Steering Committee Meeting

September 11, 2019
Federal and State News

Fiscal Update*

State News
• State revenue collection strong
• State cash position strong
• Housing prices higher
• Personal income grew
• Housing starts continue downward

Federal News
• Budget Caps lifted
• Dept of Labor Opinion – Parents may use FMLA for IEP meeting attendance

*Denotes a handout
## SELPA Allocation Plan

<table>
<thead>
<tr>
<th>AB 602 Funding</th>
<th>State &amp; Fed Revenue</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>&gt; Set-Aside Risk Pool</td>
</tr>
<tr>
<td></td>
<td>&gt; Rate Smoothing Pool</td>
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<tr>
<td></td>
<td>&gt; Legal Risk Pool</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Restricted Funding</th>
<th>Low Incidence</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ERMHS</td>
</tr>
</tbody>
</table>
Legal Risk Pool

- Attorney costs associated with due process filing
- 60% of eligible legal expenses ($30,000 maximum) – 50%
- Up to $18,000 for eligible legal costs – $15,000

Low Incidence

- Vision, Hearing or Orthopedic Impairment (primary or secondary)
- Reimbursement basis (per student) – Minimum claim $600
- Maximum = End of year determination
  - 2017-18 = $2,300
  - 2018-19 = $2,235

DON’T WAIT
Start reimbursement requests as soon as you know!
Allocation Plan ERMHS Funding

Funding based on need

德尔维位的直接服务

Interactive process

"ERMHS"
MENTAL HEALTH SERVICES TO STUDENTS

Delivery of direct services

Level 2
Level 3
## ERMHS Funding

<table>
<thead>
<tr>
<th>Description</th>
<th>Level 2</th>
<th>Level 3</th>
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<tbody>
<tr>
<td></td>
<td>IEP Based ERMHS Services</td>
<td>Site-Based</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Structured Therapeutic ERMHS Program</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Eligible ERMHS service costs for NPS placement</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Room and Board* Room and Board*</td>
</tr>
<tr>
<td>Disability</td>
<td>Any Eligibility</td>
<td>ED**</td>
</tr>
<tr>
<td>Funding Formula</td>
<td>80% of the lesser of:</td>
<td>ED**</td>
</tr>
<tr>
<td></td>
<td>a) $3,300 x (# of services on 12-1-19)</td>
<td>90% of ERMHS Allowed Cost</td>
</tr>
<tr>
<td></td>
<td>b) Budget Request</td>
<td>100% of Room &amp; Board Costs</td>
</tr>
</tbody>
</table>

*Considered required for receiving ERMHS services in IEP

**Primary or Secondary Designation
**ERMHS Funding Timeline**

**September**
- Level 3 Budget for Continuing Placements Due ASAP
- 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 #3

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

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

**By May**
- Final rates and funding %.

**New Level 3 NPS & Residential Requests (budget, Master Contract & ISA) due within 30 days of placement.**
Special Education Base Funding (AB 602)

State apportionment and Federal grant revenues are passed through by the SELPA to our partners throughout the year. The tabs below provide access to cash flow, budgeting, forecasting and federal grant reporting details.

The SELPA monitors state and federal special education funding data throughout the year and issues budget advice for state and federal revenue based on tracking and analyzing this data. Projected cash flow is determined based on this budget advice, and is updated at each certification or expenditure reporting period. Current budget advice appears below. Click on the links to the right for the most current cash flow schedules.

Current Advice:
- 2018-19 $528 State/$199.35 Federal (prior to admin/Net aside)
- 2019-20 $543 State/$125 Federal (prior to admin/Net aside)

REVENUE PROJECTIONS

- 2018-19 Funding Details
- 2018-19 State Cash Flow
- 2018-19 Federal Cash Flow
- 2018-19 Other Cash Flows

MULTI-YEAR REVENUE PROJECTION

- 2018-19 Funding Details
- 2019-20 State Cash Flow Projections
- 2019-20 Federal Cash Flow Projections

FEDERAL REPORTING

- Fiscal Process Timelines
- Fiscal Update
- MOU Templates

BUSINESS OFFICE RESOURCES

- Allocation Plan
- Accounting & Expenditure Guidance
- Fiscal Portal
- ACH/Direct Deposit
- Payments Made to Charters
- Fiscal Year Calendar

While a detailed list of all SELPA fiscal due dates and activities is available at the bottom of this web page in our dynamic calendar, this at-a-glance yearly calendar is a handy desk reference.

