Special Education Business 101
Introductions

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Business Services Director
Charter SELPA

Ginese Quann
Director
Charter SELPA
Charter SELPA website.
Business Office Support page.
Scroll down to this section.
Today’s Topics

• SpEd Funding Big Picture
• Charter SELPA Allocation Plan
• State SpEd Funding
• Federal SpEd Funding
• Mental Health Funding
• SpEd Expenditure Considerations
• Federal Funding Compliance
• Significant Disproportionality

• Bonus Content
  • Website Navigation
  • Fiscal Portal Navigation
Special Education Funding
El Dorado Charter Allocation Plan
AB602 funding in California consists of federal and state SpEd dollars.

Each SELPA's governance committee is composed of the IFA members of the SELPA. The governance committee adopts an Allocation Plan to manage AB602 dollars.

The Allocation Plan defines the methodology for passing through SpEd revenue to each IFA.

The Allocation Plan dictates funds that are pooled to share risk among SELPA members.
The Local contribution “balances” the costs of your program by transferring funds from your LCFF revenue.
<table>
<thead>
<tr>
<th>Building capacity</th>
<th>Variance in student populations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unspent Funds</strong></td>
<td><strong>Annual Review of SpEd Expenditures</strong></td>
</tr>
</tbody>
</table>

**Statewide – 60+% local contribution to SpEd expenses**

**Unspent Funds**

---

**often due to…**

<table>
<thead>
<tr>
<th>Building capacity</th>
<th>Variance in student populations</th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt;25% unspent state funds = following year: <em>may not be</em> eligible for federal funds, reimbursement funding</td>
<td></td>
</tr>
<tr>
<td>&lt;25% unspent state funds = next year budget justification for federal funds determination</td>
<td></td>
</tr>
</tbody>
</table>
• Organization Partners may “reallocate” income to other SELPA member charters in the network.
• Federal Maintenance of Effort (MOE) compliance
• Manage Unspent Funds
• Manage local contributions among network schools
• Organization must have authority to reallocate.
• Requires board action – sample resolution on the Charter SELPA website.

Charters new to the Charter SELPA will not receive a cash disbursement until February, since the state’s Advance Apportionment payments (July to January) are based on prior year P-2 ADA while a partner in the Charter SELPA.

The cash advance program

- 25% cash advance - 3% interest rate.
- Participation: notify us of your interest and provide a report of opening enrollment.

Administrative Fee

**SINGLE CHARTER PARTNER**
- One Charter in the Charter SELPA
  - Administrative fee based on date of Charter entry into the Charter SELPA
  - One vote

**ORGANIZATION PARTNER**
- More than one Charter School in the Charter SELPA
  - Administrative fee based on date of CMO/Non-profit entry into the Charter SELPA.
  - One vote per charter

<table>
<thead>
<tr>
<th>Year</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>YEAR 1</td>
<td>5.5%</td>
</tr>
<tr>
<td>YEAR 2</td>
<td>4.5%</td>
</tr>
<tr>
<td>YEAR 3-4</td>
<td>3.5%</td>
</tr>
<tr>
<td>YEAR 5</td>
<td>3.0%</td>
</tr>
</tbody>
</table>
Federal Rate
El Dorado Charter SELPA

2019-20 FEDERAL RATE $125

• October 2018 CBEDS count
• Less Admin Fee (5.5%, 4.5%, 3.5%, 3.0%)
• Eligible partners
• Recent delays from CDE

2019-20
STATE RATE
$543

- Estimate assumes a 3% deficit for 19-20
- 2019-20 P-2 ADA
- Less Admin fee (5.5%, 4.5%, 3.5%, 3.0%)
- Less Set-Aside Contribution (1st year only)
Yes, the formula said you should get $100. But there is only $98 appropriated in the budget. Tell ya what. We’ll hit you back if we find some available cash down the road. K?

https://lao.ca.gov/Publications/Report/3598
# State Rate

**Impact of COLA & Deficit**

<table>
<thead>
<tr>
<th></th>
<th>2019-20 Projected Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2018-19 Statewide Target Rate</td>
</tr>
<tr>
<td>2</td>
<td>2019-20 COLA</td>
</tr>
<tr>
<td>3</td>
<td>Statewide Target Rate + COLA</td>
</tr>
<tr>
<td>4</td>
<td>2019-20 Estimated Deficit (P-2)</td>
</tr>
<tr>
<td>5</td>
<td>Statewide Target Rate + COLA - Deficit</td>
</tr>
</tbody>
</table>
Rate Smoothing Pool

Year 1 Deficit Restoral

Year 2 Deficit Restoral

Year 3 Deficit Restoral

Year 4 Deficit Restoral

• Year 2 Rate Guarantee

Year 3 Rate Guarantee

Year 4 Rate Guarantee

Pool Balance
Set-Aside Risk Pool

$5 per CY P-2 ADA in 1st year.

