

# CASP TODAY



CASP Corporate Members:



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## Spring Institute 2017 will offer various viewpoints on school climate

By Raina LeGarreta, CASP Communications Specialist

### School shootings. Bullying on campus. Student suicides.

Creating a positive and safe school climate for every student is of utmost importance, perhaps now more than ever. Under the Local Control Accountability Plans, as well as

the federal Every Student Succeeds Act (ESSA) act, school psychologists have the opportunity to highlight the significance of measuring and improving school climate.



MELISSA REEVES  
NASP PRESIDENT

Sessions and special events at this year's Spring Institute, "The Alphabet Soup of School Climate," will provide varying viewpoints on topics and programs that can improve your school's climate.

The event will be held at the Hyatt Vineyard Creek Hotel, Santa Rosa, March 23-25 and will include: per day fees, which include lunch each day, Continuing Education Units and hours for BBS licensees and NCSPs; student strands, job fair, a welcome reception, keynote luncheon speaker and Seneca Center President Ken Berrick on Thursday, March 23, and luncheon keynote speaker and NASP President Melissa Reeves on March 24.

*continued on page 2*

# THE ALPHABET SOUP OF SCHOOL CLIMATE



# THE ALPHABET SOUP OF SCHOOL CLIMATE

## Spring institute 2017

*continued from page 1*

The following workshops are just some of what will be offered at CASP Spring Institute 2017:

### ON THURSDAY:

- Dr. Catherine Christo, on Assessing and Intervening for Dyslexia
- Dr. Sam Goldstein, on Assessment of Students with Co-Morbid Disorders and Multiple Eligibilities Under IDEIA and ADA
- Drs. Brandon Gamble and James Hiramoto on Advocacy and Collaboration for African American Students

### ON FRIDAY:

- Drs. Stephen Brock and Susan Coats and Richard Lieberman, on Comprehensive Suicide Prevention: Meeting the Mandates of AB2246
- CASP Past President Troy Xavier Leonard, M.A. on LGBTQ +: Understanding and Expanding Our Theoretical Schema to Support Student Success
- Drs. Cathi Draper Rodriguez and Casey MacPherson, on Assessing and Supporting English Learners and Migrant Students

### ON SATURDAY:

- Carl Corbin, NCSP, LEP and Beth Laurie, M.Ed., NCSP, ABSNP, LEPon Law & Ethics
- Dr. Kathleen T. Williams, on Literacy Achievement: Collaborating with Colleagues to Design and Implement Research-Based Interventions
- Ann England, M.A., CCC-SLP-L on How Evidence-Based Practices (EBPs) Can Be Implemented to Address Behavioral and Social Challenges of Students with ASD

Book your hotel and register for Spring Institute 2017 at <http://event.casponline.org>, where you can also find full descriptions of the workshops, student strands and special events. 

## Nominate now for the 2017-2018 CASP Board of Directors

Want to make a difference in your professional organization? Then here is your chance to do as past President Barack Obama said in his farewell address: Grab a clipboard, get some signatures, and run for office yourself.

If you want to help set policies and make decisions on matters that are important to California's school psychologists, run for a seat on the CASP Board of Directors.

Nominations are now open for the 2017-2018 Board of Directors. Candidates are

needed to fill the offices of president-elect, and all the odd-numbered region representatives, which are: Region I, Region III, Region V, Region VII, and Region IX.

Only regular members in good standing may nominate or run for office. When making nominations for CASP office, keep the following guidelines and expectations in mind:

1. Only members in good standing who have served as (a) a CASP Board of Directors committee chair or specialist, (b) the president of a chartered CASP Affiliate, or (c) a Region Representative are eligible to run for President-Elect.
2. Any member in good standing can run for Region Representative. However, they must work in the region they represent.
3. Board member terms begin **on July 1, 2017**.
4. A three-year commitment, the term for President-elect is one-year, followed by a year as President and another year as Past-president. As President, this individual appoints committee chairs and specialists to the Board of Directors, facilitates the establishment of board policy, and serves as chairperson for all Board meetings.

5. The term for Region Representatives is two years, with a four-year term limit. The Region Representatives represent CASP members in their geographical region. This is the first person a CASP member should contact whenever they have an issue or question for the Board of Directors. It is the Region Representatives' responsibility to inform members in their region (especially local affiliates) about the actions of the CASP Board of Directors.

6. All elected Board members will be expected to attend five Board meetings each year. Up to two meetings will be held by teleconference; the others will be held at different locations throughout the state. The meetings are typically held in August, October or November (at the annual convention), January, June and during the Spring Institute in March.

To nominate a colleague for CASP office, please first obtain his or her permission and then please visit the Members Section at <http://www.casponline.org> to learn more. Nominees have a form to complete, too, and it can also be found on the CASP website.

The nomination deadline is **March 6, 2017**.

Voting instructions will be emailed to all regular CASP members in good standing the first week of March. Voters will have until **March 25** to vote online. The election results will be announced in the Spring 2017 issue of *CASP Today*. 



# The Current Issues Regarding The Assessment Of African American Students For The Purposes Of Identifying And Providing Services In Special Education

By Dr. James Hiramoto, CASP Region II Representative

The intent of this article is to demystify what has happened since the Larry P. decision; what the courts and the California Department of Education (CDE) has done (with or without the blessing of the State Board of Education (SBE)) and what CASP is currently attempting to do to help bring closure to this issue.

Last December, CASP President Thomas Sopp, Legislative Chair Doug Siembieda, CASP lobbyist Laura Wasco, and Executive Director Heidi Holmblad met with Kristin Wright, CDE's new Special Education Director, who took office September 1, 2016. During this cordial meeting, the CASP representatives asked about what seems to be a marked increase in the number of noncompliance issues with inconsistent tests being deemed banned for African American students. Some school districts were reportedly found out of compliance for using tests even if the reason a consultant was investigating had nothing to do with the testing of African American students. Some districts are also being found out of compliance for using tests that have not appeared on any CDE "banned test" lists. The CASP representatives also asked what could be done to end the ban on using IQ tests – which seems to have morphed into a ban on using nearly any test – as one of many tools to determine eligibility for special education.

Ms. Wright, who was a member of the 2010 Larry P. Task Force, asked her staff to review the testing ban. A few weeks later, they responded by stating that SBE has the ability to address this matter in court. Meanwhile, a group of attorneys in Oakland has invited CASP, the School Boards Association attorneys, representatives of SELPAs and others to a meeting to discuss possible future action regarding this issue.

## Inconsistent Non-compliance

Since 2006 there has been inconsistent non-compliance complaints made against school districts from CDE's educational consultant who was making decisions on what can and can't be used during Special Education Self Review (SESR) or Verification Review (VR). This goes contrary to the 1997

Legal Memorandum which states, "There should be no "on-the-spot" judgments that result in finding districts out of compliance for using tests that are not listed." In 2011, a CDE educational consultant charged that the Manteca Unified School District's use of the Naglieri Nonverbal Ability Test fell within the ban. An Administrative Law Judge (ALJ) disagreed and found that the ban did not apply and found no grounds for it not to be used.

Despite this ruling, CDE's education consultant(s) have added tests that had been previously approved for use by the 2006 CDE "approved test" list (see previously approved 2006 approved CDE test list at the end of this article). As reported in *CASP Today*, ("Review & Update Regarding the Assessment of African American Children 2013" Vol. 63 No. 1 Winter 2013), previously approved tests were now being considered as banned by CDE according to CASP members and district. Everything from 2006 was being undone piece meal across the state...and there was to be no relief. At the 2013 Spring Institute luncheon, then-Director of Special Education Dr. Fred Balcom basically said there was no political will in Sacramento to move on the issue and that if CASP wanted something done, the association would have to take action.