- 2018-19 Fiscal Calendar
- 2019-20 Fiscal Calendar
### AB 1505 AT A GLANCE

The original version of AB 1505 would have had devastating consequences for the most vulnerable students in our state. Advocates like you ensured that the most critical protections were maintained and that new provisions would be focused on our values of equity, quality, predictability and co-existence within our public education system.

#### What’s Protected

- Charter schools that are closing the achievement gap are granted a streamlined renewal, with the ability to now be renewed up to seven years.
- Restoration of an appeals path to counties and the State Board of Education when a charter school renewal has been denied.
- Any consideration of the fiscal impact of a new charter school petition must be balanced with the academic needs of the students who are going to be served.
- A five-year transition exists for non-core charter school teachers to secure appropriate certification.

#### What’s New

- Consideration of fiscal impact in a new charter school petition, though with the critical protection of balancing academic need.
- A 2-year moratorium on new non-classroom based schools. Additional conditions for existing nonclassroom based schools have been set by AB 1507.
- A three-tiered charter renewal process based on the California School Dashboard color indexes of “blue,” “green,” “yellow,” “orange,” and “red.”
- Certification by the Commission on Teacher Credentialing (CTC) for all non-core, non-college prep charter school teachers is now required, though with the critical protection of a five-year transition period.

For more information visit: ccsa.org

*Denotes a handout*
CCSA Resources on Special Education in Charter Schools*

*Denotes a handout
AB 2657 Update*
Use of Seclusion and Restraint

- Updated SELPA Policy and Administrative Regulation #23
  

- Q&A

- Sample Board Policy

*Denotes a handout
Commission on Teacher Credentialing
Background

February 2018
Commission adopts new Education Specialist credential structure with 5 preliminary credentials

June 2018
Commission adopts DHH, VI, ECSE TPEs and Subject Matter Competency Requirements for Ed Specialists

August 2018
Commission adopts credential titles, program standards, and Mild to Moderate and Extensive Support Needs TPEs

Fall 2018
CTC staff begins working with stakeholders on new credential authorization statements for MMSN, ESN, and ECSE credentials

Fall 2018
CDE staff begins working with stakeholders on definitions for Mild to Moderate and Extensive Support Needs

April 2019
Commission adopts new authorization statements so the regulatory process can begin
Current Education Specialist Instruction Credential Types and Requirements Have Not Yet Changed

• Requirements for in- and out-of-state prepared Education Specialists are currently the same.
• 7 specialty areas for the preliminary credential
• 9 added authorizations
• Program sponsors will transition their programs to the 5 specialty areas by summer/fall 2022
Program Standards and Teaching Performance Expectations (TPEs)

PSA 19-07 provides details about transition process

Proposed Transition Date – Summer/Fall 2022

- Education Specialist Program Standards
  - One set of program standards for all 5 Preliminary credentials
  - Same domains as the General Education standards

- Education Specialist TPEs
  - Each of the five specialty areas has its own unique set of TPEs
  - MMSN and ESN teachers will also meet the ‘General Education’ TPEs in their preparation programs
Authorization Statements for Education Specialist Credentials

• Credentials issued by CTC have authorization statements that specify what the holder of that credential is authorized to do (ages of students, disability categories, setting, etc.)

• These are included in Title 5 regulations and are used to determine appropriate assignments by CTC and employing agencies
April 2019 Commission Meeting

Agenda Item 4C

The Commission adopted new authorization statements for the Education Specialist credentials:

• Mild to Moderate Support Needs
• Extensive Support Needs
• Early Childhood Special Education (birth – kindergarten)
• Added Authorization: Early Childhood Special Education
April 2019 Commission Meeting

Agenda Item 4C

• Credential authorization statements for Deaf and Hard of Hearing and Visual Impairments will remain the same.

• Credential authorization statement for Added Authorization: Early Childhood Special Education updated to include Orthopedic Impairment, birth - kindergarten.

• Current and proposed (adopted) credential authorization statements begin on p. 2 of linked agenda item.
June 2019 Commission Meeting
Agenda Items 2A & 2B

• **Agenda Item 2A**: Proposal to Update the transition Timeline of Education Specialist Programs to New Standards and Development of an Education Specialist Teaching Performance Assessment
  • Programs will transition to the new standards in the summer/fall of 2022
  • Candidates will have to take a TPA

• **Agenda Item 2B**: Program Standards for Early Childhood Special Education Added Authorization Programs
  • Aligned the added authorization standards with the new program standards for Early Childhood Special Education
Work in Progress

- Staff has begun the regulatory process to implement the revised authorization statements for teachers who will be prepared in this new credential structure which will go into effect summer/fall 2022.

