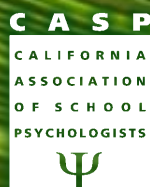


California Association of School Psychologists

ANNUAL REPORT | 2015-2016



CASP Vision Statement

The Vision of the California Association of School Psychologists is to foster the social, emotional and academic wellbeing of all students by collaborating with families, school staff, and the community to ensure that students are educated in schools that support equity, access, and respect for all.

Adopted by the Board of Directors in November 2014

CASP Mission Statement

CASP's Mission is to provide high quality educational and leadership programs that maintain high standards of practice for school psychologists through legislative advocacy, professional development, communications, publications, ethics guidelines, and direct services to members, to enable the growth and development of the profession, and to ensure safe, healthy, and successful outcomes for the children, schools and communities we serve.

Adopted by the Board of Directors in December 2014

CASP Executive Committee

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Note to Readers: This is the Annual Report of CASP’s activities for the academic and fiscal year that ended June 30, 2016. The CASP Board has achieved significant milestones as a result of its efforts, and these accomplishments will benefit the students of California and the profession of School Psychology. Thanks to all members and staff who contributed to this effort.



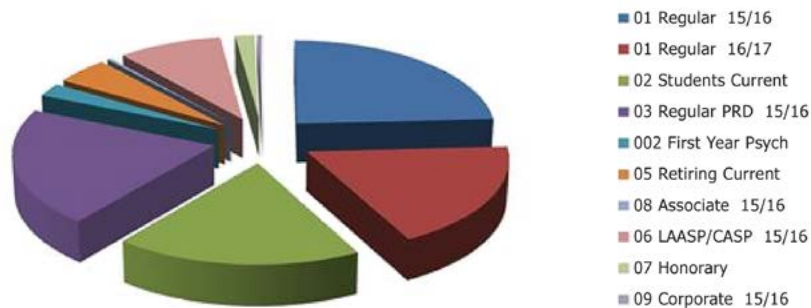
CASP Accomplishments in 2015-2016

We Met Our Goals!

CASP met its three priority goals set by the President for this year: 1) to continue to increase membership with target interventions; 2) to increase support to affiliates via attending their local events and asking how we can support them; and 3) to reach out to parents/parent groups to add their voice to the work CASP is doing.

Membership - Membership increased slightly this year. CASP's membership continues steadily to grow. On July 15, 2015 total membership was 1644. As of July 15, 2016, it was 1722. With assistance from the Membership Chair, an analysis of trends was used to make recommendations for exploring ways to increase membership through various avenues including joint membership with neighboring states like Nevada, communicating with students through university programs and reaching out to retired members.

2015-2016 Annual Membership



Affiliate Support - CASP President Troy Xavier Leonard had frequent communication via communication via email, phone and attending various events throughout the State to provide a visual presence of the CASP Board in supporting CASP affiliate activities.

Parent Outreach - Leonard attended the annual California PTA Convention, participated in parent forums, contacted parents/parent organizations with Los Angeles Unified School District to seek potential input and participation in a future CASP parent ad hoc committee.

Strategic Plan Update.

At its August 2015 Retreat, new and continuing CASP Board members reviewed our 5-year Strategic Plan (2010-2015). After much discussion, no changes were made. Instead, the board looked at additional goals and projects as a result of actions being taken at the state and federal levels with Local Control Funding Formula and Every Student Succeeds Act. This formed a loose framework for this year.

Other CASP Accomplishments



CASP Convention 2015. More than 840 attendees filled the Riverside Convention Center on Oct. 15-17 for CASP Convention 2015: Social & Restorative Justice: Positive Outcomes for All Students. Convention attendance continued its growth by 60 from the previous year and produced a net profit of \$142,596. The three-day event was ushered in by a pre-Convention Town Hall Meeting held on Oct. 14 that addressed the School-to-Prison Pipeline. It included community attendees, students and a panel of professionals that explored today's attitudes toward the issue of why many of our most at-risk schoolchildren are pushed into the criminal justice system.

The conversation delved into the policies and problems that cause the pipeline effect. Ways that school psychologists, mental health professionals, school administrators and city officials can greatly reduce – or put an end to – the flow of the school-to-prison pipeline were explored, and questions were raised regarding the worsening of the issue caused by stigmas that are placed on at-risk students.

The General Session kicked off the three-day event and began with CASP President Troy Xavier Leonard's address. His encouraging tales of continuing to strive for the top even after having been harassed several times in the past by law enforcement officials and others simply because of his race and sexual orientation garnered him praise and a standing ovation.

Described as inspiring and powerful by many who were present, Leonard's presentation addressed experiences from his past that related directly to the theme of this year's event, saying that, "This is at the heart of social and restorative justice."

The address was followed by the keynote speech by master teacher and developer Dr. John Hodge, president and co-founder of the Urban Learning and Leadership Center (ULLC), an organization focused on student achievement and reduction of the achievement gap. Dr. Hodge's speech delved into the ULLC Resilience Framework that stresses teaching the "whole child" as the key to promoting success in at-risk children.