Since that 2013 luncheon CASP continues to hear of districts being notified of noncompliance and with tests inconsistently being deemed banned across the state causing even more confusion. Dr. Balcom added to the confusion when, at a state SELPA meeting in 2015, he made it clear he was standing behind his education consultants' decisions without putting it in writing or naming the specific newly banned tests in question.

With all the advances in test development, cultural and linguistic consultants, more and larger sample sizes reflecting the national population, intelligence/cognitive ability tests have come a long way and deserve an opportunity to be re-evaluated. Could part of the problem with continued over-representation in special education be due to a lack of better assessment

tools correctly identifying basic processing areas assessed by tests of intelligence/cognitive ability thereby compromising the identification of appropriate interventions? This is the real issue behind Larry P.; the disproportional identification, the Achievement Gap and the School-to-Prison Pipeline. CASP hasn't forgotten. It is at the heart of this issue and we will not ignore it. Come to the Spring Institute in Santa Rosa and participate in Drs. Brandon Gamble and James Hiramoto's workshop, "W-03: Advocacy and Collaboration for African American Students," March 23 at 9:00 a.m., when we will address these issues.

## History of the Larry P. Case

Prior to the 1979 Larry P. case ruling, the San Francisco Unified School District determined eligibility for an Educable Mentally Retarded (EMR) class by having a site staff person, who received one day of test administration training, administer the cognitive ability test and hand off the protocol to be scored by the school secretary. The test was then interpreted by the site's principal, who would then inform the parents, via phone conversation (without an IEP), whether their student was to be moved to an EMR class. It was the luck and fear of being labeled EMR that the plaintiffs in the Larry P. case focused on test bias. This allowed the defendants' reliance on the test to take the brunt of the blame and not their assessment process. Even so, now you know the impetus for the case and for the IDEA statement "no single procedure shall be the sole criterion for determining an appropriate educational program for a child." Today, both practice and training has dramatically improved. California school psychologists, like school psychologists across the rest of the country, are highly trained in areas such as, but not limited to, cultural diversity, legal and ethical issues related to assessment, evidence-based practice to address students learning, and administering, interpreting and communicating assessment results. Although the Larry P. case focused on test bias, one might argue that the standard of practice at the time may have presented opportunity for bias.

Larry P. was specifically about Educable Mentally Retarded –EMR (and its equivalent, Intellectual Disability –ID) and placement in EMR or their equivalent classes. The ban on intelligence tests is specific to their use for identification of EMR. The court issued a method for SBE to be able to use intelligence tests again (called Permanent Injunctive Relief), but

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continued on page 5

# Evaluate Attention Disorders and Neurological Functioning Across the Lifespan.



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# Assessment of African American Students

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has not exercised it. There is a list of current tests, but the ban is not limited to the list. The ban is for all intelligence tests unless they have been approved through the court process. To date no test of intelligence has been approved by the court. It is important to note that this was a Ninth Circuit Court decision, one step below a U.S. Supreme Court decision. Most states look to these major case decisions and modify their own practice in anticipation of cases being brought against them. However, in this case, no other state has followed the ban.

Here is the original Larry P. list of banned tests:

- Arthur Point Scale
- Cattell Infant Intelligence Scale
- Columbia Mental Maturity Scale
- Draw-a-Person
- Gessell Developmental Schedule
- Goodenough-Harris Drawing Test
- Leiter International Performance Scale
- Merrill-Palmer Pre-School Performance Test
- Peabody Picture Vocabulary Test
- Raven Progressive Matrices
- Slosson Intelligence Test
- Stanford-Binet
- Van Alstyne Picture Vocabulary
- WISC, WISC-R, WAIS, WPPSI

The Larry P. case reached a settlement agreement in 1986, which expanded the ban to all special education eligibility categories. The belief at the time was that if it was biased for EMR-ID it would be biased for any use. This added the following tests:

- Cognitive Abilities Test
- Expressive One-Word Picture Vocabulary Test
- K-ABC Mental Processing Subtests
- McCarthy Scales of Children's Abilities
- Structure of Intellect Learning Aptitude Test
- Test of Non-Verbal Intelligence
- Tests of Cognitive Ability from the Woodcock-Johnson (including the cognitive section of the Bateria Woodcock Psico-Educative en Espanol)
- Cognitive Subtests of the Battelle Developmental Inventories

In 1989 the Larry P. Task Force, under this complete ban for all eligibility categories,

published its recommendation, which was never widely publicized. It also contained warnings on what might be considered an intelligence tests, and cautioned their use in light of the ban. It is a very good read, even today, as many of their thoughts and ideas resonate with current best practices.

The Larry P. Task Force added the following "Which Might Be Regarded as IQ Tests"

- Detroit Tests of Learning Aptitude
- Detroit Tests of Learning Aptitude – 2, and Primary
- Peabody Picture Vocabulary Test – Revised
- Test de Vocabulario en Images Peabody

In 1992, the Crawford v Honig case found that CDE had overreached and reinstated the original Larry P. ban to use EMR-ID. It also said that, because there was no evidence presented to support the expansion of the ban, the Ninth Circuit Court agreed that the original plan for permanent injunctive relief outlined in the original Larry P. case should be followed. Instead of following the Ninth Circuit Courts' decision, CDE cited in Legal Advisories 1992, 1994 and 1997 that California would follow the federal law, in that the already banned tests for EMR-ID for African Americans had not been validated for use for any special education category, and that given the court's findings of bias cannot be used. As stated above this is a self-imposed ban. SBE has had a way of addressing this issue, but never exercised (going on 40 years now). In fact no test has been "validated" for this purpose for anyone (see When Theory Trumps Science: a Critique of the PSW Model for SLD Identification, by McGill & Busse and the great debate it has which will be in the upcoming edition of Contemporary School Psychology, available on the web, <http://casponline.org/about-casp/publications/>).

In 2006, CASP, reprinted a slide provided by CDE employees Holly Evans-Pongratz and Bernard Yaklin, that listed more "banned tests." This was not/is not CASP's position, but a reprint of what was shared by CDE employees at the 2006 CASP Convention. This list apparently was a dissemination of the 1989 Larry P. Task Force information, as it cites the same list of tests "Which Might Be Regarded as IQ Tests." Also, according to the article, "Considerable time was available to discuss a limited sample of other tests that are acceptable."

Included on CDE's 2006 Acceptable List were:

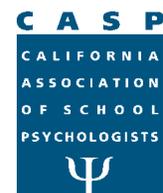
*(Note as mentioned at the beginning of this article, CDE is not recognizing this list anymore)*

- Behavioral Assessment of Dysexecutive Syndrome
- Brief Test of Attention (Ages 17-82)
- Cognitive Assessment System
- Rey-Osterrieth Complex Figure Test
- Children's Memory Scales
- Continuous Performance Test
- California Verbal Learning Test (included in the D-KEFS)
- Delis-Kaplan Executive Function System (Ages 8-89)
- NEPSY – A Developmental Neuropsychological Assessment
- Rey Auditory Verbal Learning Test
- Tactile Performance Test
- Test of Visual Perception Skills
- Wisconsin Card Sort Test
- Wechsler Memory Scales
- Wide Range of Assessment of Memory and Learning Second Edition
- Sentence Repetition
- Stroop Test

Plus, the Matrix Analogies Test was discussed but it was a pending case, and the publisher had placed it under the category of intelligence test.