- Staff will begin providing technical assistance in fall of 2019 to guide existing educator preparation programs on transitioning to the new standards and TPEs across all credential areas.
Existing Education Specialist Credential Holders

• Holders of current valid Education Specialist credentials will continue to be authorized to serve the populations of students they are currently serving, without interruption OR a requirement that they must earn the new credential.

• If teachers holding existing credentials would like to earn equivalency to one of the five new specialty areas, they will have the opportunity to do so through a bridge authorization, that is yet to be developed.
California Practitioners’ Guide for Educating English Learners with Disabilities

- The California Department of Education has created and released the “California Practitioner’s Guide for Educating English Learners with Disabilities” (CPGEELD).

- The CPGEELD provides guidance to general and special educators from transitional kindergarten/kindergarten through grade 12 to help appropriately identify and support English Learners who may qualify for special education and related services, and English Learners with diagnosed disabilities.

- It can be accessed from multiple entry points and is meant to be used as a resource to respond to day to day questions that may arise.

- Creation of the guide, stemmed from AB 2785 and is codified in CA Ed Code section 56305.
# What is Included in the CPGEELD?

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Students with Disabilities who may be Identified as English Learners</td>
</tr>
<tr>
<td>2</td>
<td>Supports for English Learners within the MTSS Framework</td>
</tr>
<tr>
<td>3</td>
<td>Special Education Referral Process for English Learners</td>
</tr>
<tr>
<td>4</td>
<td>Assessment of English Learners for Identification of Students with Disabilities</td>
</tr>
<tr>
<td>5</td>
<td>Developing an Individualized Education Program for English Learners</td>
</tr>
<tr>
<td>6</td>
<td>Educational Programming: Access and Equity for English Learners with Disabilities</td>
</tr>
<tr>
<td>7</td>
<td>Teaching and Learning to Meet Student Needs</td>
</tr>
<tr>
<td>8</td>
<td>Exiting English Learners from Special Education Status</td>
</tr>
<tr>
<td>9</td>
<td>Reclassifying Students with Disabilities from English Learner Status</td>
</tr>
<tr>
<td>Appendices</td>
<td>Resources, checklists, forms, flow charts</td>
</tr>
</tbody>
</table>
What is included in each Chapter?

- Contents for the Chapter
- Case Study
- Chapter Summary
- FAQ’s

**Student Scenario**

The scenario that follows illustrates the application of information provided in this chapter.

**Javier**

Javier is a five-year-old kindergartner who was diagnosed with autism when he was four years old. He is the oldest child in his family, with two younger siblings. His family had concerns that he was not speaking and was communicating only through gestures and crying. Not sure what to do, the family took him to the neighborhood school at the suggestion of neighbors. Javier was assessed and identified as a child needing special education services due to the diagnosis of autism and speech and language delays. His IEP team recommended a special education preschool program for students on the autism spectrum that was housed at another school in the district.

In preschool Javier communicated primarily through pictures but used very few symbols to communicate his needs. His preschool teachers were concerned that he struggled with following directions, but they provided instruction only in English as the special education preschool is attended primarily by English speakers.

Because Javier is non-verbal, his parents did not include information to questions number one and two on the HLS (i.e., which language did your child learn when he/she first began to talk and which language does your child most frequently speak at home). For questions three and four, the parents did respond that they most frequently use Spanish when addressing Javier, and that others in the home, including his younger siblings, speak Spanish. Based on these responses, Javier was identified as a potential English learner, and he was administered the Initial ELPAC.
How does the CPGEELD align with the LCAP, EL Roadmap, and the Annual Performance Report Measures?

