum and to move forward with policy that increases computer science education opportunities in high school, leading to an increase in the number of computer science degree holders produced by public postsecondary educational institutions in California.

HOT

**AB 2336**

**( Olsen R) Teacher credentialing: emergency substitute teaching permits.**

**Introduced:** 2/18/2016

**Status:** 2/19/2016 - From printer. May be heard in committee March 20.

**Location:** 2/18/2016 - A. PRINT

2Year Dead	Desk	Policy	Fiscal	Floor	Desk	Policy	Fiscal	Floor	Conf. Conc.	Enrolled	Vetoed	Chaptered
	1st House				2nd House							

**Summary:**

Existing law authorizes the Commission on Teacher Credentialing to issue various types of teaching and services credentials,

including preliminary and clear multiple and single subject teaching credentials. The commission is also authorized to issue emergency teaching and specialist permits that correspond to specified credential types. Statutory provisions specify the requirements with which applicants for those credentials and permits are required to comply.

HOT This bill would, until January 1, 2022, require the commission to issue Emergency Substitute Teaching Permits authorizing the holder to substitute teach, limited each school year to up to 60 days for any one teacher in a general education classroom or 40 days for any one teacher in a special education classroom.

This bill contains other existing laws.

**AB 2659 (Committee on Education) Special education.**

Introduced: 2/19/2016

Status: 2/23/2016 - Introduced measure version corrected.

Location: 2/19/2016 - A. PRINT

2Year Dead	Desk	Policy	Fiscal	Floor	Desk	Policy	Fiscal	Floor	Conf. Conc.	Enrolled	Vetoed	Chaptered
	1st House				2nd House							

HOT **Summary:** Existing law requires a free appropriate public education to be made available to individuals with exceptional needs in accordance with specified federal regulations adopted pursuant to the federal Individuals with Disabilities Education Act. This bill would make changes to conform state statutes to federal regulations and would update cross-references to state regulations adopted pursuant to federal regulations.

**AB 2660 (McCarty D) Early education: three-year plan.**

Introduced: 2/19/2016

Status: 2/22/2016 - Read first time.

Location: 2/19/2016 - A. PRINT

2Year Dead	Desk	Policy	Fiscal	Floor	Desk	Policy	Fiscal	Floor	Conf. Conc.	Enrolled	Vetoed	Chaptered
	1st House				2nd House							

HOT **Summary:** Existing law requires the Superintendent of Public Instruction to administer all California state preschool programs, which include part-day age and developmentally appropriate programs for 3- and 4-year-old children, as provided. Existing law provides that 3- and 4-year-old children are eligible for the state part-day preschool program if the family meets one of several eligibility requirements, including income eligibility. This bill would require the State Department of Education, in consultation with the State Board of Education and the State Advisory Council on Early Learning and Care, on or before July 1, 2017, to submit to the Legislature and the Department of Finance a plan that provides a 3-year plan for providing access to income eligible children to high-quality prekindergarten programs for a minimum of one year before enrollment in kindergarten and a 3-year plan for ensuring that publicly funded prekindergarten programs focus on certain areas.

**AB 2810 (Eggman D) Aid-in-dying prescription drugs.**

Introduced: 2/19/2016

Status: 2/22/2016 - Read first time.

Location: 2/19/2016 - A. PRINT

2Year Dead	Desk	Policy	Fiscal	Floor	Desk	Policy	Fiscal	Floor	Conf. Conc.	Enrolled	Vetoed	Chaptered
	1st House				2nd House							

HOT **Summary:** Under the End of Life Option Act, an adult who meets certain qualifications and who has been determined by his or her attending physician to be suffering from a terminal disease, as defined, is authorized to make a request for a drug prescribed pursuant to these provisions for the purpose of ending his or her life. This bill would declare the intent of the Legislature to enact legislation relating to health care coverage and payment for aid-in-dying prescription drugs.



AB 2815

( O'Donnell D) Teacher credentialing: alternative certification programs: special education.

Introduced: 2/19/2016

Status: 2/22/2016 - Read first time.