There was also discussion that even if parents request an IQ test, they cannot be administered if school records indicate that the child's primary ethnicity is African American. It is important to note quite a few things. CDE has never acknowledged this information's dissemination. Even though all Legal Advisories mention consultation with CASP, to this day CASP does not know why CDE only points back to the original Larry P. and Legal Advisories made in the 1990s where there is no guidance regarding our growing multiethnic student population. Current enforcement of the ban by CDE has included strict adherence for students identified in any way as ethnicity African American, something not considered in the original Larry P.

This is where we stand today. As movement on this issue happens CASP, will keep its membership informed so stay tuned and keep your membership active. 



Get connected with CASP!



# A Message from the President

## Alphabet Soup for the School Psychologist's Soul

By Thomas Sopp, CASP President

Schools are asked to do much more than teach reading, writing and arithmetic.

Both federal and state legislation asks schools to improve and measure school climate. The federal government's Every Student Succeeds Act (ESSA) explicitly recognizes the connection between positive school climate and student educational progress.

In fact, ESSA allows Local Educational Agencies (LEA) to use various ESSA funding streams to engage in the activities that promote positive school climate. States are required to include data related to school climate and school safety in annual school report cards, and such data could be included in the state's accountability system.

According to California's Local Control Funding Formula (LCAP), improving school climate is one of the State's eight funding priorities; the LCAP requires that LEA's goals must be aligned with and address those eight priorities.

School climate is to be measured by pupil suspension/expulsion rates and other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness. If you are a school psychologist who wants to help kids, ESSA and LCAP are the alphabet soup for the school psychologist's soul.

School psychologists have unique training that can play a critical role in creating these safe and supportive learning environments; assisting in creating a positive school climate is an efficient method to helping all the students on a school site.

Even though these relatively recent federal and state legislation provide opportunities that appeal to a school psychologist's skill-set like never before it doesn't mean professionals are motivated to do more than test students.

A number of years ago, I had knee surgery. When you have knee surgery all there is to do is sleep in the morning and watch Oprah in the afternoon. So, I am watching Oprah and I swear every commercial break advertised the reality show: *The Biggest Loser*. It was especially painful because the same commercial was played over and over.

Finally, I said to myself, "Oprah is sending me a message. Even though I have absolutely no interest in the show, I will watch *The Biggest Loser*." Wow, was I surprised. I tuned in thinking it was a show about losing weight. I was sorely mistaken. It is a show about redefining yourself.



Friends and colleagues, if we don't redefine ourselves as being able to do more, like contribute to creating a positive school climate, we may be the biggest losers not to speak of the students. Many in our field may need additional or updated training to make this happen.

The CASP Spring Institute will take place on March 23-25, 2017 at the Hyatt Vineyard Creek Hotel & Spa, Santa Rosa. The theme of this year's institute is "The Alphabet Soup of School Climate."

A sample of Spring Institute workshops include:

- Delivering School Climate Interventions within a Multi-Tiered System of Supports
- Comprehensive Suicide Prevention: Meeting the Mandates of AB2246
- LGBTQ Issues: Understanding and Expanding Our Theoretical Schema to Support Student Support
- Special Education Mental Health Issues
- Multi-Tiered System of Supports – Serving ALL Kids in California

Check out these and other opportunities to meet the needs of your students and support your LEA's LCAP goals by checking out <http://event.casponline.org> for a full list of the institute's offerings.

Improving school climate is what we are trained to do. Don't underappreciate the critical role you play in creating a safe and supportive learning environment. 



CASP affiliate leaders and board members took a moment to relax and socialize at Rio City Café in Sacramento during Affiliates Day (day one of two) on Jan. 2.



CASP board members and affiliate leaders visited their state legislators' offices to let them know about school psychology and the laws that are effecting the profession. Shown are CASP President Tom Sopp and Tanya Lieberman, staff member of the Assembly Education Committee at the State Capitol on Affiliates Day.

# A Message from the Executive Director

## MHSOAC Looking into School-based Mental Health Services

By Heidi Holmblad



There are a lot of changes in the world of California school psychology and a lot of information you may need to support your students. So, here we go.

The Mental Health Services Oversight and Accountability Commission is moving forward with its Schools and Mental Health Project. Never heard of the MHSOAC? This commission was created with the passage of 2004's Proposition 63, which taxes wealthy Californians. The Mental Health Services Act defines how county mental health agencies are to use the money. These programs are overseen by the MHSOAC. The MHSOAC is also responsible for developing strategies to overcome stigma. At any time, the MHSOAC may advise the Governor or the Legislature on mental health policy.

The goal of the Schools and Mental Health Project is to reduce school failure among the state's children. During two hearings on the topic, the commission held presentations on "school-based mental health early prevention and intervention (strategies) to increase academic success and socioemotional functioning of young children exhibiting social and emotional challenges at school."

So far, the two hearings on the topic (held in December and January) emphasized the failures of mental health services in general for the younger generation. Parents were asked to talk about the problems they had getting services for their children while young adults told of their problems getting noticed that they were in need of help while in K-12 schools. Many of them reported holes and major treatment delays in the system and a distinct lack of collaboration and coordination between schools, county mental health, private insurers, and community agencies.

While some presenters told of positive changes some school districts are making with PBIS, MTSS, Social-Emotional Learning and other positive supports (a shout out and thank you to San Juan Unified School District School Psychologist Margaret Jones, who explained how her district turned AB114, which sent educationally related mental health services back to the

schools, into what it should be, by using research- and evidence-based practices with a lot a success!), most of the testimony – and comments from the commissioners – were aimed at what is not working. The MHSOAC is working to get its arms around how the services are and are not delivered throughout the state. Then it will likely make recommendations to county mental health agencies and others on how it could work. Stay tuned.

### Innovation Grants

On another note regarding the MHSOAC, the commission has millions of dollars available for innovative mental health projects. If your school or district has an innovative program or would like to start one, and you can get your county mental health agency to endorse it, contact the commission at (916) 445-8696 or email [MHSOAC@mhsoc.ca.gov](mailto:MHSOAC@mhsoc.ca.gov). Check out its programs at <http://www.mhsoc.ca.gov>.

### Model Suicide Policy

By the beginning of next school year, all school districts with grades 7-12 must have a suicide prevention policy. The state Department of Education has brought in a few experts – including CASP Board member Dr. Susan Coats and former Board members Richard Lieberman and Dr. Stephen Brock – to comment on the draft version. The three CASP representatives made many suggested changes to the draft, which is to become a model policy very soon. The idea is to show school districts what must be included in their policies, mandated under Assembly Bill 2246, which became law on Jan. 1.

The three experts will be able to let you and your administrator know what must and what should be in that policy during a six-hour workshop on March 24 at CASP's Spring Institute. This year's event will be held in Santa Rosa at the Hyatt Vineyard Creek. All the info you need about that workshop and the others offered can be found at [event.casponline.org](http://event.casponline.org).

Dr. Brock, a former NASP and CASP president, will be joining Dr. Melissa Reeves, current NASP president, by presenting "The Relationship between DSM-5 and IDEA's Emotional Disturbance Eligibility Category," on March 25 at the Spring Institute. Dr. Reeves will be the keynote luncheon speaker on Friday, March 24.

### Help us help you help others

Recent executive orders from the new president have many immigrant, migrant and refugee students and their families worried. And, as we all know, it is difficult to work on your studies when the threat of deportation is uppermost in your mind. School psychologists are charged with creating safe learning environments for all students. With that in mind, CASP is gathering information on agencies and groups that may help these students and their families cope with the executive orders currently in effect and those to come.

If you know of any resources – from civil rights attorneys, to houses of worship, to cultural centers and beyond – that are offering services to these students and families, please let us know. We plan to make this information available to you so you can pass it along to whomever may be helped by these groups. Send contact info to [Media@casponline.org](mailto:Media@casponline.org).