### Three-Way Crosswalk

<table>
<thead>
<tr>
<th>LCAP State Priorities</th>
<th>LCAP I</th>
<th>LCAP II Standards</th>
<th>LCAP III</th>
<th>LCAP IV Pupil Achievement</th>
<th>LCAP V Pupil Engagement</th>
<th>LCAP VI School Climate</th>
<th>LCAP VII Course Access</th>
<th>LCAP VIII Pupil Outcomes</th>
<th>LCAP IX Expelled Pupils</th>
<th>LCAP X Foster Youth</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Graduation Four Year Rate</td>
<td>2A, 2B, 2D, 3B, 3D</td>
<td>2A, 2B, 2D, 3B, 3D</td>
<td>2D, 3D</td>
<td>X</td>
<td>1A-E</td>
<td>2A, 2D, 3D</td>
<td>2D, 3C, 3D</td>
<td>3C, 3D</td>
<td>4A-C</td>
<td>4A-C</td>
</tr>
<tr>
<td>2. Drop Out Four Year Rate</td>
<td>1A, 1C, 3B, 3D, 4A-C</td>
<td>1A, 1B, 2F, 2G, 3B, 3D, 4B, 4C</td>
<td>1B, 1D, 2D, 3D, 4C</td>
<td>X</td>
<td>1A-E</td>
<td>1A, 2D, 3D, 4C</td>
<td>1B, 1D, 2D, 3B, 4B, 4C</td>
<td>3D, 4A, 4C</td>
<td>X</td>
<td>4A-C</td>
</tr>
<tr>
<td>3. Statewide Assessments (A) Districts Meeting targets for Disability Subgroup</td>
<td>1A, 1E</td>
<td>1A, 1B, 1E</td>
<td>1B, 1E</td>
<td>X</td>
<td>1B</td>
<td>1A</td>
<td>X</td>
<td>1A, 2D, 2F</td>
<td>X</td>
<td>4A-C</td>
</tr>
<tr>
<td>3. Statewide Assessments (B) Participation for Students with IEPs</td>
<td>1E, 2D</td>
<td>1B, 1E, 2F</td>
<td>1B, 1E, 2D</td>
<td>X</td>
<td>1B, 1B, 2B, 2C, 3C, 4A-C</td>
<td>1B, 2E, 2F</td>
<td>2D</td>
<td>1B, 1B, 2B, 2F, 3B, 4A-C</td>
<td>1B, 2A-G, 4A-C</td>
<td>4A-C</td>
</tr>
<tr>
<td>3. Statewide Assessments (C) Participation for Students with IEPs</td>
<td>1E, 2A, 2B, 2D, 4C</td>
<td>1E, 2A, 2B, 2D, 4C</td>
<td>1E, 2D, 4C</td>
<td>X</td>
<td>1B, 1B, 2B, 2C, 3B, 4A-C</td>
<td>2F, 4C</td>
<td>2A, 2D, 4C</td>
<td>1B, 1B, 2B, 2F, 3B, 4A-C</td>
<td>1B, 2A-G, 4A-C</td>
<td>4A-C</td>
</tr>
<tr>
<td>4. (A) Suspension (B) Expulsion</td>
<td>1A, 1C, 4A, 4B, 4C, 3D</td>
<td>1A, 2F, 3D, 4B</td>
<td>1B, 1D, 3D</td>
<td>1C, 4B</td>
<td>1B, 1C, 1D, 2F, 3D</td>
<td>1C, 1E</td>
<td>X</td>
<td>1B, 1D, 3D, 4B</td>
<td>3D, 4A, 4C</td>
<td>X</td>
</tr>
<tr>
<td>5. Least Restrictive Environment (LRE), ages 2-11 (A), (B), (C)</td>
<td>X</td>
<td>X</td>
<td>1B, 2D</td>
<td>1C, 3A, 4B</td>
<td>1C</td>
<td>2D</td>
<td>X</td>
<td>2D</td>
<td>3A</td>
<td>4A-C</td>
</tr>
<tr>
<td>6. Preschool LRE, ages 3-5 (A), (B), (C)</td>
<td>1A-E, 2A-G, 4A-C</td>
<td>1A-E, 2A-G, 4A-C</td>
<td>1A-E, 2A-G, 4A-C</td>
<td>1A-E, 2A-G, 4A-C</td>
<td>1A-E, 2A-G, 4A-C</td>
<td>1A-E, 2A-G, 4A-C</td>
<td>1A-E, 2A-G, 4A-C</td>
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<td>1A-E, 2A-G, 4A-C</td>
<td>1A-E, 2A-G, 4A-C</td>
</tr>
</tbody>
</table>

- Boxes marked with numbers and letters (i.e.- 2A, 4B) indicate alignment of the LCAP State Priorities with the EL Roadmap Principles
- Boxes marked with an “X” indicate alignment of the LCAP State Priorities with the Special Education APR Measures
- Boxes marked with both numbers and letters (i.e.- 2A, 4B) and an “X” indicate alignment of the LCAP State Priorities with both the EL Roadmap Principles and the Special Education APR Measures
- Boxes marked “N/A” indicate no alignment

[https://www.cde.ca.gov/sp/el/t3/documents/lcapelaprcrosswalk.docx](https://www.cde.ca.gov/sp/el/t3/documents/lcapelaprcrosswalk.docx)
Where can I access the CPGEELD?