Using his life and the lives of children he grew up with he clearly laid out the case for ending the practice of telling students who are considered "at risk" that they fit into that definition. He noted that half of his peers have very successful careers – doctors, attorneys, sports figures; the other half are either in jail or dead. The difference, he said, was one teacher who had taken intense interest in all of her students and treated them all like members of her family; she taught them they could achieve no matter their backgrounds.

In addition to the many workshops, mini-skills sessions, papers and posters that were geared toward understanding the complete child, the convention included an exhibit hall and Job Fair open to attendees. Many social/networking activities for CASP members and students were incorporated, including the Mentoring Luncheon that gave students and newly minted school psychologists the opportunity to network and learn from professionals in the field. The CASP Awards Luncheon honored the year's Nadine Lambert Outstanding School Psychologists award winners in eight regions, as well as the year's Sandra Goff Award awardee Dr. Catherine Christo.



Spring Institute 2016. Hyatt Regency Monterey was the site of CASP Spring Institute 2016 held on March 31-April 1. Titled, “Connect the Dots to Support the Whole Child,” the event featured workshops that explored a variety of issues. The event attained 330 attendees, an increase of 50 from 2014, and produced a net profit of \$56,122 making it our highest attended Spring Institute yet.

Students and others who were seeking careers in school psychology attended the CASP Job Fair. About 20 school districts, county offices of education, and employment agencies were seeking qualified school psychologists for their positions.

NASP President Todd Savage was the keynote speaker for Spring Institute and his address delved into efforts that can improve school climate and safety. Attention was centered on students who struggle in school because they are bullied, teased, or ostracized as a result of their sexual identity, learning problems, or family situations.

Election Results.

Each year, the membership elects the President-Elect. CASP’s presidential cycle spans three years. The President-Elect serves for one year and is charged with planning the Spring Institute and serving as Chair of the Personnel Committee. The President-Elect becomes President of the Association the following year. In the third year, s/he serves as Past President. For the 2016-2017 term, Long Beach Unified School District school psychologist chair of CASP ERMHS Ad Hoc Committee chair **Tom Sopp** became CASP President and **Dr. Pedro Olvera**, Director and Associate Professor of the School Psychology program at Azusa Pacific University, was voted President-Elect.

In even numbered years, CASP regional members elect a representative to the board from each even-numbered region (II, IV, VI, VIII, X). Each Region Representative serves a two-year term. Region Representatives may serve a maximum of two consecutive terms.

In April 2016, the following Region Representatives were elected:

Region II – **James Hiramoto**, 2016-2018 (second term)

Region IV – **Jeannine Topalian**, 2016-2018 (second term)

Region VI – **Glenn Schumacher**, 2016-2018

Region VIII – **Lillian Hernandez**, 2016-2018 (second term)

Region X – **Maureen Schroeder**, 2016-2018 (second term)

Dr. Glenn Schumacher of Region VI was elected to serve a two-year term as Affiliate Representative, replacing LaTasha Cooper who declined to run for a second term. His term will span 2016-2018. The longtime CASP Historian had spent two terms as Region VI Rep in the 1990s.

Kristen Makena started her first term as California’s delegate to the National Association of School Psychologists (NASP) for 2015-2018.



2015 Awards



The **Sandra Goff Memorial Award** was presented to California State University, Sacramento, Professor Emeritus Dr. Catherine (Cathi) Christo for her dedication to the profession and exemplary service to CASP, including being instrumental in the founding of CASP's Alumni Club in 2014 and co-authoring the organization's position paper on Patterns of Strengths and Weaknesses. Dr. Christo's vast amount of knowledge related to students with special needs, and specifically, students with learning disabilities has helped to make improvements in the lives of children throughout the state. And her training and guidance of graduate students have helped many of them find capabilities in themselves that they had not seen.



The **NASP Lifetime Achievement Award, California nominee** was Dr. Brent Duncan, past CASP President (2002-2003). Dr. Duncan has devoted his professional life to the improvement of the school psychology field. Including his employment as both a practicing school psychologist and professor of school psychology at Humboldt State University, he has over 30 years of service in the profession. The longtime NASP member has lead one of the association's most important workgroups, Government and Professional Relations, and held appointments as a Program Manager and Strategic Liaison. In his latter two positions, Dr. Duncan also served on NASP's Executive Council and Board of Directors. He has been a member of CASP for almost 20 years, and was the association's President in 2001



CASP presented the **California Legislator of the Year** award to **Sen. Loni Hancock** (D-Oakland) for her advocacy of legislation that led to \$10 million in state funding promoting Positive Behavior Interventions and Services through a training of trainers program that would involve school psychologists. The senator's legislation galvanized those in the field of school psychology and pupil services who work with at-risk students and who implement the strategies throughout the state. Her leadership was crucial in increasing the legislative and political awareness of the need to provide funding needed to create overall awareness and infrastructure that will enable school districts to implement positive school climate programs as an integral part of their Local Control Accountability Plans.

