

STEERING COMMITTEE AGENDA

October 9, 2019



Los Angeles
Courtyard by Marriott
2100 Empire Avenue
Burbank, CA 91504
10:00 am – 2:00 pm

TOPIC

SPEAKER

Welcome & Introductions

Federal and State News

- Fiscal Update* Ginese Quann
- Commission on Teacher Credentialing (CTC) Autism Added Authorization*
- Legislative Updates
- CA to Restrict Medical Exemptions from Immunizations*
- Willful Defiance Suspensions*
- CCSA Summary of AB1505*
- Out of State RTC Certification Letter – Utah*
- Disproportionality (DISPRO), Performance Indicator Review (PIR), and Data Identified Non-Compliance (DINC) Updates Juliet Anyanwu

SELPA Updates

- CALPADS Update* Kevin Miller
- Service Tracker Usage Moises Buhain
- ELPAC Update
- Behavior Emergency Report* Lauren Bechtol
- Independent Educational Evaluation Guidelines
- Local Plan Revision & Timeline Ginese Quann
- SELPA Support*

SELPA ADMINISTRATORS OF CALIFORNIA

Finance Committee

Charter SELPA Summary - October 2019

State News

Budget Act Trailer Bills

Due to its connection to continued funding, expect a bill in the Budget Act of 2020 that introduces changes designed to improve the academic outcomes of individuals with exceptional needs including, but not limited to:

- An examination of the role of SELPAs in the delivery of special education services and supports for individuals with exceptional needs, including increasing accountability and incorporation into the statewide system of support.
- Expansion of inclusive practices to ensure that every individual with exceptional needs has access to learn in the least restrictive environment.
- Opportunities for local educational agencies to receive state and regional support to address disproportionality of special education identification, placement, and discipline, as applicable, and ensure equitable access to services for individuals with exceptional needs.
- Review of existing funding allocations for special education, including, but not limited to, 2019-20 computations for SELPA Equalization.

State Budget trailer bills for education: [AB/SB 114](#). See Special Ed excerpts [here](#).

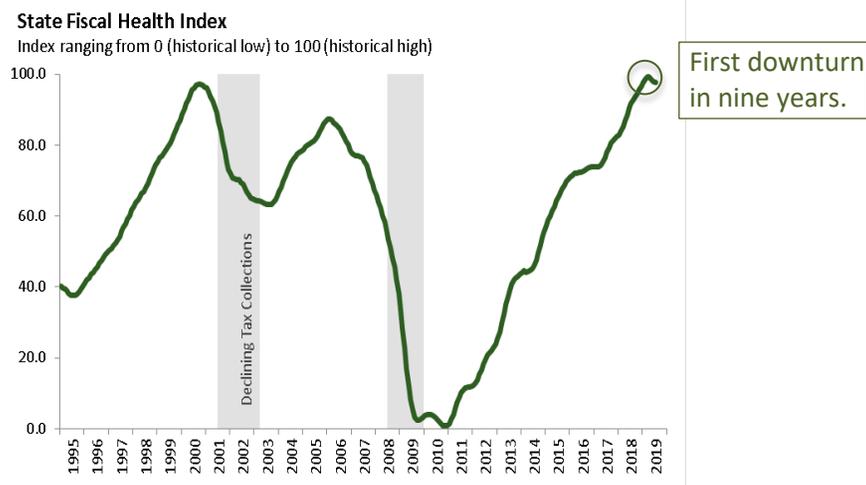
Revenue Collection

Revenue for the month of August was \$250 M (-2.6%) below the forecast of \$9.745 B. Although revenue for August was down in the big three tax areas, the ending cash balance was \$186 M (1.1%) above the 2019-20 Budget Act forecast of \$17.539 B.

State Economy

California continues to show declines in rates of poverty and unemployment, outpacing improvements in these areas nationwide according to the [September DOF Finance Bulletin](#). Job creation and growth continues, putting additional pressures on industries seeking employees, including education. LAO article on the Jobs Report [here](#). Re: real estate, more buildings were started in August and more houses were sold compared to previous months. Home sales update from LAO [here](#).

LAO updated the [State Fiscal Health Index](#). Bottom Line: Knowing when the next budget slowdown will happen is impossible. However, the chances of a downturn appear to be increasing.



Federal News

Federal Economy

The [UCLA Anderson Forecast](#) stops just short of predicting a recession in its 2021 forecast horizon, and expects the national economy to slow in the second half of 2020, before rebounding in 2021.

In the stock market, the Dow has lost 838 points since Oct 1, the fourth worst start to a fiscal year in history. For the first time in the history of the S&P 500, another key index for the market, the fiscal year began on Oct 1st with two consecutive drops of more than 1% in value. Other indicators of slowing growth are drops in manufacturing and lower hiring, which may be influenced by ongoing fears of tariffs as a result of the trade wars and concerns around impeachment. This comes closely after all-time highs in July. The markets are still up 11.8% for the year.

United States Senate Committee on Appropriations released the Subcommittee on Labor, Health and Human Services, and Education plan for fiscal year 2020 education funding. Overall federal funding levels for fiscal year 2020 have been determined, but how the money is to be appropriated is TBD. The House proposed \$1 billion increases for Title I and special education funding, the Senate plan leaves both flat funded along with several other education programs.