While caring for others, don't forget to care for yourselves. 

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The annual deadline for the Mini-Grant is September 1. Awards are made every October.



# Keeping Your LEP Current

By Christopher C. Jones, CASP LEP Specialist

Happy New Year CASP!

My name is Chris Jones and I am the LEP Specialist on the CASP Board of Directors.

I have enjoyed holding this position for the past year and a half answering questions about private practice, presenting at the Convention and meeting so many CASP members who are interested in becoming LEPs and starting a practice.

With the influx of new LEPs, I want to make sure that everyone is clear on the license renewal requirements and process. The Board of Behavioral Sciences is taking notice and cracking down on those who are not following the procedure properly.

Between July 1 and Nov. 30, 2016, eight LEPs were audited and fined for not keeping their continuing education current; those fines ranged from \$150 to \$1200.

In order to keep current you need to complete 36 hours of continuing education every two years. During the first renewal period of your license you must complete

six hours of Law and Ethics, seven hours of Child Abuse Assessment, 15 hours of Alcoholism and Other Chemical Substance Dependency, and an additional eight hours to make it a total of 36.

Child Abuse Assessment and Alcoholism and Other Substance Dependency are one time course and do not need to be taken again. Law and Ethics must be taken during each renewal period.

Continuing education courses must be taken through a BBS agency-approved vendor, like CASP. Courses can be taken in person or on-line and there is no limit to the number of continuing education hours you can take on-line. Hours can be used for more than one license or credential, if they apply. For example, if you are an LEP and an LMFT courses can apply to both licenses if they are related to both practices.

Courses can also be applied to both the LEP and NCSP, but only if they are NASP approved. An easy way to get most of your continuing education needs met is through

CASP and NASP conventions, CASP Spring Institute, affiliate workshops, and on-line learning.

All CASP continuing education is NASP approved and will meet the requirements for both your LEP and NCSP. You must be careful, though. Many of the BBS approved vendors are not NASP approved and would only apply to your LEP.

When renewing your LEP license it is very important that you have all 36 hours of continuing education completed before signing the renewal form and sending it into the BBS. Sending the renewal form in before completing all of your hours is a violation and can result in a fine if you are audited.

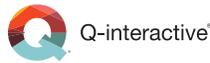
All renewal information can be found at <http://www.bbs.ca.gov>. The website is very easy to navigate and should answer any questions you may have.

If you need further assistance with anything related to getting your LEP, the renewal process or private practice, please let me know and I will be happy to help. Just send an e-mail to CASP at [media@casponline.org](mailto:media@casponline.org) and it will be forwarded to me.

I wish you all the best and commend you for the work you do to improve the lives of children. 

## Introducing the WISC®-V Spanish

*a transadaptation of WISC-V in a modern and engaging digital format.*



Available exclusively on Q-interactive®, the WISC-V Spanish brings more flexibility, content, and access to new subtests on an innovative digital system so you can gain a wider view of a child's cognitive abilities.

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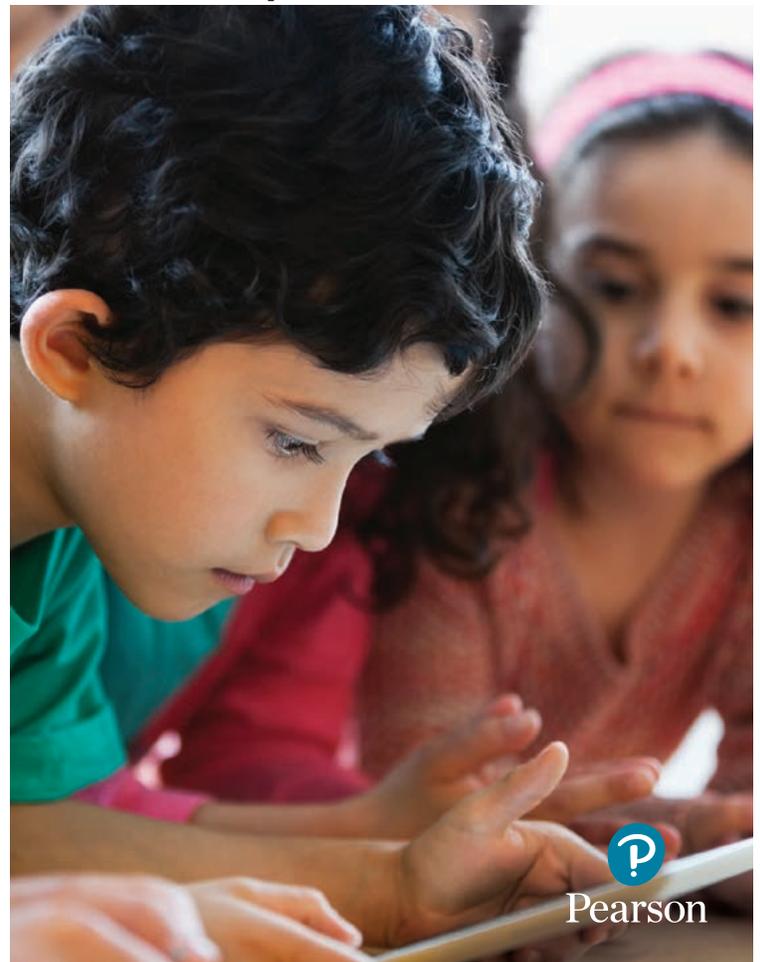
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# Raise PAC funds while raising awareness of School Psychology

By Raina LeGarreta, CASP Communications Specialist



Raise awareness about what school psychologists do while raising funds for CASP's Political Action Committee (PAC) by joining the CASP Alumni Club.

The club was created in 2014 to raise money for grassroots lobbying efforts, advocacy training and CASP representative attendance at statewide education and mental health agency and commission meetings.

Former PAC Chair and retired school psychologist Lynne Aung-Levin headed up this mission to give CASP's retired, leading, and other interested members the means to make even more of a difference in the lives of California students.

"I have found that as an alumna of CASP the activities I have been involved with comes out of a flow of needs for the organization," said Levin, a former CASP president. "It is important to stay focused on how I can continue to be involved with the organization and I have created this group as a philanthropic arm of the larger population."

There are two parts to the Alumni Club program of which you can participate in:

## PAC Donations

With an annual donation of \$100, Alumni Club members receive Legislative Updates from CASP, occasional requests to write letters of support (or opposition) regarding potential legislative and regulatory actions, and to consider visits to their state representatives regarding education and school psychology issues. This is to assist with the revitalization of the CASP "For the Children" Political Action Committee.

and/or

## Time Donations

Alumni Club members can choose the option of visiting undergraduate psychology programs to tell students about the profession, its challenges and its reward by donating their time to visit two community college or university psychology classes or events each year. CASP will schedule the presentations, send materials to the club member and follow up on how well the presentation was received. The club

member decides where and when he/she would like to make the presentations. This "What School Psychologists Do" themed part of the program is designed to increase the visibility of school psychology as a profession, as noted in the California School Psychology Foundation Vision Statement, as well as increase the number of school psychologists in the state.

Members of the Alumni Club have their names included in *CASP Today* and on a special donor section of the CASP website, receive a special lapel pin that has been designed specifically for the Alumni Club members, and are invited to exclusive special events at the annual CASP Convention and Spring Institute.

Other awards and rewards are in development for this special CASP Club.

So join today! Simply go to the CASP website at <http://www.casponline.org> and click on Legislative. Then click on Alumni Club to immediately make a donation and become a member. Or, if you would like more information before joining, fill out the form below and email to [memberservices@casponline.org](mailto:memberservices@casponline.org) or mail it to CASP at 1020 12th St., Ste. 200, Sacramento, CA 95814 and we'll send you more information as activities are planned.