One-time payment

PROTECTION AGAINST POTENTIAL INSTABILITY

Applies to each CDS code upon entry.

Shared risk pool.
Legal Risk Pool

• Attorney costs associated with due process filing
• 60% of eligible legal expenses
• Up to $18,000 for eligible legal costs
• File claims immediately!

• Vision, Hearing or Orthopedic Impairment
• Reimbursement basis (per student) Minimum claim $600
• Minimum reimbursement level is State per pupil revenue = $437
• Maximum = End of year determination
  • 2017-18 = $2,300
  • 2018-19 = $2,235
• File claims immediately!

Educationally Related Mental Health Services (ERMHS)
Allocation Plan - ERMHS

- Funding based on need
- Interactive process
- "ERMHS"
- MENTAL HEALTH SERVICES TO STUDENTS
- Delivery of direct services
- Level 2
- Level 3
ERMHS Expenditures

Level 2
Service Counts or Budget Request

Level 3 Site-Based (Structured Therapeutic Program)

Level 3 NPS (Nonpublic School)

Level 3 RTC (Residential Treatment Center)

ERMHS Funding

The IDEA requires that the statement of related services must be based upon peer-reviewed research to the extent practicable, to be provided to the child, or on behalf of the child, and a statement of the program modifications or supports for school personnel that will be provided to enable the child:

1. To advance appropriately toward attaining the annual goals.

2. To be involved in and make progress in the general education curriculum in accordance with 34 CFR 300.320 (a)(1), and to participate in extracurricular and other nonacademic activities.

3. To be educated and participate with other children with disabilities and nondisabled children in the activities described in this section.

IDEA Federal Law
- Related Services
- Psychological Services
- Social Work Services
- Counseling Services

California Law
- Related Services
- Psychological Services
- Social Work Services
- Counseling & Guidance Services
- Individual Counseling
- Parent Counseling & Training
<table>
<thead>
<tr>
<th>Psychological Services</th>
<th>Educational Psychologist</th>
<th>School Psychologist (PPS)</th>
<th>Licensed Psychologist</th>
<th>Marriage &amp; Family Therapist (MFT)</th>
<th>Licensed Clinical Social Worker (LCSW)</th>
<th>School Counselor (PPS)</th>
<th>Licensed Professional Clinical Counselor</th>
<th>Special Education Instruction Credential</th>
<th>Health &amp; Nursing Services Credential</th>
</tr>
</thead>
<tbody>
<tr>
<td>530</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Work Services</td>
<td>525</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Counseling &amp; Guidance</td>
<td>515</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Individual Counseling</td>
<td>510</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Parent Counseling &amp; Training</td>
<td>520</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>
LEAs may opt to contract service providers with public agencies (other LEAs, county mental health agencies) or non-public agencies (NPAs).

If an LEA opts to contract a service provider via a public agency they will complete a Memorandum of Understanding (MOU) between their LEA and the public agency.

If an LEA opts to contract a service provider via an NPA or NPS they must:
- Refer to the CDE’s approved list of NPA/NPS service providers to select a CDE-certified NPA/NPS.
- Complete a Master Contract between the LEA and the NPA/NPS.
- Complete an Individual Service Agreement (ISA) for each student that the NPA/NPS serves.
• LEAs may directly employ mental health professionals to provide related services.
  • Typically credentialed through Office of Consumer Affairs (not CTC).
  • May be supervised by the holder of an Administrative Credential.

• LEAs may contract with community-based mental health professionals to provide related services.
  • Self-employed, employed by a private agency, or employed by a public agency (such as county mental health).
  • In many cases, community-based mental health professional should be supervised in their school-based activities by an individual possessing Pupil Personnel Services (PPS) Credential.

http://www.cde.ca.gov/sp/se/ac/reqsecuresrvcs.asp
To allow students to access education and practice ERMHS goals in the educational setting.