CASP officially recognized the outstanding work of school psychologists through the **Nadine M. Lambert Outstanding School Psychologist** award. Only practicing school psychologists providing direct services to students, teachers, parents, or community agencies are eligible for the OSP award. Recipients must also be CASP members and are nominated by their peers. The Nadine Lambert Outstanding School Psychologist awardees for 2015 were:



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- Region I:** Irene Chang, Windsor Unified School District
- Region III:** Tim Conway, Fresno Unified School District
- Region IV:** Beth Kauffman, Los Angeles School District
- Region V:** Sean Surfes, TOTAL Programs
- Region VI:** Lori Pendergraft, Riverside School District
- Region VII:** Kristin Makena, San Diego Unified School District
- Region VIII:** Kim Charnofsky, Conejo Valley Unified School District
- Region X:** Paul Teuber, Elk Grove United School District



The **Paul Henkin Convention Scholarship** is a monetary scholarship awarded by the California School Psychology Foundation to one school psychology student and one first-year school psychologist to attend the convention. The student award was given to **Sarah Babcock** of University of California, Santa Barbara and the professional award to **Elizabeth Echeveste** of Fresno County Office of Education.



The **Michael Goodman Memorial Research Award** promotes research and the scientist-practitioner model in school psychology. **Rondy Yu** of University of California, Santa Barbara was the recipient of this prize for his independent research.



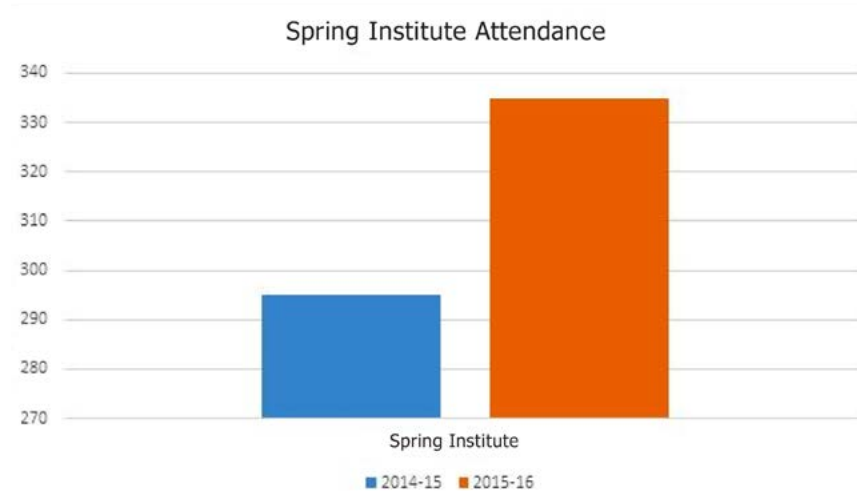
Cultural and Linguistic Diversity scholarships are presented by the California School Psychology Foundation to encourage and assist students with diverse backgrounds to become school psychologists. Edward Rodenzo of California State University, Northridge, received the award, and Nicole Edwards of San Diego State University was the second year award recipient.

Executive Committee Reports



President-Elect, Tom Sopp

As part of his role as president-elect, Tom Sopp's task was to plan CASP Spring Institute 2016, which was held on March 31 – April 2 at Hyatt Regency Monterey. The event was well attended and the graph below compares this and last year's attendance.



Surveying those that attended, the vast majority of reviews were positive. Some of the positive reviews included:

- Many positive comments were noted about the quality of presenters and the topics. Workshops mentioned by name were the dyslexia workshops, PSW workshop, UNIT workshop and the DBT workshop.
- Dr. Savage's keynote address was well received.
- The location of the conference received many positive comments.

Lessons learned and plans for next year's conference include:

- Raffle at keynote luncheon
- CASP history questions with prizes
- Adding a slide on the presenter's power-point that promote the general reception, luncheon, etc.
- Creating a video or power-point about how to use the online CEUs.
- Clarification in the registration packet that students can register for anything.



Past-President, Dr. Barbara D'Incau

Past-President Dr. Barbara D'Incau adhered to her goals for 2015-2016, including presenting a mini-skills workshop on school psychology supervision at the CASP Convention, supporting Santa Barbara Association of School Psychologists in developing an affiliate; a Santa Barbara affiliate charter was completed in 2016, and providing mentorship to CASP board members Jackie Allen, Tom Sopp, Beth Laurie, Maureen Schroeder during 2015-16.

Region Reports



Region I – Ryan Pepin, Region Representative

This past year has been a productive and positive one for Sonoma County Association of School Psychologists (SCASP), which is currently the sole affiliate in Region I. SCASP President Annalise Puentes and the steering committee refocused the SCASP website and created a newsletter.

SCASP hosted an end-of-the-year gathering at Truett Hurst Winery, where county school psychologists celebrated the school year and held elections for next year. Events that were well attended and had topics that were requested to continue in future years included: legal trainings, threat assessment and crisis response trainings, and panel discussions on threat-response team building and mental health.