Current CASP Alumni Club members include: Lynne Aung-Levin, Roger McCoy, Judith Burkhartsmeier, Patricia McGovern, Diane Donaldson, Jackie Allen, Barbara D'Incau, Christine Toleson, Ellen Murphy, Alnita Dunn, Jim Russell, Shirley Morano, Helen Morris, H. Spencer O'Neal, LaDonne McGowan, Michael Furlong, Chris Ellis, Catherine Ogden, and Carol Robinson-Zanartu. 



## Come to the CASP Job Fair

School districts, employment agencies, charter schools and other entities that hire school psychologists will be on hand at the CASP Job Fair, to be held **Friday, March 24**, from 1:00 p.m. – 3:00 p.m., as part of Spring Institute.

Students may have their resumés reviewed by CASP Board members at Spring Institute on Thursday, March 23, in the Registration area. Participation in both the resumé review and the job fair is included in the cost of Friday's Spring Institute Admission. School psychologists searching for a new position will have time between the luncheon and the start of afternoon workshops to meet with the Job Fair employers.

Employers planning to purchase a table at the Job Fair should complete the job fair form <http://event.casponline.org/job-fair/>



Alumni Club members take part in exclusive events at CASP conventions. Club members are shown socializing at their special gathering held at CASP Convention 2016.

# Legislative & Budget Update:

By Jeff Frost, CASP Legislative Advocate



© Steven Pavlov

## Governor Unveils the 2017-18 State Budget – Takes Prudent Approach in the Face of Declining Revenues

On Jan. 10, Governor Brown unveiled his proposed 2017-18 State Budget stating that California has the highest “progressive tax system in the nation” and that with our revenue structure, we must always be prudent due to the volatility. Also, stating that we must take corrective action in order to ensure that our budget does not fall out of balance the Governor outlined a series of action in the 2017-18 Budget that will address significant reduction in the overall budget and up to \$5.8 billion between the 2015-16 and 2017-18 fiscal years.

Moreover, the Governor points out that the current 2016-17 budget, absent corrective action, would face a deficit of almost \$2 billion. Accordingly, the January budget proposes a number of one-time spending delays and deferrals to General Fund spending commitments in order to “rebalance the budget.”

Despite the spending corrections noted above, the Governor’s 2017-18 Budget does increase the K-14 education (Proposition 98) spending guarantee to \$73.5 billion and provides a slight \$744 million net LCFF gap funding increase for school districts in 2017-18 above current year LCFF funding levels. However, this represents a significant reduction in LCFF gap funding from the \$2.2 billion 2017-18 LCFF gap funding estimate provided by the administration just this past June.

### Key Education Budget Elements

Despite the spending corrections noted above, the Governor’s 2017-18 Budget does increase the K-14 education (Proposition 98) spending guarantee to \$73.5 billion and provides a slight \$744 million net LCFF gap funding increase for school districts in 2017-18 above current year LCFF funding levels. The revised proposal is just enough to ensure that the 1.48% statutory COLA will be covered for school districts, county offices and charters. However, this represents a significant reduction in LCFF gap funding from the \$2.2 billion in LCFF gap funding that was projected for 2017-18 by the administration this past June.

As a result of the \$5.8 billion reduction in

2017-18 January Budget LCFF Gap Closure and COLA Revised Estimates					
	2016-17	2017-18	2018-19	2019-20	2020-21
<b>Transition Funding</b>	\$2.942 billion	\$744 million	\$1.904 billion	\$2.022 billion	\$2.294 billion
<b>Gap Closure</b>	55.28%	23.67%	53.85%	68.94%	100%
<b>COLA</b>	0.00%	1.48%	2.40%	2.53%	2.66%

General Fund Revenue for budget years 2015-16, 2016-17 and 2017-18, \$1.8 billion in adjustments to the K-14 (Proposition 98) guarantee spending levels are proposed by the Governor. Specifically, for the three year period, the Governor proposes the following adjustments in K-14 (Proposition 98) spending from the levels approved when the current budget was enacted last June.

- o \$400 million reduction in the 2015-16 Proposition 98 guarantee
- o \$506 million reduction in the 2016 17 Proposition 98 guarantee
- o \$953 million addition to the 2017 18 Proposition 98 guarantee

The 2017-18 K-14 (Proposition 98) spending level is now projected to be \$73.5 billion, a \$2.1 billion increase from the adjusted 2016-17 level of \$71.4 billion.

Additionally, to accommodate the \$1.8 billion three-year reduction to K-14 (Proposition 98) spending that was authorized in the 2016-17 Budget, the Governor proposes the following adjustments in prior, current and budget year spending:

- A shift of \$859.1 million in Local Control Funding Formula expenditures from June 2017 to July 2017. This “deferral” is intended to” maintain 2016 17 programmatic expenditure levels as the Governor’s Budget proposes to immediately repay this deferral in July of 2017. The Governor does not intend to carry this deferral forward as his budget proposes to make a make a second payment on (pay-in-full) these same LCFF expenditures in the 2017-18 budget year.
- A shift of \$310 million of one time discretionary funding expenditures provided in the 2015 16 budget to 2016 17 as a result of the reduction to the Proposition 98 guarantee in 2015 16.

After making the above adjustments to K-12 spending and reducing the state’s Proposition 98 spending obligation, the Governor is able to propose \$744 million in LCFF gap funding for school districts and charter schools in 2017 18, thereby meeting the revised 1.48% statutory obligation of the state. Late today, the Department of Finance released updated LCFF gap closure percentages and COLA projections for the budget year through 2020-21.

The Proposition 98 spending level for 2017-18 will now exceed the levels reached just prior to the great recession in 2007-08 by over \$15 billion and by \$26.2 billion from 2011-12—the lowest level of funding for schools during the recession.

### Major K-12 Budget Adjustments

The 2017-18 Budget proposes the following significant adjustments:

*School District Local Control Funding Formula* – The budget proposes additional growth of more than \$744 million in Proposition 98 General Fund for school districts and charter schools in 2017 18 to continue their transition to full implementation of the Local Control Funding Formula.

*One Time Discretionary Funding* – The budget proposes an increase of \$287 million in one time Proposition 98 General Fund for school districts, charter schools and county offices of education to use at local discretion. This allocation builds on the more than \$4.9 billion in combined one time funding over the last three budgets, providing substantial resources to local schools to support critical investments such as content standards implementation,

.....  
continued on page 13

# New Region VI Rep aims to jumpstart RASP

By Ali Duerks, Region IV Representative

My name is Ali Duerks and I am a school psychologist for Romoland School District.

I am honored and motivated to take on the position of Region VI representative for California Association of School Psychologists. Region VI covers Riverside and San Bernardino counties and currently has only one affiliate: the Riverside Association of School Psychologists (RASP).

RASP was founded in 1991 and has hosted two CASP conventions; one in 2005 and one in 2009.

Unfortunately, RASP has not been active for a couple of years. Although we have had an increase in the number of school psychologists working for the school districts covered by Region VI, RASP has not experienced the same increase in the number of members.

My main goal for this year is to motivate more school psychologists in the Inland Empire to jumpstart RASP. In this attempt, there was a recent meeting with a small group of school psychologists in the area that brainstormed ideas on how to bring back our affiliate.

One idea was to create an email list of key contacts for all of the school districts in the surrounding cities. We would then send out an email to gather information to complete a needs assessment for the affiliate.

The list was created and an email will be drafted and sent out soon.

During the meeting, we also discussed different types of workshops to present, hot topics in education, training locations and possible presenters.