It is suggested that the ERMHS services be provided at school during the course of the school day.

Should an IEP Team determine ERMHS services would be provided outside of the school day they must consider:

- Transportation
- What to do when a service is missed
- Have a clear reason documented in the IEP as to why a student would need a service to work on an educational goal outside of the educational setting
ERMHS Funding (2018-19)

<table>
<thead>
<tr>
<th>Description</th>
<th>Level 2</th>
<th>Level 3 Site-Based</th>
<th>Level 3 NPS - ERMHS</th>
<th>Level 3 NPS-Residential</th>
</tr>
</thead>
<tbody>
<tr>
<td>ERMHS delivered to</td>
<td>Structured Therapeutic ERMHS Program</td>
<td>ERMHS delivered to NPS Students</td>
<td>Room and Board Needed for ERMHS</td>
<td></td>
</tr>
<tr>
<td>Special Education Eligibility</td>
<td>Any Eligibility</td>
<td>ED</td>
<td>ED</td>
<td>ED</td>
</tr>
<tr>
<td>Allocation Formula</td>
<td>80% 100% of the lesser of:</td>
<td>80% 100% of ERMHS Allowed Costs</td>
<td>90% 100% of ERMHS Allowed Costs</td>
<td>100% of Room &amp; Board Costs</td>
</tr>
<tr>
<td></td>
<td>1) $3,000-$3,300 per service or</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2) Budget Request</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Initial budget parameters established October 2019 for 2019-20.
**ERMHS Funding Timeline**

**September**
- Level 3 Budget for Continuing Placements Due Oct. 1
- Initial Level 2 per service rate set
- Preliminary Level 2 SEIS Service Count #1

**October**
- Level 2 Annual Mental Health Plan Due Nov. 1
- Level 3 Site-Based Annual Mental Health Plan & Budget Due Nov. 1
- Preliminary Level 2 SEIS Service Count #2

**November**
- Preliminary Level 2 SEIS Service Count #2

**December**
- Final Level 2 SEIS Service Count*

**January**
- Level 2 Budget Due Jan. 15*

**By May**
- Finding of Sufficiency determines final rates and funding percentages

**New Level 3 NPS & Residential Requests (budget, Master Contract & ISA) due within 30 days of placement.**

*Component of Level 2 Eligibility Formula*
SpEd Expenditure Considerations

Direct Costs

Direct Instruction & Administration of Special Ed
• SpEd Administrators, Teachers, Admin Support, Aides (Salaries + Benefits), Contracted Services
• Books, Supplies
• Capital Outlay

Support

Peripheral but Related to SpEd Instruction
• Principal, Librarian, School Secretary, Nurse, Maintenance, Transportation
• CSAM Guidelines: FTE, Classroom Units, Students Transported
• Reasonable

Indirect Costs

Schoolwide General Management
• Accounting, Payroll, HR, IT
• Assigned Rate - Set by CDE
• Ranges <2% to >10%
• Statewide Avg. = 5.25%
Program Cost Accounting (CSAM Procedure 910)

Special Education Expenditures

Direct Costs
- Instructional (direct instruction)
- Support (peripheral to instruction)

Indirect Costs
- Central Admin (school-wide)

Direct Charged (Documentation)
- Allocated (FTEs, CUs, PTs)

Assigned ICR
Standardized Account Code Structure (SACS)
Per EC 41010, approved by the SBE and published in the CSAM

- A uniform, comprehensive, and minimum chart of accounts to improve statewide financial data collection, reporting, transmission, accuracy, and comparability.
- Meet federal compliance guidelines and increase the opportunities for California to receive federal funding for education programs.
- Ensure that school districts and COEs comply with GAAP as prescribed by GASB.
- Create a logical framework that can be used to determine where education funds come from and how they are used.
- **Provide actionable data for use by administrators, parents, board members, students, legislators, and others interested in analyzing education through a fiscal lens.**
Charter schools are **not required to** use SACS or the SACS reporting software. There is an optional Charter Alternative Form for reporting (Object only). However, there are some minimum tracking requirements for special education reporting, and it is more effective and so much easier to manage what you measure.