SCASP welcomed its co-presidents for 2016-2017 - Angela Bonner, Sonoma Valley Unified School District and Deanna Fontanes-Halliday, Oak Grove Union School District; co-treasurers Connie Freeman and Kathy Bregder; co-secretaries Annalise Puentes and Bethany Deniz; and Angela Somawang in charge of the SCASP website and social media. SCASP will be starting off the 2016-2017 school year by hosting the Legal and Ethical Issues for School Psychologists workshop presented by Carl Corbin on Aug. 30, 2016 at Sonoma County Office of Education.



Region II – James Hiramoto, Region Representative

Bay Area Association of School Psychologists (BAASP) will be seeking any legacy funds available from previous Bay Area affiliates to fund WebEx. Given the large geographic range of BAASP, participation in meetings is difficult. WebEx allows up to 100 members to be able to participate live via smartphone or computer. Those unable to participate live can access the recorded meeting. WebEx will be used for workshops for CEU's as well. The WebEx annual fee of \$588 can be shared by other geographically challenged affiliates in Region II such as those in Monterey County and Santa Clara County. Monterey County SELPA received training from the Diagnostic Center, North this late spring and is looking at ways to implement this PSW model in their county. Santa Clara County will be going through this training this coming fall and spring (2016-17) with an eye toward adopting this process as well. SCCASP is still trying to reboot after a year hiatus: WebEx will hopefully alleviate many of their issues.



Region III – Amy Balmanno, Region Representative

The region's membership has increased from 150 to 159. Amy reached out to former and non-members within the region to try to boost membership. She expects to see numbers increase with the revitalization of the Stanislaus County Association of School Psychologists (SCASP). The affiliate is almost up and running again.

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The following were appointed to the SCASP Executive Board for the 2016-2017 year: (President) Nelarie (Nel) Romo, Riverbank Unified School District; (President-Elect) Mary Vasche, Ceres Unified School District; (Secretary) Aline Baca, Ceres Unified School District; and (Treasurer) Patrick Hanks, Oakdale Joint Unified School District.

Amy connected with school psychologists in Tulare County to help them create their own affiliate. Currently, they are a part of the Central Valley Affiliate of CASP (CVA-CASP), but that board did not object to Tulare County psychologists creating their own affiliate. After surveying all psychologists within the Tulare County SELPA to assess interest and their likelihood of participation, she plans to organize a new affiliate there.

CVA-CASP hosted three events this year, they were: (Sept.18) Dr. Milton Dehn, Identifying Processing Strengths and Weaknesses for SLD Eligibility; (Nov. 18) Kelly Hawkins, Trauma-Informed Practices within the Schools; and (April 2) Tricia McKale Skyles of Safe and Civil Schools, Responding to Misbehavior: Tier I and Tier II Interventions for Students with Challenging Behaviors.

The Kern Association of School Psychologists (KASP) hosted five events this year, they were: (Aug. 28) Jennifer Rowe Gonzalez of Fagan, Friedman & Fullfrost, Legal Update; (Sept. 25) Dr. Jessica Hannigan, PBIS Tier One Handbook: A Practical Approach to Implementing the Champion Model; (Oct. 30) Larisa Crookston, Alternative Assessment Approach to Establishing Cognitive/General Abilities; (Jan. 29) Nick Garcia, Counseling Interventions for School Psychologists; and (April 29) Dr. Achilles Bardos, Screening for Emotional/Behavioral Difficulties and Monitoring Intervention Effectiveness with the Behavior Intervention Monitoring and Assessment System (BIMAS).



Region IV – Jeannine Topalian, Region Representative

Jeannine represents Los Angeles Unified School District; a Region IV district. She participated more actively as a CASP Board member serving on the Dyslexia position paper, and Professional Standards task forces. Jeannine is in the process of updating the Los Angeles Association of School Psychologists (LAASP) bylaws.



Region V – Jackie Allen, Region Representative

Two leaders from Foothill Association of School Psychology (FASP), President Lauren Freeth and President-Elect Evelyn Miramontez, reported that FASP held two outstanding workshops, worked on membership, continued to develop an outstanding website and helped get Pedro Olvera elected CASP President-Elect.

Representatives from the Greater Long Beach affiliate- reported that organization was regrouping and getting new leadership for the year.



Region VI – LaTasha Cooper, Region Representative

Region VI was honored to host CASP 2015 convention: Social and Restorative Justice, Positive Outcomes for All Students at the Riverside Convention Center on Oct. 15-17. The convention co-chairs were LaTasha Cooper from San Bernardino City Unified and Kenneth Mitchell from Fontana Unified. Teamwork with CASP President Troy Xavier Leonard and volunteers from Riverside Unified and San Bernardino Unified helped to make the convention fun and successful. Additionally, support from the CASP Board of Directors and the CASP

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office made a huge helpful impact on delivering a convention with exciting and informative workshops. We are extremely thankful and proud of the support given to us by San Bernardino County Superintendent Ted Alejandre and Riverside Unified Superintendent Dr. David Hansen. Each superintendent provided a welcome address and offered their praise for the work that our profession provides to the education community. All-in-all, Region 6 continued throughout the rest of the school year to carry out the convention theme of social and restorative justice within our various school districts.