In the past, due to the large geographic area of Region VI and RASP, participation in hosted workshops and trainings was extremely challenging. I'm hoping that after the restructuring of RASP we can incorporate technology as a method to eliminate the distance between our members and other participants.

I would also like to assist RASP in finding new ways to promote events and increase membership.

Doing a quick internet search for RASP I found an old website and a social media page with the last activity dated September 2014. These two online pages can be redeveloped and updated with current information to make RASP have a stronger presence in the area and be accessible to all. The social media page can also serve as a networking page for local school psychologists.

Region VI will go through a lot of new and exciting changes in the near future and I am thrilled to have the opportunity to be a part of it.



Brandman University is seeking dynamic new instructors for its [Masters in Arts in Educational Psychology](#) at its Walnut Creek Campus. Key areas of interest include: Psychoeducational Assessment, Positive Behavioral Supports, Group Leadership and Intervention, among other topics.

#### Adjunct Faculty Qualifications:

##### Required:

- An earned Masters (Doctorate preferred) degree from a regionally accredited institution in specific discipline to be taught.  
*Official transcripts with degree posted must be provided as verification.*
- An appropriate amount of graduate coursework and/or professional experience in the relevant subject area
- A minimum of 3 to 5 years relevant professional experience that combines theory and practice

##### Preferred:

- Online teaching experience
- Blended teaching experience
- Have an understanding of adult learning theory and practice
- Have at least 2 years of higher education teaching experience/training adults within the work environment.

To download information and an application please go to: <https://goo.gl/iSGW58>  
For additional information about our program and teaching and learning at Brandman University contact us at [walnutcreek@brandman.edu](mailto:walnutcreek@brandman.edu)  
[www.brandman.edu](http://www.brandman.edu)

## Student Volunteers Attend Spring Institute for Free!

CASP student members who volunteer to monitor workshops at CASP Spring Institute 2017 can attend the event on their volunteer day for free! Monitoring workshops involves assisting the instructor, making sure attendees who need continuing education credits sign in and out of the workshops and complete evaluation sheets, and monitoring workshop name badges.

The Alphabet Soup of School Climate will take place March 23-25 at the Hyatt Vineyard Creek Hotel in Santa Rosa. Workshop volunteers can participate in the workshops while it's in session - and workshop monitors get lunch for free!

You will receive a student monitor's training over the phone prior to Spring Institute. Remember, you must be a CASP member to participate in this opportunity.

#### To be considered to be a workshop monitor:

- View workshop descriptions at <http://event.casponline.org>.
- Decide which day you would like to volunteer and choose two workshops for the day - one in the morning and one in the afternoon - or one of the six-hour workshops.
- Only workshops noted with a "W" are accepting volunteers.
- Once you've made your choices, click on the STUDENT MONITORS link on the homepage of <http://event.casponline.org> to fill out and submit the form.
- You will then receive an email confirmation regarding your assignment.
- Deadline to apply to be a Student Monitor is **Friday, March 4**. Workshop volunteer opportunities are offered at a first come, first serve basis. So choose the sessions you'd like to volunteer for today!

THE  
**ALPHABET  
SOUP**  
OF  
**SCHOOL  
CLIMATE**

# NASP Report

By Maureen Schroeder, NCSP, California Delegate

*Kristin Makena has resigned as the California Delegate to NASP. Maureen Schroeder, CASP's Region X Representative, has been appointed to finish the term.*



The National School Psychology Certification Board (NSPCB) is seeking volunteer portfolio reviewers to evaluate applications of Nationally Certified School Psychologist (NCSP) candidates who have graduated from non-NASP approved programs. Visit <http://www.nasponline.org/standards-and-certification/national-certification/portfolio-reviewers-needed> for more information.

One of NASP's key initiatives is to address critical shortages in the profession that have the potential to significantly undermine the availability of high-quality services to students, families, and schools. We have created a resource guide with recruitment and retention strategies to help attract qualified professionals and ensure they stay in their positions. Share these resources with your school administrators and support staff to communicate the importance of addressing shortages in your district. Visit <http://www.nasponline.org/resources-and-publications/resources/school-psychology/shortages-in-school-psychology-resource-guide> to find out more.

The NASP Find-a-Mentor program is now open! As a NASP member, this program allows you to connect with others willing to provide in-person or online professional support and mentorship. Start browsing our directory of available mentors and find a possible match today. If you wish to serve as a mentor, we encourage you to learn more and sign up at your earliest convenience. Visit <http://www.nasponline.org/mentorprogram> to get started.

NASP just released a new publication to support LGBTQI2-S youth. Allies for All: Advocating for the LGBTQI2-S Community is a digital compilation of articles, position statements, and other resources to promote safe schools and communities for gender diverse and sexual minority youth. Learn more and order at <http://www.nasponline.org/lgbtqi2s>. Ψ

## Affiliate Updates

### Elk Grove Regional Association of School Psychologists (EGRASP)

EGRASP will be host a workshop by Dr. Sam Goldstein on ASD Impairment on March 20. For more information, contact Armando Fernandez at (916) 686-2776.

### Foothill Association of School Psychologists (FASP)

FASP will hold its winter workshop, the Pattern of Strengths and Weaknesses (PSW) Model for Specific Learning Disability (SLD) on March, 9 in Diamond Bar, CA. For more information and to register, visit <http://www.fasponline.org>.

### San Diego County Association of School Psychologists (SANDCASP)

Due to a high membership volume and word-of-mouth, SANDCASP was able to accommodate a second sold out dyslexia training presented by Dr. Nancy Mather in November. Also that month, SANDCASP honored School Psychology Awareness Week by holding its second annual SPAW challenge. Winner Shawn Dee Hartless of San Diego USD focused on the NASP theme of "Small Steps Change Lives." Each student wrote a goal and placed it on a footprint on posters around the school. Hartless and her colleagues then went into classrooms and discussed what

a goal is with the kids and how one can accomplish a goal. They provided students each with bracelet to help remind them of what they were working on to improve the classroom and school environment. The school focused on the goals for a few weeks and came up with strategies to help the students reach their objectives. Students chronicled the experience in a journal, and at end of the few weeks Power Awards were given by the principal to the students who were observed using their strategies to reach their goal.

On March 3, SANDCASP will host its Job Fair/Student Strand. This event will have a panel of experts in the field who will provide tips and resources on getting and keeping a School Psychology job. They will review resumes and conduct mock interviews. Employers from local school districts and private agencies will have booths at this event for recruiting. For more information, visit <http://www.sandcasp.com>.

### Ventura County of School Psychologists (VCASP)

VCASP will be the host of "Using the "D" Word: Identifying and Addressing the Needs of Students with Dyslexia" on Feb. 24, 8:30 a.m.-3:30 p.m. Presented by Dr. Catherine Christo, this workshop will provide participants with essential information regarding dyslexia: possible

causes, impact on reading, early markers, evaluation for special education and intervention and strategies for intervention. Location: Ventura County Office of Education, 5100 Adolfo Road, Camarillo, CA. To learn more, visit, <http://www.vcasps.webs.com>.

### Orange County Association of School Psychologists (OCASP)

OCASP will be hosting a full day workshop for students on March 3, 10 a.m.-4 p.m. Registration begins at 9:30 a.m. The morning session (10 a.m.-12:30 p.m.) will include a presentation by professionals who have worked in the field and who serve on hiring committees and interviews. Students will be taught strategies to write build resumes and cover letters, and develop strategies for interview. The afternoon will include a question and answer session with a panel of speakers that will include directors, administrators and managers. Be sure to bring your resume. Location: City of Villa Park, Community Room, 17855 Santiago Blvd, Villa Park 92861. The workshop is free to OCASP members and \$15 for non-members. To register, visit <http://ocasp.net/event-2448034>. Ψ

## Legislative Update

*continued from page 10*

technology, professional development, induction programs for beginning teachers and deferred maintenance. All of the funds provided will offset any applicable mandate reimbursement claims for these entities.