### Annual Budget Plan
**Fiscal Year 2018-19**

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

<table>
<thead>
<tr>
<th>Reference/Label</th>
<th>Instructions</th>
<th>Estimated Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Funds received in accordance with Chapter 7.2 (beginning with California Education Code (EC) Section 56836) (Special Education Program Funding)</td>
<td>SACS Resource Code 6500 (State), 3300–3409 (Federal), 6512–6535 (General Fund)</td>
<td></td>
</tr>
<tr>
<td>B Administrative costs of the plan</td>
<td>SACS Goal Code 5001 Function 2100</td>
<td></td>
</tr>
<tr>
<td>C Special Education services to pupils with (1) severe disabilities, and (2) low-incidence disabilities</td>
<td>SACS Goal Code 5710</td>
<td>1,936,424</td>
</tr>
<tr>
<td></td>
<td>SACS Goal Code 5730</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>SACS Goal Code 5750</td>
<td></td>
</tr>
<tr>
<td>D Special education services to pupils with non-severe disabilities</td>
<td>SACS Goal Code 5770</td>
<td>14,032,446</td>
</tr>
</tbody>
</table>

C Special Education services to pupils with (1) severe disabilities, and (2) low-incidence disabilities

D Special education services to pupils with non-severe disabilities

2018-19 Annual Budget Plan

- **Services to Non-Severe = 98.7%**
- **Services to Severe = 1.3%**
- **EDCOE Geo SELPA = 73% / 27%**

1 Function Activity Classification can be found [here](http://www.cde.ca.gov/bo/eq/gb/eq08/mar08Item24a6.doc)
<table>
<thead>
<tr>
<th>Special Education services to pupils with Non-Severe Disabilities ages 0-22</th>
<th>Special Education services to pupils with Severe Disabilities ages 5-22</th>
<th>Special Education services to pupils with Severe Disabilities ages 0-5</th>
<th>Supplemental Aids and services to meet the individual needs of pupils placed in regular education classrooms and environments</th>
<th>Instructional Supervision, Administration &amp; All Other SpEd Expenditures</th>
<th>SELPA Admin/Set Aside Fee</th>
<th>Indirect Costs</th>
<th>Total Costs</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

**Legend**

1. **SACS Goal Code 5770**: Special education expenditures directed to children from birth to 22 years of age with non-severe disabilities. (This will default to the remainder of total costs not otherwise classified above.)

2. **SACS Goal Code 5750**: All special education expenditures directed to children with exceptional needs from the ages of five (who have been identified as kindergartners) to 22 years of age, inclusive, who require intensive instruction and training in programs serving pupils with the following profound disabilities: autism, blindness, deafness, severe orthopedic impairments, serious emotional disturbances, or severe mental retardation (intellectual disability).

3. **SACS Goal Code 5710 & 5730**: All special education expenditures directed to infants (younger than 3) and preschool students (ages 3 to 5) with exceptional needs who require intensive instruction and training in programs serving pupils with the following profound disabilities: autism, blindness, deafness, severe orthopedic impairments, serious emotional disturbances, or severe mental retardation (intellectual disability).

4. **Any SACS Goal Code with Function Code 1130**: Costs needed to facilitate a student receiving instruction provided in a regular education classroom or in an instructional setting other than separate classes, RSP Instruction, or NPA/S's. Supplementary aids and services include curriculum modifications and accommodations, as well as direct services and supports (e.g., instructional aide, interpreter services, Braille services, assistive technology).

5. **SACS Goal Code 5001 & Function Code 2100**: Special education instructional supervision and administration, whether directly charged or charged via Direct Support. All Direct Support charges should be entered here.
Analyze by RESOURCE

- State: $150,000
- Federal: $290,000
- ERMHS: $25,000
- LCFF: $65,000

Total: $530,000
Analyze by FUNCTION

- Ed Spec: $330,000
- Aides: $85,000
- NPA: $65,000
- NPS: $50,000

Total: $530,000
Analyze by OBJECT

Salaries: $375,000
Benefits: $45,000
Books & Supplies: $40,000
Direct Support: $60,000
Indirect Support: $10,000

Total: $530,000
**Time Accounting**

- Any staff funded (partially or completely) from a restricted source (e.g., SpEd revenue) needs to have time documentation on record

1. Substitute systems = sampling, schedule-based (CDE approval)
2. STATE = State Documented Method (Activity Worksheets)
3. Guidelines provided for federal funding OK to use for state funding
- Info and samples from CSAM in Year End Resource Guide
- See CSAM Procedure 905 for full details

**Federal Requirements**

**Single Cost Objective**
- Example: Ed Specialist who is full time special education, but part state part federal funded.
- Periodic Certification required at least semiannually
- State that the employee worked solely on that single cost objective during the period.