Region VII – Gabriel Gutierrez, Region Representative

This year the focus has been on collaborating and supporting the San Diego County Association of School Psychologists (SANDCASP) and supporting the development of an affiliate organization in Imperial County.

SANDCASP had a successful year under the leadership of Rodrigo Enciso, who is also co-chair of the Assessment Workgroup of CASP. SANDCASP had a record number of members this fiscal year and also ensured that greater than 50% of members were also CASP members. Moreover, SANDCASP held many opportunities for local school psychologists to collaborate and strengthen their skills via professional learning opportunities. The beginning of the year event gave members an opportunity to see the focus of SANDCASP and the importance of making a difference in the lives of our students, our schools, and our communities.

Professional learning opportunities included a focus on linking assessment data to intervention development:

- Assessment and Intervention for Children with Autism and ADHD by Stephen Brock
- Assessment and Intervention of Unique Populations, Jennifer Mascolo
- Meaningful and Efficient Assessment Reports, Rienzi Haytasingh
- Woodcock Johnson Tests of Cognitive Abilities, Fourth Edition
- Assessment of Executive Function using the CEFI: From Assessment to Intervention
- Universal Nonverbal Intelligence Test

SANDCASP conducted a Town Hall Meeting focused on the Pattern of Strengths and Weaknesses (PSW) for determining eligibility under FHC of SLD. The objective of the town hall meeting was to inform local administrators and practicing school psychologists of best practices in assessing SLD; to get clarification regarding the PSW approach, and to answer questions by experts in the field to increase familiarity with use of PSW practices. Another portion of the PSW town hall meeting was to provide information regarding the poor utility, specificity, and sensitivity of the discrepancy model. The town hall meeting also discussed the importance of utilizing interventions (via RTI methods) to support student learning and to rule out environmental and/or instructional factors prior to determining eligibility for the FHC of SLD. The event was well attended and SANDCASP will be holding a follow-up to the town hall with local leaders to initiate the development of a cohesive, consistent PSW model.

SANDCASP President Rodrigo Enciso moderated the town hall meeting. The PSW Town Hall Meeting featured Vincent Alfonso, PhD; Steven G. Feifer, DEd, ABSNP; Jenny (Jones) Ponzuric, MA, LEP, ABSNP; Melissa Hatch, Esq.; and representation from NASP (Kristin Makena) and CASP (Gabriel Gutierrez, PhD).

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Town Hall which brought in 160 school psychologists, special education directors and coordinators, and SELPA directors/administrators, to a full venue; as well as Breakout Sessions that required we increase the room capacity two times to accommodate attendees. The event helped increase association awareness and membership beyond recent years, and helped to establish SANDCASP as a local leader in best assessment practices.



Region VIII – Lillian Hernandez, Region Representative

A new, local affiliate has been started in Region VIII: Central Coast Association of School Psychologists (CCASP). This affiliate will cover the Santa Barbara and San Luis Obispo counties. The CASP board members voted in the new affiliate charter earlier this year. Throughout the year, CCASP has been working to recruit new members. The Ventura County Association of School Psychologists (VCASP) hosted many informative workshops in 2015-2016, including: Universal Design for Learning, presented by Jenny Ponzuric; Acquired Traumatic Brain Injury, presented by Jarice Butterfield and Dr. Barbara D’Incau; Legal Updates regarding Autism and OHI, presented by associates from Fagen, Friedman, & Fulfrost; and Suicide, as presented by Dr. Stephen Brock (former NASP president) and Richard Lieberman.



Region IX – Arpita Mandel

Membership for Region IX has increased slightly from 133 to 154. Arpita recruited two fellow veteran school psychologists to the OCASP board that are staying on board for 2016-2017.



Region X – Maureen Schroeder, Region Representative

Elk Grove Regional Association of School Psychologist (EGRASP) facilitated several workshops/trainings in 2015-16. Law & Ethics with Carl D. Corbin in December 2015; the Feifer Assessment of Reading in November 2015; and the Conners-3 workshop in February 2016 were among the well-attended sessions. EGRASP held an end-of-the-year social mixer with current and future members on April 29. At this time, the relatively new affiliate has approximately 40 members.

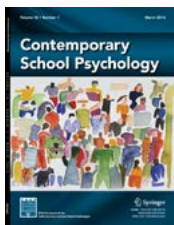


Affiliate Representative – Sarah Rodriguez

Sarah Rodriguez accomplished her goals of increasing affiliate membership. This year, she would like to improve on sending more encouraging affiliate updates for *CASP Today*, with a goal of writing more encouraging updates for the newsletter during the year.