**Career Technical Education Funding** - The Budget provides \$200 million for the Career Technical Education Incentive Grant Program, the final installment of funding for this three year program initiated in the 2015 Budget Act. Commencing with 2018 19, schools will support the full cost of these programs within their Local Control Funding Formula allocations.

**One Time Local Control Funding Formula Cost Shift** - The Budget proposes to shift \$859.1 million in Local Control Funding Formula expenditures from June 2017 to July 2017. This deferral is necessary to maintain 2016 17 programmatic expenditure levels in light of the reduction to Proposition 98 funding for 2016 17 compared to the 2016 Budget Act. The Budget proposes to immediately repay this deferral in 2017 18.

**Shift One Time Discretionary Funding** - The Budget proposes to shift \$310 million of one time discretionary funding expenditures attributable to the 2015 16 fiscal year to 2016 17 as a result of the reduction to the Proposition 98 guarantee in 2015 16.

**Instructional Quality Commission** - To prioritize funding for other purposes, the Budget delays the current deadlines for the Commission to revise the content standards for visual and performing arts and world language, develop standards for computer science, and create a model curriculum in ethnic studies. Further, the Budget delays the current deadline for the Superintendent of Public Instruction to convene a computer science strategic implementation advisory panel.

**County Offices of Education Local Control Funding Formula** - An increase of \$2.4 million Proposition 98 General Fund to support a cost of living adjustment and average daily attendance changes for county offices of education.

**Charter School Growth** - The budget provides an increase of \$93 million Proposition 98 General Fund to support projected charter school average daily attendance growth.

**Special Education** - the budget makes a decrease of \$4.9 million Proposition 98 General Fund to reflect a projected decrease in special education average daily attendance.

**Local Property Tax Adjustments** - There is a decrease of \$149.2 million Proposition 98 General Fund for school districts and county offices of education in 2016 17 as a result of higher offsetting property tax revenues. A decrease of \$922.7 million in Proposition 98 General Fund for school districts and county offices of education in 2017 18 as a result of increased offsetting local property tax revenues.

**School District Average Daily Attendance** - There is a decrease of \$168.9 million in 2016 17 for school districts as a result of a decrease in projected average daily attendance from the 2016 Budget Act, and a decrease of \$63.1 million in 2017 18 for school districts as a result of further projected decline in average daily attendance for 2017 18.

**Cost of Living Adjustments** - The budget proposes an increase of \$58.1 million Proposition 98 General Fund to support a 1.48 percent cost of living adjustment for categorical programs that remain outside of the Local Control Funding Formula, including Special Education, Child Nutrition, Foster Youth, American Indian Education Centers, and the American Indian Early Childhood Education Program. Cost of living adjustments for school districts and charter schools are provided within the increases for school district Local Control Funding Formula implementation noted above. The budget also proposes to forgo COLA increases for child care providers.

**Proposition 39** - Proposition 39 was approved in 2012 and increases state corporate tax revenues. For 2013 14 through 2017 18, the measure requires half of the increased revenues, up to \$550 million per year, to be used to support energy efficiency. The budget proposes \$422.9 million to support school district and charter school energy efficiency projects.

**Mandate Block Grant** - there is an increase of \$8.5 million Proposition 98 General Fund to reflect the addition of the Training for School Employee Mandated Reporters program.

**Proposition 47** - Proposition 47 was approved in 2014 and reduced the penalties for certain non serious and non violent property and drug offenses. It also requires a portion of any resulting state savings to be invested into K 12 truancy and dropout prevention, victim services, and mental health and drug treatment. The Budget provides \$10.1 million to support investments aimed at improving outcomes for public school pupils in K 12 by reducing truancy and supporting pupils who are at

risk of dropping out of school or are victims of crime, consistent with the provisions of Proposition 47

**Proposition 56** - Proposition 56 was approved in 2016 and increases the cigarette tax by \$2.00 per pack of cigarettes and an equivalent increase on other tobacco products. After making specified allocations, Proposition 56 requires 2 percent of the remaining revenue to be used for school programs that prevent and reduce the use of tobacco and nicotine products by young people. The Budget provides \$29.9 million to support tobacco and nicotine prevention and reduction programs at K 12 schools.

### Additional Program Reforms and New Expenditure Proposals

#### Accountability System Implementation

The new school accountability system which uses multiple measures of student success provides a more complete picture of how schools are meeting the needs of California's diverse student population than a single test score. The initial phase of the new accountability tool recently adopted by the State Board of Education includes a concise set of state and local performance measures that address the state priorities under the Local Control Funding Formula. The new accountability tool promotes equity by highlighting any disparities among student groups, furthering the state's commitment to the highest need students and closing achievement gaps. An important part of the new accountability system is a web based tool developed by the California State Board of Education that will help identify strengths and areas in need of improvement. This new tool will be referred to as the California School Dash Board and had previously been generally referred to as "the rubrics." County offices of education, the state Department of Education and the California Collaborative for Educational Excellence will provide technical assistance and intervention for school districts, county offices of education, and charter schools identified as needing additional support. County offices of education will continue to play a critical role within California's emerging system of support for schools, often serving as the first line of assistance within this new structure.

#### Special Education

Over the last few years, the state has spent a generous amount of time taking a comprehensive look at California's special education program and finance system.

*continued on page 14*

## Legislative Update

*continued from page 13*

The first examination was through the California Statewide Special Education Task Force was formed in 2013 to examine the state of special education in California, analyze and consider best practices within the state and nation, and ultimately propose recommendations for improving the system. The task force was composed of parents, advocates, teachers, administrators, and experts in the field. In response to the recommendations of the task force, the 2015 Budget included over \$60 million Proposition 98 General Fund to implement select program changes and make targeted investments to improve service delivery and outcomes for all students with disabilities.

Just recently in November 2016, the Public Policy Institute of California (PPIC) released its report on Special Education Finance in California. The report includes the following recommendations to better align special education finance with the principles of the Local Control Funding Formula:

- Provide special education funding directly to school districts as part of a district's Local Control Funding Formula allocation.
- Preserve the current census-count methodology for distributing funding, and develop ways to distribute funding more equitably throughout the state.
- Eliminate the current requirement for local educational agencies to join Special Education Local Planning Areas, and develop new ways to encourage regionalized services and cost pooling arrangements, particularly for small districts and charter schools.
- Ensure the early education needs of children with disabilities are met.

The education community was not sure how many if any of the PPIC recommendations would end up the Governor's Proposed Budget. The Governor's Proposed Budget does not "embrace" any of the PPIC recommendations, instead it states that "the Administration will engage stakeholders throughout the spring budget process for feedback on the current special education finance system and the recommendations included in these recent evaluations.

The following principles, which are consistent with the Local Control Funding Formula and apply to all students, including students with disabilities, will be central in these discussions:

- School funding mechanisms should be equitable, transparent, easy to understand, and focused on the needs of students.
- General purpose funding should cover the full range of costs to educate all students.
- School districts should be provided the flexibility to establish goals and design innovative ways of delivering services to all students.
- School districts are responsible for planning and implementing programs that lead to continuous improvement, measured by academic outcomes."

In the Child Care section of the Governor's proposed budget, the administration is recommending that "children with exceptional needs whose families exceed income eligibility guidelines access to part-day state preschool if all other eligible children have been served. This allows part-day state preschool providers the flexibility to fill unused slots with other students who would benefit from early intervention or education."