- The CPGEELD can be accessed at the following link:
  
  https://www.cde.ca.gov/sp/se/ac/

California Practitioners’ Guide for Educating English Learners with Disabilities

A guide to identifying, assessing, supporting, and reclassifying English learners with disabilities as required by Assembly Bill 2785, Chapter 579, Statutes of 2016.

California Practitioners’ Guide for Educating English Learners with Disabilities Long Descriptions

Long descriptions for complex figures that are included in the California Practitioners’ Guide for Educating English
Where can I access the CPGEELD?

• The CPGEELD can also be accessed on the “Program Support” Section of the Charter SELPA website:
  • https://www.cde.ca.gov/sp/se/ac/documents/ab2785guide.pdf
Quality Assurance Process (QAP) and Disproportionality (Dispro)

APR indicators are used to evaluate the state’s efforts to implement the requirements and purposes of the Individuals with Disabilities Improvement Act of 2004 (IDEA) and measures how the state improves through the State Performance Plan (SPP).

The APR provides information that can be used by Local Education Agency (LEA) officials and others to help examine their programs and focus efforts in areas most in need of improvement for students with disabilities.

QAP is comprised of four monitoring activities. Eligibility for each of the activities is primarily driven by the Annual Performance Report (APR) indicators..

A shift continues to occur from a focus on compliance to a focus on outcomes.
Federal and State News

QAP Activities

Data-Identified Non-Compliance (DINC)
- 11. Eligibility Evaluation
- Annual IEP Timelines

Disproportionality (DISPRO)
- 9. Racial/Ethnic disproportionality (overall)
- 10. Disproportionality by Eligibility Category
- 4. Suspension/Expulsion
- 5. Least Restrictive Environments

Performance Indicator Report (PIR)
- 1. Graduation Rate
- 2. Dropout Rate
- 3. Statewide Assessment
- 4. Suspension/Expulsion
- 5 Least Restrictive Environments
- 8. Parent Involvement
- 14. Post-School Outcomes

Federal and State News
Federal and State News

QAP Activities

- Performance Indicator Review
- Data Identified Non-Compliance
- Disproportionality
- Comprehensive Review
The CDE utilizes the SPPI to annually identify LEAs with disproportionate representation of students with disabilities (SWD) by race/ethnicity, disability category, discipline, and educational placement.
CDE REVIEW
CDE reviews CALPADS data as they relate to the four indicators.

CDE NOTIFICATION
Two notifications are sent to LEAs identified disproportionate:
1) Initial notification and list verification
2) SECMS Log-In for Self-Review

SELF-REVIEW
LEA identified as disproportionate must complete and submit self-review to CDE by October 30, 2019.

CORRECTIVE ACTIONS
Student-level corrective actions are due 45-days following notification from CDE.
Dear Superintendent:

Each year, the California Department of Education (CDE) is required to complete calculations to identify disproportionate representation of students with disabilities (SWD) by race, ethnicity, disability category, and educational placement. Calculations of disproportionality were completed using data collected in the December California Special Education Management Information System (CASEMIS) collection, except for rates of suspensions and expulsions of students with disabilities. Suspension and expulsion rates for students with disabilities come from California Longitudinal Public Achievement Data System (CALPADS).

These calculations relate to the California State Performance Plan Indicators (SPPI) 4B, 5, 9, and 10 and are defined as follows:

- Discipline (4B): Suspension/Expulsion of Students with Disabilities (SWD) by race or ethnicity
- Placement (5): Disproportionate Representation of SWD by race or ethnicity by Placement
- SPPI 9: Disproportionate Representation of SWD by race or ethnicity
- SPPI 10: Disproportionate Representation of SWD by race or ethnicity within a specific disability category

In addition, calculations were made regarding disproportionality in educational placement.

This is the status of [redacted] for the disproportionality indicators described above:

- Discipline: Not Disproportionate
- Placement: Not Disproportionate
- SPPI 9: Not Disproportionate
- SPPI 10: Disproportionate

The calculation methodology can be found here: [https://www3.cde.ca.gov/exfiles/downloadurl.aspx?nid=111&dc=835018900c14a55bc](https://www3.cde.ca.gov/exfiles/downloadurl.aspx?nid=111&dc=835018900c14a55bc)

Data for disproportionate indicators and placement can be found here: [https://www3.cde.ca.gov/exfiles/downloadurl.aspx?nid=111&dc=367a45a7ba724e2ba6](https://www3.cde.ca.gov/exfiles/downloadurl.aspx?nid=111&dc=367a45a7ba724e2ba6)

As a result of these calculations and preliminary determinations, local educational agencies (LEAs) are required to complete a Disproportionality Self-Study Review of special education policies and procedures, as well as evaluate a sample of
Once the student list was verified, the LEA will have received an email notification with log-in information to begin the Self-Review in SECMS.
CDE REVIEW
CDE reviews CALPADS data as they relate to the four indicators.