After noticing that the best way to contact affiliates is to individually check in with them, she aims to do more of this at CASP Convention 2016, Leadership Affiliate Day and Spring Institute 2017. If affiliates aren’t present, she will email and phone the representatives after the events to get updates.

Committee and Specialist Reports



Contemporary School Psychology CASP's journal, which is published by Springer Publications, produced four print issues in 2015-2016. Articles are placed online by Springer as they become ready for publication. CASP members have free access to the journal through the Members Area of the CASP website.

The December 2015 issue featured Guest Editor Dr. Michael Furlong and was themed "School-Based Approaches to Promote Complete Mental Health: School Psychologists Working to Foster Students' Thriving Wellbeing." Prior issues during the fiscal year had a variety of articles in the realm of school psychology.

The CSP Journal is indexed in PsycINFO, Google Scholar, ERIC System Database, OCLC, and Summon by Serial Solutions.



CASP Today. Dr. Brian Leung, Professor and Program Director of Loyola Marymount University School Psychology Program, continues as Research Chair and Editor of *CASP Today*, the quarterly newsletter of our Association. In the early part of 2016, Dr. Leung created a Student Editorial Board for the quarterly publication that will promote student school psychology contributions to the publication, assist with feedback on submitted articles, and increase the presence and involvement of student members in the organization. *CASP Today* is available online as well as mailed to all members in print version. Archived editions are available in the Members area of the CASP website, <http://www.casponline.org>

Legislative Committee – Doug Siembieda, Chair

Under the leadership of Legislative Committee Chair Doug Siembieda, Director of Special Education for Huntington Beach Union High School District, and Jeff Frost, Lobbyist with Frost, Davis and Donnelly, the Legislative Committee developed the CASP Legislative Platform for 2015-2017. The platform identified six critical priority areas: 1) Ensure appropriate psychological, social-emotional, and mental health services in the school setting, including universal school-wide prevention and education such as Positive Behavior Intervention and Supports and Multi-Tiered Systems of Supports for students in need of academic, behavioral, and social-emotional interventions; 2) Ensure adequate funding for K-12 education, special education and related services, and evidence-based interventions that prepare students for college, career, and life; 3) Achieve equity and access to high quality educational programs for all students; reduce disproportionality in discipline practices and special education identification and placement; 4) Provide funding, to include teacher training and credentialing, for preschool education for all four-year-old children; 5) Reduce the shortage of school psychologists by increasing school psychology graduate programs; 6) Enact professional development requirements to renew the clear credential for all school psychologists. These issues guide CASP's legislative efforts over the two-year state legislative session.

CASP, the Legislature and the California Department of Education. Although CASP did not sponsor any legislation during the 2015-2016 fiscal year, it was involved in several bills and actions taken on the part of the Legislature and CDE, much of it continuation of issues that started in 2014-2015.

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AB 1369, Frazier: Facing opposition from statewide SELPA, the Association of California School Administrators and CASP, this bill requires the State Board of Education to include “phonological processing” in the description of basic psychological processes in regulations. The bill also calls on the Superintendent of Instruction to develop program guidelines for dyslexia to be used to assist regular education teachers, special education teachers, and parents to identify and assess pupils with dyslexia, and to plan, provide, evaluate, and improve educational services to pupils with dyslexia. Gov. Jerry Brown signed it into law on Oct. 8, 2015.

Led by Professor Emeritus Catherine Christo, PhD, from California State University Sacramento, CASP formed a committee and immediately wrote a white paper explaining what must be included in the “program guidelines” that would be used for teachers, administrators and parents to assess dyslexia. The resulting paper, *Dyslexia and Assembly Bill 1369*, was widely distributed and is available on the CASP website. CASP would like to thank Dr. Catherine Christo, chair, Amy Balmanno, Dr. Barbara D’Incau, Rodrigo Enciso, LaTasha Cooper, Thomas Sopp, Serena Schad, Kenneth Mitchell II, and Dr. Jeannine Topalian, for their participation in the writing of the document.

CDE set up a work group to assist in the writing of the new guidelines. Through the lobbying efforts of CASP advocates Jeff Frost and Laura Wasco, CASP’s Region III Representative Amy Balmanno was appointed to the dyslexia work group. The only school psychologist appointed to the 21-member group, Ms. Balmanno brings a unique perspective – as well as the CASP dyslexia paper – to the work group. The work group’s task is expected to be completed by the end of 2016.

SB 884 and 1113, Beall: During the 2014-2015 fiscal year, state Sen. Jim Beall, D-San Jose, called on the state auditor to review the way in which school districts were using county mental health funding for services for students. He said he had received complaints from parents in his district that students were not receiving as many services under AB 114, which gave the task of providing educationally related mental health services to the schools. A hearing on the audit was held in January 2016. Only four school districts of the 1,200 in the state were reviewed. The auditor found that there was little change in how and who was providing these services to students. In addition, the report found that there was a lack of expenditure tracking, written reasons for reductions or changes in services when there were some, no analysis from CDE on the success of the program and that only one district was receiving funding for these services from its county mental health department.