**Multiple Cost Objective**
- Example: Psychologist who is part time special education, part time general education.
- Personnel Activity Report (PAR) required monthly
- Report of daily activity spent in each objective.
Federal Funding Compliance
**Maintenance of Effort (MOE)**

**Spend** as least as much from STATE AND LOCAL FUNDS in current year as was spent in subsequent passing year (SEMA).

**Budget** at least as much from STATE AND LOCAL FUNDS for next year as was spent in subsequent passing year (SEMB).

### Four MOE Tests

Must pass at least one test each year for SEMA & SEMB

#### Sample Charter 2015-16 MOE

<table>
<thead>
<tr>
<th>Description</th>
<th>2015-16 Actuals</th>
<th>Comparison Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Federal</td>
<td>50,000</td>
<td>30,000</td>
</tr>
<tr>
<td>State</td>
<td>165,000</td>
<td>190,000</td>
</tr>
<tr>
<td>Local</td>
<td>39,000</td>
<td>40,000</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>254,000</strong></td>
<td><strong>260,000</strong></td>
</tr>
</tbody>
</table>

**MOE Calculation State/Local or local Only:**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>State</strong></td>
<td>165,000</td>
<td>190,000</td>
</tr>
<tr>
<td><strong>Local</strong></td>
<td>39,000</td>
<td>40,000</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>subtotal</th>
<th>204,000</th>
<th>230,000</th>
<th>(26,000)</th>
<th>NOT MET</th>
</tr>
</thead>
<tbody>
<tr>
<td>pupil count</td>
<td>25</td>
<td>25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>per pupil MOE Calculation</td>
<td>8,160</td>
<td>9,200</td>
<td>(1,040)</td>
<td>NOT MET</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Local</th>
<th>39,000</th>
<th>40,000</th>
<th>(1,000)</th>
<th>NOT MET</th>
</tr>
</thead>
<tbody>
<tr>
<td>pupil count</td>
<td>25</td>
<td>25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>per pupil MOE Calculation</td>
<td>1,560</td>
<td>1,600</td>
<td>(40)</td>
<td>NOT MET</td>
</tr>
</tbody>
</table>

1. State & Local
2. State & Local / Pupil
3. Local Only
4. Local Only / Pupil
MOE Strategies
Exemptions

1) The voluntary departure or departure for just cause of special education or related services personnel.

2) The termination of costly expenditures for long-term purchases, such as the acquisition of equipment or the construction of facilities.

3) Up to 50% of any increase in federal funds over the prior year.

4) A decrease in the enrollment of children with disabilities. The SELPA no longer has the obligation to provide one or more exceptionally costly special education programs to student(s) because they:
   • Have left the jurisdiction of the SELPA; or
   • Have reached the age at which the SELPA is no longer required to provide free appropriate public education (FAPE) to the student(s); or
   • No longer need the program of special education.
### SAMPLE Charter 2015-16 MOE

<table>
<thead>
<tr>
<th>Description</th>
<th>2015-16 Actuals</th>
<th>Comparison Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Federal</td>
<td>50,000</td>
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<tr>
<td>Local</td>
<td>39,000</td>
<td>40,000</td>
</tr>
<tr>
<td>Total</td>
<td>254,000</td>
<td>260,000</td>
</tr>
</tbody>
</table>

### SAMPLE SELPA 2015-16 MOE

Allowable exemptions:
- 1.0 FTE salary/benefits in 2013-14: 95,900
- 1.0 FTE Replaced in 2014-15 salary/benefits: 85,000
- Allowable reduction in base amount: 10,900

**Termination of a costly program/service**
- NPS Student moved out of charter: 22,000

**Total costs for this student in 2013-14**
- 22,000

**Total allowable reductions to base**
- 32,900
Testing

- Review the percentage of increase
- Review budget year
- Can we pass more tests?
- Use of allocated/indirect costs
- Application of allowable exemptions
- Income Reallocation

Pass at least one test

Don’t pass
Decreasing expenditures?
- Reasonable cost reductions by pursuing efficiencies are positive
- Just consider carefully the implications around MOE.