SELF-REVIEW
LEA identified as disproportionate must complete and submit self-review to CDE by October 30, 2019.

CDE NOTIFICATION
Two notifications are sent to LEAs identified disproportionate
1) Initial notification and list verification
2) SECMS Log-In for Self-Review

CORRECTIVE ACTIONS
Student-level corrective actions are due 45-days following notification from CDE
In order to complete the self-review, LEAs will:

- Provide SEIS access to CDE for students on the verified list (SELPA has already completed this item on your behalf)
- Compile student records and conduct the student-level self-review using CDE generated protocols in SECMS
- Identify and submit evidence of compliance on student-level items
- Conduct the policy/procedure self-review in SECMS. Please note that the policies and procedures will be submitted on your behalf by the SELPA
CDE REVIEW
CDE reviews CALPADS data as they relate to the four indicators.

SELF-REVIEW
LEA identified as disproportionate must complete and submit self-review to CDE by October 30, 2019.

CDE NOTIFICATION
Two notifications are sent to LEAs identified disproportionate
1) Initial notification and list verification
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CORRECTIVE ACTIONS
Student-level corrective actions are due 45-days following notification from CDE
In order to meet federal requirements that 100% of LEAs demonstrate compliance within areas of previous non-compliance, CDE conducts what is referred to as a Prong 2 Review.

Prong 2 involves the review of student-level data corresponding to the areas of original non-compliance.

The sample size for Prong 2 is up to 5 students per indicator.
CDE NOTIFICATION
Notifications are sent to LEAs regarding participation in Prong 2 and student lists are verified

CDE REVIEW
CDE reviews the student records for 100% compliance on the indicators for which the LEA was found out of compliance for the 18-19 school year

CORRECTIVE ACTIONS
If less than 100% compliance is found, the LEA will be issued corrective actions, and the Prong 2 cycle will continue until 100% compliance is achieved
CDE reviews records to investigate the indicators for which the LEA was found out of compliance during the original Dispro Review.

Should the LEA be found in 100% compliance, they will receive a notification that they have exited the Prong 2 review.
Should the LEA be found out of compliance, within any of the indicators associated with their original Dispro Review, they will be assigned corrective actions.

Corrective actions are due within 30-days of notification of non-compliance.
CDE REVIEW

CDE reviews the student records for 100% compliance on the indicators for which the LEA was found out of compliance for the 18-19 school year

CDE NOTIFICATION

Notifications are sent to LEAs regarding participation in Prong 2 and student lists are verified

CORRECTIVE ACTIONS

If less than 100% compliance is found, the LEA will be issued corrective actions, and the Prong 2 cycle will continue until 100% compliance is achieved
Disproportionality becomes the early warning system to detect potential Sig Dis identification

In order to be considered Sig Dis, the LEA must be disproportionate in 3 consecutive years (for the same indicators and student groups)

When CDE determines that Sig Dis is occurring in an LEA, that LEA “must identify and address the factors contributing to the significant disproportionality” 34 CFR §300.646(d)(1)(ii)
August - LEAs receive notification

September - Student lists are verified and Self-Study begins

October - Self-Study due by Oct 30

November/December - LEAs notified of findings and corrective actions

February - Student-level Corrective actions due within 45 days, Policy and Procedures within 60 days

May - Prong 2 notifications are sent
A webmodule, recorded in partnership with CDE, will be emailed to Steering Reps associated with LEAs in Dispro, by Thursday 9/12

Should you have any questions or need any assistance, please don’t hesitate to reach out to your Program Specialist
Resources

• State Performance Plan Technical Assistance Project (SPPTAP)
  • Disproportionality Webmodules and General Resources
    • https://www.spptap.org/disproportionality2018/

• Systems Improvement Lead (SIL) SPPI Guide
  • https://www.spptap.org/disproportionality2018/
Guidance to States and School Systems on Addressing Mental Health and Substance Use Issues in Schools

• Includes examples of approaches for mental health related treatment services in schools.