### What Happens Now?

This budget release launches the six-month process of enacting a new state spending plan for 2017-18. Aside from a larger-than-anticipated reduction in state revenue projections and a resulting re-benching of K-14 spending levels, the Governor's budget contained few surprises for school leaders. The Governor maintained his commitment to fiscally conservative revenue projections and resistance to new policy priorities that would create additional spending pressure. The Governor continued to prioritize LCFF implementation and refused to propose new education programs. Perhaps the most sobering feature of the January Budget was the Governor's acknowledgment that if the policy and budget reforms embraced by the President-elect become a reality, the impact on California could be serious and detrimental.

While acknowledging further deterioration in the condition of PERS and STRS pension funds, the Governor did not propose additional increases to employer (or employee) contributions beyond those already scheduled. However, if history is a lesson, school leaders should not be surprised if adjustments to future employer contribution levels are seriously considered at or after the May Revision.

The Governor and his Finance Director each made it clear that they intend to pursue changes in the business of school construction and modernization before

any Proposition 51 bond funds are made available to schools. Given the clear need for school facility improvements, we can expect Legislative activity in this area soon. The question is how much can be changed via legislation given that the language of Prop 51 requires the use of the current program to allocate projects. However, the regulatory process can be altered by the SAB.

While the Governor acknowledges the good work of the special education Task Force and PPIC on the issues surrounding special education policy and finance, it seems clear the reforms proposed for SELPAs and the funding system is, at best, a two-year proposition. Additionally, while there will be considerable input from stakeholders, unless the Governor decides to infuse new funds into equalizing the special ed formula, it is not likely that any real changes will be forthcoming in 2018-19.

The Governor's revenue and spending estimates are significantly lower than those made by the Legislative Analyst last November and reflect both the Governor's inherent fiscal conservatism and three months of additional deterioration in state revenue collections. Democrats, once again, will be hard pressed to make a case for additional spending, unless a turnaround in state revenue collection occurs this spring. Still, Legislative Democrats have made it clear that they intend to seek spending augmentations for transportation, housing and, perhaps in health care spending to protect Californians who might otherwise be negatively impacted by Republican threats to repeal the Affordable Care Act.

Absent further general fund revenue deterioration in the first quarter of 2017, school leaders can expect the overall spending levels proposed by the Governor to be approved by the Legislature. There will be no appetite in the Legislature to further reduce K-14 spending. On the other hand, Legislative Democrats can be expected to express great concern over the Governor's proposal to delay previously agreed upon increases in child care spending. If additional revenues (either within or outside of Proposition 98) become available in May, restoring the \$200 million in child care augmentations will be among the highest priorities of Legislative Democrats.

As always, we will keep you informed as the process moves forward.



# CASP SPRING INSTITUTE 2017

March 23-25, 2017 | Hyatt Vineyard Creek Hotel and Spa | Santa Rosa

**THE ALPHABET SOUP OF SCHOOL CLIMATE**

**SARB PSW RTCs**  
**RTI ELL ASD**  
**ADA TCIT PBIS**  
**MTSS ESSA**  
**ADHD**

Presentations include: Dyslexia, Measuring School Climate, PSW, Alternative Assessments, Legally Defensible Reports, Special Education Law Updates, LEP Law and Ethics.

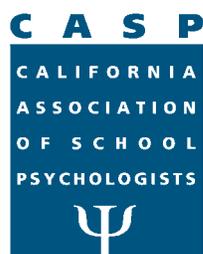
- Keynote Speaker: NASP President Dr. Melissa Reeves
- Student Strand
- Job Fair



**Registration open now.**

Check the website for more information.

<http://event.casponline.org>



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**ABOUT CASP TODAY**

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School psychologists strive to improve the educational experience for all children. They are the school-based experts on many issues, including school violence, special education, learning disabilities, mental health and school and community-linked children's health services.

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# MEMBERSHIP / RENEWAL APPLICATION

## PERSONAL INFORMATION

Mr. Ms. Mrs. Dr. • M.A./S. PhD LEP NCSP SP Graduate Program Trainer (circle all that apply)

Check here if Home & Billing address are the same. I have been a school psychologist for \_\_\_\_\_ years.

First Name: \_\_\_\_\_ Last Name: \_\_\_\_\_

Home Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Billing Address:\* \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

District: \_\_\_\_\_

County Where You Work: \_\_\_\_\_ Region No.: \_\_\_\_\_

E-mail: \_\_\_\_\_ Work Phone: \_\_\_\_\_ Home Phone: \_\_\_\_\_



**CASP Spring Institute**  
March 23-25, 2017  
Hyatt Vineyard Creek Hotel  
Santa Rosa

## MEMBERSHIP CATEGORIES

(Please Check One)

Status Change (Check here if this is a membership category change.)

**Regular Member** - \$155.00. Regular Members are persons who (1) are credentialed school psychologists employed in California, OR (2) are Licensed Educational Psychologists.

**Retired Member** - \$65.00. Retired Members are persons who are retired (age 65+) from active employment in the schools and are not employed in any capacity that would qualify for membership in any other category.

**Associate Member** - \$155.00 (Please Check One)

Credentialed school psychologist employed in a state other than CA.

Credentialed school Psychologist who is on leave of absence to personal or professional reasons, such as pursuing an advanced degree.

A member of an allied profession, interested in the activities of CASP.

**Student Member** - \$50.00. Student Members are persons who are enrolled in a full-time training program leading to their initial credential in school psychology.

**1st Year School Psychologist** - \$50.00. Members in this category are persons who are renewing CASP members that have graduated during the 2014-2015 membership year and working. Please let us know the following:

Advisor's / supervisor's name: \_\_\_\_\_

Advisor's / supervisor's e-mail: \_\_\_\_\_

Advisor's / supervisor's phone: \_\_\_\_\_

## PAYMENT OPTIONS

I am interested in donating to the:

\*CASP charges \$25. for all returned checks.

"CLD" Cultural Linguistic Diversity Scholarship  Mini-Grants Program  "PAC" Political Action Committee

PAYMENT IN FULL Membership Fee \$ \_\_\_\_\_

Check # \_\_\_\_\_ Mini-Grant Donation \$ \_\_\_\_\_  
(Payable to CASP\*)

CLD Donation \$ \_\_\_\_\_

Visa / Mastercard CASP PAC Donation \$ \_\_\_\_\_

\*Credit Card Number: \_\_\_\_\_ TOTAL \$ \_\_\_\_\_

\_\_\_\_\_-\_\_\_\_\_-\_\_\_\_\_-\_\_\_\_\_

Security Code: \_\_\_\_\_ Expiration Date: \_\_\_\_/\_\_\_\_

Phone Number: ( \_\_\_\_\_ ) \_\_\_\_\_ - \_\_\_\_\_

CASP is authorized to use my credit card for payment of member dues.

Signature: \_\_\_\_\_

**Payroll Deduction** (Regular Members Only)

**Payroll deduction is the easiest way to pay your membership fees. Send CASP this completed form and start receiving membership benefits immediately.**

Pursuant to Education Code 45060, to pay for CASP membership dues, I authorize the above-named school district to withhold \$15.50 per month, for 10 months, from my salary during the school year.

\_\_\_\_-\_\_\_\_-\_\_\_\_

Social Security Number:

This information will only be used for processing this application.

Signature: \_\_\_\_\_

Pursuant to Omnibus Budget Reconciliation Act of 1993 and provisions contained in the lobbying tax law, CASP is required to inform members that 12% of your dues payment is non-deductible as an "ordinary and necessary" business expense. Contributions of gifts to CASP are not tax deductible as charitable contributions. However, they may be tax deductible under the provisions of the Internal Revenue Code.