Location: 2/19/2016 - A. PRINT

2Year Dead	Desk	Policy	Fiscal	Floor	Desk	Policy	Fiscal	Floor	Conf. Conc.	Enrolled	Vetoed	Chaptered
	1st House				2nd House							

HOT

Summary: Existing law establishes an alternative certification program to address the shortage of qualified teachers in specified subject matters, of teachers who work with limited-English-proficient pupils, of minority teachers, and of special education teachers. Existing law requires alternative certification programs to address geographic and subject matter shortage areas and be targeted toward people with work experience and others who already have a bachelor's degree in the field in which they plan to teach. This bill would additionally require alternative certification programs to address the shortage area of special education.

SB 62

( Pavley D) Student financial aid: Assumption Program of Loans for Education: Governor's Teaching Fellowships Program.

Introduced: 12/30/2014

Status: 2/1/2016 - From committee with author's amendments. Read second time and amended. Re-referred to Com. on APPR.

Location: 2/1/2016 - A. APPR.

2Year Dead	Desk	Policy	Fiscal	Floor	Desk	Policy	Fiscal	Floor	Conf. Conc.	Enrolled	Vetoed	Chaptered
	1st House				2nd House							

HOT

Summary: Existing law establishes the Assumption Program of Loans for Education, administered by the Student Aid Commission, under which any person enrolled in a participating institution of postsecondary education, or any person who agrees to participate in a teacher trainee or teacher internship program, is eligible to enter into an agreement for loan assumption, to be redeemed pursuant to a prescribed procedure upon becoming employed as a teacher if he or she satisfies certain conditions. This bill would, among other things, require a program participant to teach in a teaching field with a critical shortage of teachers and to demonstrate financial need, revise the information that the Superintendent is required to furnish to the commission annually regarding the program, and make conforming changes. The bill would require the program to continue to be implemented as it read on January 1, 2015, for specified purposes relating to loan assumption agreements entered into before that date.

SB 884

( Beall D) Pupil services: mental health services.

Introduced: 1/19/2016

Status: 1/28/2016 - Referred to Com. on RLS.

Location: 1/28/2016 - S. RLS.

2Year Dead	Desk	Policy	Fiscal	Floor	Desk	Policy	Fiscal	Floor	Conf. Conc.	Enrolled	Vetoed	Chaptered
	1st House				2nd House							

HOT

Summary: Existing law requires the Superintendent of Public Instruction to administer the special education provisions of the Education Code and ensure provision of, and supervise, education and related services to individuals with exceptional needs, as required pursuant to the federal Individuals with Disabilities Education Act. This bill would state the intent of the Legislature to enact legislation relating to the provision of mental health services to pupils with exceptional needs.

915

( Liu D) Teacher recruitment: California Center on Teaching Careers.

Introduced: 1/26/2016

Status: 2/25/2016 - Set for hearing March 9.

Location: 2/4/2016 - S. ED.

2Year Dead	Desk	Policy	Fiscal	Floor	Desk	Policy	Fiscal	Floor	Conf. Conc.	Enrolled	Vetoed	Chaptered
	1st House				2nd House							

Calendar: 3/9/2016 9 a.m. - John L. Burton Hearing Room (4203) SENATE EDUCATION, LIU, Chair

**Summary:** Existing law establishes various programs for the recruitment of teachers. This bill would establish the California Center on Teaching Careers for the purposes of recruiting qualified and capable individuals into the teaching profession. From funds appropriated for that purpose, the Superintendent of Public Instruction would be required to contract with a local educational agency to establish and administer the center with the concurrence, as defined, of representatives of the Commission on Teacher Credentialing, the University of California, the California State University, and independent institutions of higher education, as defined. The California Center on Teaching Careers would be required to perform specified duties, including, among others, creating or expanding a referral database for qualified teachers seeking employment in the public schools. The bill would authorize the California Center on Teaching Careers, in conducting those duties, to coordinate and work collaboratively with the Education Job Opportunities Information Network, existing teacher recruitment centers, school districts, county offices of education, and other teachers clubs and organizations. This bill contains other related provisions.

HOT

**SB 933**

( Allen D ) **Teachers: California Teacher Corps Act of 2016: teacher residency programs.**

Introduced: 2/2/2016

Status: 2/25/2016 - Set for hearing March 16.