• Summarizes best practice models to facilitate implementation of quality, evidence-based comprehensive mental health related services for students.
BEHAVIOR EMERGENCY REPORT

Directions: To be completed by appropriate staff member when severe property damage has occurred or a behavioral emergency intervention has been used to control unpredictable, spontaneous behavior which poses clear and present danger of severe physical harm to the individual with exceptional needs, or others, and that cannot be immediately prevented by a response less restrictive than the temporary application of an intervention used to contain the behavior.

Student Name: ___________________________ Date of Birth: ___________ Age: ______

Grade: ______ SSID: ______________________ LEA: ____________________

Primary Eligibility: Choose One School of Attendance (If Different than LEA): ____________________

Secondary Eligibility: Choose One

Date of Incident: ___________ Start Time: ___________ End Time: ___________

Location and Setting of Incident: ___________________________________________

Report Completed by: Name: ___________________________ Title: ___________

Does the student have a Behavior Intervention Plan (BIP)? Yes. Date: ___________ No.

If Yes, is the BIP based on a Functional Behavior Assessment? Yes. Date: ___________ No.

Describe how strategies from the BIP were implemented:

When an incident involving a previously unseen severe behavior problem occurs or where a previously designated intervention is ineffective, student should be referred to the IEP team to be reviewed and determine if the incident constitutes a need to modify the plan. Meeting Scheduled for:

Within two days of the behavioral emergency, the designated responsible administrator shall schedule an IEP meeting to review the emergency report, to determine the necessity for a functional behavioral assessment and to determine the need for an interim behavior intervention plan. Meeting Scheduled for:

In-School Suspension-Follow Up

Education Code section 48925(d) defines suspension as removal of a pupil from ongoing instruction for adjustment purposes.

However, “suspension” does not mean any of the following:

(1) Reassignment to another education program or class at the same school where the pupil will receive continuing instruction for the length of day prescribed by the governing board for pupils of the same grade level.

(2) Referral to a certificated employee designated by the principal to advise pupils.
In-School Suspension-Follow Up

(3) Removal from the class, but without reassignment to another class or program, for the remainder of the class period without sending the pupil to the principal or the principal’s designee as provided in Section 48910. **Removal from a particular class shall not occur more than once every five schooldays.**

Generally speaking, if an “in-school suspension” program meets any of the above-criteria, it **would not** be considered a “suspension”.

*Note also that this definition is different than the definition of a “removal” under IDEA for which procedural safeguards may be triggered (i.e., manifestation determination procedures).

*(The SELPA and legal counsel is not aware of any legal authority with a different definition for independent study programs.)*
Fall 2019 Dashboard Coordinator Reset

Please see the following email that was sent to Dashboard Coordinators:

The purpose of this e-mail is to remind you that the California Department of Education (CDE) will be requiring a new submission of the Dashboard Coordinator Application for the 2019-20 school year in order to gain access as the coordinator for your local educational agency (LEA). Even if the coordinator information has not changed from the previous year, the application must be submitted and approved by the LEA superintendent or charter school administrator to receive the login credentials.

The CDE will be resetting the 2018-19 Dashboard Coordinator data base at 5 p.m., this Friday, August 16, 2019. During this time, there will be no access to the Dashboard Coordinator Web site. The Web site will reopen on August 19, 2019 for LEAs to begin registering their new coordinators. The deadline submission of the local indicators to the Dashboard is November 1, 2019.

Process for Completing the Designation Application (On or after August 19, 2019)

Accessing the 2019–20 Application:
Visit https://coordinator.cde.ca.gov/application

Completing the Application: Complete the application, which includes providing contact information, LEA/School Name, and submit the completed application by selecting the “Submit” button. It is recommended that you provide contact information for an alternate coordinator that can be contacted in the absence of the designated coordinator.

Obtaining Approval and Password: Once the application has been submitted, the superintendent or charter school administrator will receive an e-mail from newspapercard@cedsystems.net with a link to review and approve the designation. If the application is approved by the superintendent or charter school administrator, an e-mail including the 2019–20 password will be sent to all contacts identified on the application.

For questions about the coordinator designation process, contact the Local Agency Systems Support Office by email at LCF@ced.ca.gov or by phone at 916-323-LCF (5233).

Sincerely,

Local Agency Systems Support Office
California Department of Education
1430 N Street, Suite 5506
Sacramento, CA 95814-6901
Phone 916-323-LCF (5233)
LCF@ced.ca.gov

*Denotes a handout
CALPADS now recognizes three gender/sex options: Female, Male, Nonbinary

- Per code, every student’s permanent record must record gender/sex
- CALPADS and code allow for this to be changed, but there is no specific requirements on required documents nor process for LEAs to use when making changes

- SEIS was updated to accept these gender options on September 8th, 2019. Please ensure that your DLU, Student Information System admin, and CALPADS admin all understand your internal processes for updating/changing these gender fields when necessary.