Important things to consider:
- Allowable federal exemptions
- Use of direct support/indirect costs
- Decline in SpEd population – e.g. costs declined 5%, but SpEd pupil count declined 5% (MOE includes a per student cost comparison)
• Federal law requires that federal special education funds (IDEA Part B) are to be spent for “Excess Costs”.

• Requirement to spend (on special education students) from state and local resources an amount equal to what is spent on general education, prior to spending federal SpEd dollars.
The elements of the calculation for excess costs include the following:

- General Ed Expenditures/Total Enrollment = General Ed Cost per Student
  - $3,000,000 Gen Ed expenditures
  - 500 students
  - $3,000,000/500 = $6,000/Gen Ed student

- Special Education Student FTE (full time enrollment) using SEIS data on time spent in SpEd.
  - 40 SpEd students
  - Each student is in SpEd 10% of the day
  - 40 students x 10% (.10) = 4.0 FTE

- SpEd Student FTE x Gen Ed Cost per Student
  - 4.0 x $6,000 = $24,000
  - Excess Cost Floor
Excess Cost Calculation

- Excess Cost Floor = minimum spent on SpEd from State and Local funds before Federal SpEd funds can be spent.

- Charter SELPA will perform this annual calculation on your behalf.

- CDE now requires the CFO/CBO of each LEA sign the calculation and the SELPA will submit to CDE.

SpEd Expenses from State & Local

$3,000,000

$24,000
Minimum spent from State and Local
Significant Disproportionality
Significant Disproportionality

Definition

• LEA disproportionality refers to the “overrepresentation” of a particular racial or ethnic group in one of four areas:
  • Special Education in general
  • Special Education within a specific disability category
  • Discipline
  • Least Restrictive Environment (LRE)
Methodology

- LEAs can be identified as having significant disproportionality by the following criteria:
  - Identified disproportionate by both measures (E-formula and Alternate Risk Ratio) defined as:
  - Identified disproportionate in the same cell (disability by ethnicity):
  - In the current year, and in at least two of the previous three years.
Changes to Methodology

• CDE has made changes to the calculation methodologies for Indicators 4, 9, and 10 on the Annual Performance Report (APR) as well as adding disproportionality for Least Restrictive Environment (LRE).

• These changes were implemented in 2016-17.
Consequences

• Any LEA that is found to have disproportionate representation will be subject to state monitoring to ensure that the LEA’s policies, procedures, and practices are compliant and do not lead to inappropriate identification.

If found Significantly Disproportionate, LEAs are required to use 15% of IDEA funds for Coordinated Early Intervening Services (CEIS).
The IDEA allows – sometimes requires – expenditure of federal funds on CEIS.

CEIS are for nondisabled students (i.e., currently not identified as needing special education).

Based on research about the effectiveness of early intervention,

Examples:

• Behavioral interventions to nondisabled students, perhaps as a part of a PBIS initiative
• Reading or math specialists for nondisabled students who have not reached grade-level proficiency
• After-school tutoring for nondisabled students who score below standard on statewide assessments
Coordinated Early Intervening Services (CEIS)

- Federal dollars directed to CEIS must supplement not supplant other funding (state, local, & other federal funding sources).

- May not:
  - Provide services that are otherwise required by federal, state or local law.
  - Provide services that were paid for with other funds in a prior year (e.g., IDEA funds are used to provide services that were paid for with ESEA funds in the prior year.).

Disproportionality Prevention

• Implement and monitor systems for correct data entry and regular examination of data to ensure data integrity between student information systems (CASEMIS and CALPADS).
• Implement and monitor processes and procedures for systemic behavior interventions, i.e. PBIS.
• Implement and monitor disciplinary policies, processes, and procedures that minimize suspensions and expulsions.
• Explore programs and practices that support alternatives to suspension and expulsion, i.e. Restorative Practices.
• Move towards inclusive practices to maximize opportunities for special education students in general education settings.
Final Thoughts
• **Program/Business Buzz Sessions (web)**
  • 30-minute sessions
  • You set the agenda
  • Email charterselpabusiness@edcoe.org to schedule.

• **Fiscal Committee Meetings (web)**
  • Wednesday, October 29, 2019
  • Wednesday, June 09, 2020
CALL SELPA BUSINESS TEAM

- Unspent Funds
- Not Passing MOE
- Cash Discrepancies
- Any Other Questions