Location: 2/18/2016 - S. ED.

2Year Dead	Desk	Policy	Fiscal	Floor	Desk	Policy	Fiscal	Floor	Conf. Conc.	Enrolled	Vetoed	Chaptered
	1st House				2nd House							

Calendar: 3/16/2016 9 a.m. - John L. Burton Hearing Room (4203) SENATE EDUCATION, LIU, Chair

**Summary:** Existing law establishes a system of public elementary and secondary education in this state. Existing law establishes local educational agencies, including school districts and county offices of education, throughout the state, and authorizes these agencies to provide instruction to pupils in kindergarten and grades 1 to 12, inclusive. This bill would establish the California Teacher Corps Act of 2016, under which the Superintendent of Public Instruction would make grants to applicant high-need local educational agencies and high-need consortium of local educational agencies, as defined, to assist these agencies in establishing and maintaining teacher residency programs, as defined. The teacher residency programs established by the bill would be defined as school-based teacher preparation programs in which a prospective teacher would teach alongside an experienced mentor teacher, as defined, while also receiving teacher training instruction in a teacher credentialing program in a qualified institution of higher education. The bill would establish eligibility standards for persons who apply for participation in the teacher residency programs established by the bill. This bill contains other related provisions.

HOT

**SB 1071**

( Allen D ) **Special education funding: preschool-age individuals with exceptional needs.**

Introduced: 2/16/2016

Status: 2/25/2016 - Referred to Com. on ED.

Location: 2/25/2016 - S. ED.

2Year Dead	Desk	Policy	Fiscal	Floor	Desk	Policy	Fiscal	Floor	Conf. Conc.	Enrolled	Vetoed	Chaptered
	1st House				2nd House							

**Summary:** Existing law requires a special education local plan area (SELPA) to submit to the Superintendent of Public Instruction information for providing special education and services to individuals with exceptional needs who are between the ages of three and five years old. Existing law requires these individuals to be served by the local educational agencies within each SELPA, as provided. Existing law establishes apportionments to SELPAs for special education programs to be calculated by the Superintendent, as provided. This bill would establish a new formula for a permanent one-time total adjustment to the SELPA base funding calculation, to be calculated by the Superintendent, to support special education and related services as required under the individualized education program for each 3-and 4-year-old preschool individual with exceptional needs, upon an appropriation in the Budget Act, as provided.

HOT

**SB 1113**

**( Beall D) Pupil health: mental health services: funding.**

**Introduced:** 2/17/2016

**Status:** 2/25/2016 - Referred to Com. on RLS.

**Location:** 2/25/2016 - S. RLS.

2Year Dead	Desk	Policy	Fiscal	Floor	Desk	Policy	Fiscal	Floor	Conf. Conc.	Enrolled	Vetoed	Chaptered
	1st House				2nd House							

HOT

**Summary:** Existing law requires each special education local plan area submitting a local plan to the Superintendent of Public Instruction to ensure that its policies, procedures, and programs are consistent with state and federal laws governing, among other things, free appropriate public education and individualized education programs, and requires the local plan to contain specified information, including an annual budget plan. This bill would declare the intent of the Legislature to enact legislation relating to mental health services in schools that would require counties to enter into agreements with special education local plan areas to allow access to Early and Periodic Screening, Diagnostic, and Treatment (EPSDT) funding through the county mental health programs by providing EPSDT mental health services. This bill contains other existing laws.

**Tracked Bills**

**AB 598**

**( Calderon D) Child care: family child care home education networks.**

**Introduced:** 2/24/2015

**Status:** 2/4/2016 - Referred to Com. on ED.

**Location:** 2/4/2016 - S. ED.

2Year Dead	Desk	Policy	Fiscal	Floor	Desk	Policy	Fiscal	Floor	Conf. Conc.	Enrolled	Vetoed	Chaptered
	1st House				2nd House							