*Guidance for Changing a Student’s Gender in CALPADS*

*Denotes a handout
SELPA Updates

Restraint and Seclusion Reporting*

- CALPADS has been updated to meet the requirements of AB 2657
  - CALPADS’ Student Discipline file has been replaced with three related files:
    - Student Incident (SINC) File
    - Student Incident Result (SIRS) File
    - Student Offense (SOFF) File
  - All student incidents are to be reported and each incident will have one entry in SINC and one or more entries in SIRS. There will only be an entry in SOFF if the incident involves a statutory offense
  - LEAs must collect and report this information for students in NPS settings as well
  - This is not SPED specific, but all school staff should be trained and familiar with reporting processes.

*Denotes a handout
SELPA Updates

Academic Indicator Webinar: Takeaway

• On June 21st, CDE presented Academic Indicator Webinar which predominantly focused on District of Special Education Accountability (DSEA). The DSEA for a student with an IEP is:
  • The student’s district of geographic residence or where the student is placed outside of their district of geographic residence **UNLESS**
  • The student has a formal inter-district transfer agreement – the DSEA is the county/district the student transfers into
  • The student attends a charter school – the charter is the DSEA
  • The student is a ward of a juvenile court or institution – DSEA is the county/district serving the student while confined
  • The student is a ward of an adult court or institution – DSEA is the last county/district to hold the student’s IEP
• The DSEA is responsible for reporting all academic indicators for the student (reporting from SEIS to CALPADS, etc.)

• The DSEA is subject to all accountability relating to the student
  • Data Identified Noncompliance
  • Disproportionality
  • Significant Disproportionality
  • Performance Indicator Review
  • Comprehensive Review
SELPA Updates

The integration of reporting from SEIS to CALPADS is complete
  • SEIS was updated on September 8th to integrate CALPADS error codes and validations
  • Details of this were forwarded by SELPA Program Technicians to LEA DLUs on Monday the 9th.

CDE had presented one webinar, with two more to follow, on CALPADS reporting sans CASEMIS. We sent out a recording of the first one on Monday along with reminder links for registering for the next two.

The SELPA has prepared web modules as well.
## 2019-20 Professional Learning Packages

- Behavior
- Inclusive Environments
- Mental Health
- Positive School Culture & Climate
- Post-Secondary Transition
- Psychologist Web modules
- Special Education Foundations
- Understanding Disability and Student Support Needs
PL Delivery Formats

In-Person
- Regional
- Site-Based

Web-Based
- Webinars
- Web modules
New Professional Learning Opportunities

In-Person

- Youth Mental Health First-Aid
- CPI Non-Violence Crisis Prevention
  2 day Classroom Based

Web-Based

- Considerations of Trauma in the IEP
- CPI Non-Violence Crisis Prevention
  Flex - Online Content
  1 day Classroom Based Instruction
Leadership Academy

Teacher Academy

Paraeducator Academy

https://charterselpa.org/academies/
## Paraeducator Academy

### Northern California

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Improving Performance of Students with Disabilities

Community Advisory Committee (CAC)*

• El Dorado Charter SELPA’s Community Advisory Committee is a group formed to advise the Charter SELPA about the Special Education Local Plan, annual priorities, parent education, and other special education related activities.

• The CAC holds three business meetings annually to address topics of interest to families of children with disabilities and gather information to advise our Special Education Local Plan.

Meeting Dates
(Via Webinar)

• October 15, 2019 4:00pm-5:00pm
  Register at:
  https://edcoe.zoom.us/j/186676106

• January 8, 2020 4:00pm-5:00pm
  Register at:
  https://edcoe.zoom.us/j/578746502

• April 21, 2020 4:00pm-5:00pm
  Register at:
  https://edcoe.zoom.us/j/312532216

http://charterselpa.org/Parent-Resources/#CAC

*Denotes a handout
Upcoming Regional Steering Meetings*

Los Angeles: October 9th 10 a.m. – 2:30 p.m.
San Diego: October 10th 10 a.m. – 2:30 p.m.
Sacramento: October 16th 10 a.m. - 2:30 p.m.
Bay Area: October 17th 10 a.m. – 2:30 p.m.

*Denotes a handout
Questions & Answers