As a response, Sen. Beall introduced two bills, SB 884 and SB 1113. SB 884 calls on LEAs education local plan areas to collect and report specific information relative to mental health services, requires the California Department of Education to monitor and compare specific information, and expands the situations in which parents must be provided with notice of procedural safeguards and prior written notification of proposed activities. This bill has since been amended, however, CASP still has objections to some of the bill’s specifics.

SB 1113 calls for even more reporting on the part of CDE and calls on the department to set up a pilot project in which a school district and county mental health department would set up a MOU on funding the school mental health services. While not formally opposing either bill, CASP still objects to the need for a pilot project (when these agreements already exist). The two amended bills are still working their way through the legislative process.

MTSS funding. It started with SB 463, by Senator Loni Hancock, a bill sponsored by CASP, which ended up being a part of the trailer bill language by the California legislature in June 2015 that appropriated \$10 million for implementation of training for education agencies in positive behavior strategies for students. While CDE was deciding which county office of education would take the lead in developing a MTSS training of trainers program for the state, Gov. Brown added \$30 million to develop MTSS statewide to his May 2016 Budget Revisions. CDE awarded the original contract to the Orange County Department of Education, which is partnering with Butte County Office of Education to develop the program. Once the trailer bill language got through the Legislature, the \$30 million in additional funding was reduced to \$20 in additional funding.

Other legislation. CASP supported several two-year bills that, of this writing, are still wending their way through the legislative process. This includes bills to train school employees on suicide prevention, funding for early mental health intervention services, and an unsuccessful bill that would have used the number of and access to school psychologists as a measurement of school climate in regard to the Local Control Accountability Program.

Crisis Intervention Specialist, Susan Coats

Susan regularly attended the Student Mental Health Policy Workgroup quarterly meetings at the California Department of Education in Sacramento and reported back to the Board on the agenda. She was asked to become an official member of the workgroup; making her a voting member for CASP in the workgroup. Susan attended NASP's New Orleans Convention and the PREPaRE Trainer of Trainers Workshop II. She is now a NASP PREPaRE Trainer. She conferences with the NASP Crisis trainers and California school psychologists who also attended the training. She hoped to attend another PREPaRE Trainer of Trainers Workshop I during the summer. This allows her to consult with other school psychologists across the nation regarding crisis intervention processes.

LEP Specialist, Christopher Jones

Christopher accomplished his goals as CASP LEP Specialist for 2015-2016. He has responded to numerous CASP members and nonmembers on subjects ranging from ethical practice to taking insurance. He met with one member regarding how to set up a private practice and guided her in the initial steps. Christopher successfully collaborated and organized an LEP workshop at CASP Convention 2015 that was received well by those who attended. He also chaired the LEP Committee to create the LEP Code of Ethics. This entailed working with a group of CASP members to create a document that could be used by LEPs in private practice that was separate from the CASP Code of Ethics. The committee worked hard and had a usable document ready for the October Convention.

SPEC Liaison, Jean Ramage

Thanks to Cathi Christo, California State University, Sacramento, the School Psychology Educator's Committee (SPEC) is back! SPEC met at CASP Convention 2015 and the Spring Institute 2016. The focus of these meetings was to determine the needs of school psychology educators, their students, and their graduates. The educators generated a number of ideas that were placed into a survey and, with the help of the CASP office, were sent out to all educators. The issues in the survey included the following:

- Bilingual school psychology
- Program Finances
- Program Curriculum
- Program Fieldwork/Internships
- Mentoring
- CEUs
- Professional Development
- Professional Shortages
- Technology
- Credentialing
- Program Approval

The next SPEC meeting will be held at CASP Convention at Hyatt Regency Newport Beach on Saturday, Oct. 29 from 9 a.m. – 12 p.m. All faculty members are invited to this meeting, including full time, part time and retired members. The meeting agenda is: SPEC on the move. Action Group 1 will focus on preparing bilingual school psychologists with a panel coordinated by Carol Robinson-Zañartu, San Diego State University, and Pedro Olvera, Azusa Pacific University. Other action groups will set priorities and plans.

Executive Director's Report and Fiscal Report



Executive Director Heidi Holmblad is completing her third year as Executive Director of CASP. While most of the actions taken during the 2015-16 fiscal year are detailed in this report, there was one change that will improve all member services offered by CASP – the purchase of a new database.

The new Abila software promises to enhance all of CASP's online services. For example, members will have control over their profiles, allowing them to decide what information to include. New community groups will be formed. Directories of members' bilingual skills and Licensed Educational Psychologists will be created. CASP staff will be able to immediately find which members reside (and vote) in which legislative districts, and allow us to easily find members to assist with political priorities. And no more typing and re-typing your name when adding sessions to your convention registration.