**Summary:** Existing law requires the Superintendent of Public Instruction to contract with entities organized to operate family child care home education networks that support educational objectives for children in licensed family child care homes that serve families eligible for subsidized care. Existing law requires the family child care home education network programs to include certain things, including an assessment of each family child care home provider to ensure that services are of high quality and are educationally and developmentally appropriate. Existing law also requires each family child care home education network to do certain things, including assess the educational quality of the program offered in each family child care home in the network and ensure that a developmental profile is completed for each child in consultation with the provider. This bill would require that tools used to make these assessments be appropriate to family child care home settings. The bill would require the network to complete the developmental profile in collaboration with the provider by doing certain things, including conducting a parent survey of a child's developmental progress as directed by the department and incorporating it into the profile. The bill would require a family child care home education network to include the maintenance of a developmental portfolio, as provided. The bill would also require a family child care home education network to conduct a minimum of 9 site visits to each affiliated provider in a calendar year, as provided, among other things. This bill contains other related provisions and other existing laws.

**AB 796**

**( Nazarian D) Health care coverage: autism and pervasive developmental disorders.**

**Introduced:** 2/26/2015

**Status:** 2/4/2016 - Referred to Coms. on HEALTH and HUMAN S.

**Location:** 2/4/2016 - S. HEALTH

2Year Dead	Desk	Policy	Fiscal	Floor	Desk	Policy	Fiscal	Floor	Conf. Conc.	Enrolled	Vetoed	Chaptered
	1st House				2nd House							

**Summary:** Existing law provides for the licensure and regulation of health care service plans by the Department of Managed Health Care. A violation of those provisions is a crime. Existing law provides for the licensure and regulation of health insurers by the Department of Insurance. This bill would extend the operation of these provisions to January 1, 2022. By extending the operation of these provisions, the violation of which by a health care service plan would be a crime, the bill would impose a state-mandated local program. The bill would require the Board of Psychology, no later than December 31, 2017, and thereafter as necessary, to convene a committee to create a list of evidence-based treatment modalities for purposes of

## UPDATE ON WOCCE STAFF DEVELOPMENT 2015-2016

### **Recent/On-Going Trainings:**

- **Common Core State Standards – Trainer of Trainers:** The final two days of this training occurred February 3<sup>rd</sup> and 4<sup>th</sup>. Several District teams have already presented within their districts and others are finalizing their presentations.
- **Administrators' Focus Group:** This February 19<sup>th</sup> presentation was open to all administrators in the SELPA and featured a legal panel consisting of Karen Van Dijk, Ernest Bell, and Nancy Finch-Heuerman. The legal panel covered recent OAH cases, Appellate cases and OCR filings.
- **Assistive Technology (AT) Certificate Program:** This multi-week class began on January 25<sup>th</sup> and will conclude the first week of April. Melissa Pattullo is hosting her largest cohort yet, with 25 registered participants.
- **Pro ACT Training:** This 3 day training was offered in October and January with Billy Wilson facilitating the training, and will be offered again in March and May.
- **Procedure Reviews:** WOCCE has started the Spring Procedure Reviews with each District. We meet with specialists' groups for each elementary as well as meeting separately with the special education staff from each high school.

### **Upcoming Offerings:**

- **Supporting Transgender Students:** March 24  
Nancy Finch-Heuerman will assist Dan Bryan in this training which is open to administrators and other interested staff within the SELPA.
- **Principles of Applied Behavior Analysis:** April 4-8  
WOCCE Program Specialists, Michelle Anderson and Meryl Schrantz, will facilitate this five day training for teachers and aides. Three days of Hands-On Practicum work in a FVSD preschool class are included during this 5 day training. This training will support the Districts' staff as they transition to a new service delivery model in our autism classrooms.
- **Trauma Informed Practices:** April 13<sup>th</sup>  
Robyn Moses and Compass Center staff will provide training on trauma informed practices within the educational setting for SELPA administrators and staff.
- **Better Speech & Hearing Month (BSHM) Training Day:** May 26  
To celebrate Better Speech and Hearing month, WOCCE will offer a full day of training with morning and afternoon sessions taking place at different locations within the SELPA. AAC, Executive Functioning, Auditory Processing, and Service Delivery Models are among the offerings that day, enabling our SLPs to earn CEU/certificates.