The roll out of this new service will begin in August 2016. The financial success of both CASP Convention 2015 and Spring Institute 2016 made it possible for CASP to make this new investment.

CASP has continued its financial relationship with Wells Fargo Advisors and its slow-growth strategy to ensure a small gain and losses in its investment fund. The fund now stands at \$101,000. CASP's annual budget for 2015-2016 was \$570,000. However, the gross income was \$614,000. After higher than anticipated expenses, CASP reported a very small loss for the fiscal year.

Other Board Activities

CASP Leaders Participated in NASP Convention and Public Policy Institute

CASP President Troy X. Leonard, President-Elect Tom Sopp, NASP California Delegate Kristin Makena and Executive Director Heidi Holmblad participated in the NASP State Leadership Development Strand at NASP Convention 2016. Leonard and Sopp also attended the NASP 5-day Public Policy Institute (PPI) in July 2015.



Pupil Services Coalition.

The PSC continued to meet in 2015-2016 to discuss legislation and issues of mutual concern. The group is following the SBE work on melding the reporting requirements of ESSA and LCAP and offering testimony specifically on the school climate measurements to be established next year. Also, the PSC met with staff members of both the Senate and Assembly Education Committees to voice concerns and bring attention to the state association members.



CASP School Psychology Foundation

Vision: The Vision of the California School Psychology Foundation is to engage in the purposeful activity to create the scaffolding to build and sustain the image of the school psychologist and increase the visibility of the profession in the field.

Mission: The Mission and Purpose of the California School Psychology Foundation is to promote and advance the efficacy of School Psychology practice through scholarship and education, research and training, and outreach to educators, parents and the community to improve the wellbeing of children and youth.

Board members for the 2015-2016 year were: Jackie Allen, president; public members Stella Roqueblave, Margaret Sedor, Marian Schiff, Diana Fannon; CASP Board members Troy X. Leonard, Barbara D’Incau and Thomas Sopp. Heidi Holmblad is a member and treasurer of the Foundation.

The CSP Foundation continued to tweak the application for the Mini-Grants. The amount of money available per grant is now \$1,500. The total amount to be distributed in any year is \$3,000. Applicants must report on the success of the project funded by the grant in a CASP Today article.

Fundraising plans were also explored in a joint meeting with the Cultural and Linguistic Diversity Committee held at the annual convention in October. The suggestion of a Casino Night to be held at the 2016 convention to raise money for the CLD scholarship and the Paul Henkin Convention Grant is being pursued.

The Foundation raises funds to support its Mission. During 2015-2016, the Foundation granted two CLD scholarships to students, awarded the Paul Henkin Convention Scholarship, and awarded two mini-grants in the amount of \$1,500 and \$1,000 each to school psychologists for special projects to benefit students.



CASP Board of Directors 2015-2016

Elected Board Members

Troy Xavier Leonard, President
Barbara D’Incau, Past-President
Tom Sopp, President-Elect
Seble Gebremedhin, Treasurer
Sarah Rodriguez, Affiliate Representative
Ryan Pepin, Region I
James Hiramoto, Region II
Amy Balmanno, Region III
Jeannine Topalian, Region IV
Jackie Allen, Region V
LaTasha Cooper, Region VI
Gabriel Gutierrez, Region VII
Lillian Hernandez, Region VIII
Arpita Mandel, Region IX
Maureen Schroeder, Region X

CASP Staff 2015-2016

Heidi Holmblad, Executive Director
EJ Reyna, Member Services
Josh Johnson, Technology Specialist
and Webmaster
Raina LeGarreta, Communications Specialist
Kathy Little, Member Services Assistant

Chairs / Specialists

Award Chairperson, Behshid Nickpay
Convention 2015 Co-Chair, LaTasha Cooper
Convention 2015 Co Chair, Kenneth Mitchell II
Chair, Political Action, Cathi Christo
Specialist, CSP Chair - Editorial Board,
Michael Hass
Chair, Publications; Chair, Research,
Brian Leung
LEP Specialist, Chris Jones
Legislative Chair, Doug Siembieda
Student Leadership Coordinator, Beth Laurie
Specialist, New Media, Misty Bonta
CASP Alumni Coordinator, Lynne Aung
Specialist, Crisis Intervention,
Richard Lieberman
Specialist, Crisis Intervention, Susan Coats
Specialist, Cultural Linguistic Diversity,
Monique Arbuckle
Specialist, Cultural Linguistic Diversity,
Sergio Aviles
Student Leadership Council,
Allison McFarland
Membership Chair, David Weber
Specialist, Ethics, Larisa Crookston
Specialist, Historian, Glenn Schumacher
Specialist, Assessment, Rodrigo Enciso
Specialist, Assessment,
Kenneth Mitchell II
Specialist, Professional Standards,
Barbara Thomas
NASP Delegate, Kristin Makena
SELPA Liaison, Benay Loftus
Corporate Liaison, Ellen Balsys-Murphy
CTA State Liaison, Josie Meza Malik
SPEC Liaison, Jean Ramage