CDC Reports a Significant Increase in Developmental Disabilities

The Centers for Disease Control and Prevention (CDC) reported a study from the Pediatrics journal of how often developmental disabilities were diagnosed among children ages three to seventeen years old in the United States. Specifically, the most significant increases were in the following developmental disabilities:

Diagnosis	2009-2011	2015-2017
Attention-deficit/hyperactivity disorder	8.5%	9.5%
Autism spectrum disorder	1.1%	2.5%
Intellectual disabilities	0.9%	1.2%

The CDC notes that past research has shown improved awareness, screening, diagnosis, and service accessibility may be contributing factors to the increases seen in the study. In addition, boys, non-Hispanic white children, non-Hispanic black children, children living in rural areas, and children with public health insurance, were more likely to have been diagnosed with a developmental disability than others.

Providing cost-effective and high-quality special educational programs will continue to be challenging for local educational agencies across the country. To read the CDC's report, click [here](#).



**State of California
Commission on Teacher Credentialing**

1900 Capitol Avenue
Sacramento, CA 95811-4213
Email: credentials@ctc.ca.gov
Website: www.ctc.ca.gov

ADDED AUTHORIZATIONS IN SPECIAL EDUCATION (AASE)

Added Authorizations in Special Education (AASE) require specific advanced preparation for the teacher and are only available through completion of a Commission-approved program based on Commission-approved standards. Recommendations for the AASEs made by approved program sponsors must be submitted through the Commission's online process.

AASE programs are a subset of the full preliminary teacher preparation program and are designed to allow teachers to earn an additional authorization to supplement the knowledge and skills gained in their preliminary teacher preparation program. The AASE may serve as a stepping stone to earn the full specialty area.

Authorization

The individual is authorized to provide special education services within the specific subject area listed on the AASE. The AASE authorization is limited to the grade and age levels authorized by the holder's prerequisite credential. An AASE may be issued in six specific subject areas:

- Autism Spectrum Disorders
- Deaf-Blind
- Emotional Disturbance
- Orthopedic Impairment
- Other Health Impairment
- Traumatic Brain Injury

If a teacher is already authorized to provide services in a specialty area that includes the AASE subject area, the Commission will not issue the AASE. See the chart [Documents Eligible for Added Authorizations](#) on the Commission's web site for a list of special education credentials issued by the Commission and whether an individual is eligible for an AASE.

Requirements for Issuance

Individuals must satisfy **all** of the following:

1. Possess a valid internship, preliminary, professional clear, clear, or life special education teaching credential, or a Speech-Language Pathology or Clinical or Rehabilitative Services Credential with a Special Class Authorization
2. Complete a Commission-approved professional preparation program in the special education specialty area requested, including successful completion of supervised field study. Once the program has been completed, the recommending institution must submit the application via the online submission process.
3. Application [processing fees](#)

Period of Validity

The AASE remains valid as long as the prerequisite credential remains valid.

[Click here for Professional Preparation Programs](#) or visit the Commission web site @ <http://www.ctc.ca.gov>.

Reference: Title 5, California Code of Regulations, Section 80048.7; [Coded Correspondence 09-16](#)

Commission-Approved Educator Preparation Programs for the Autism Added Authorization

<https://www.ctc.ca.gov/commission/reports/data/app-edu-prep-prog>

-  ALLIANT INTERNATIONAL UNIVERSITY
-  BRANDMAN UNIVERSITY
-  CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA
-  CALIFORNIA STATE UNIVERSITY, EAST BAY
-  CALIFORNIA STATE UNIVERSITY, FULLERTON
-  CALIFORNIA STATE UNIVERSITY, LONG BEACH
-  CALIFORNIA STATE UNIVERSITY, LOS ANGELES
-  CALIFORNIA STATE UNIVERSITY, MONTEREY BAY
-  CALIFORNIA STATE UNIVERSITY, NORTHRIDGE
-  CALIFORNIA STATE UNIVERSITY, SAN MARCOS
-  CALIFORNIA STATE UNIVERSITY, STANISLAUS
-  LOS ANGELES COUNTY OFFICE OF EDUCATION
-  LOS ANGELES UNIFIED SCHOOL DISTRICT
-  MILLS COLLEGE
-  NATIONAL UNIVERSITY
-  ORANGE UNIFIED SCHOOL DISTRICT
-  POINT LOMA NAZARENE UNIVERSITY
-  SAN DIEGO COUNTY OFFICE OF EDUCATION
-  SAN FRANCISCO STATE UNIVERSITY
-  SAN JOSE STATE UNIVERSITY
-  TEACHERS COLLEGE OF SAN JOAQUIN
-  TULARE COUNTY OFFICE OF EDUCATION

Assignments Authorized by Currently Issued Special Education Authorizations

Credential Authorization	Grade Levels	Auth. Code	Specific Learning Disability	Intellectual Disabilities ¹	Emotional Disturbance	Multiple Disabilities	Autism Spectrum Disorders	Deafness or Hearing Impairment	Deaf-Blindness	Visual Impairment (Including Blindness)	Orthopedic Impairment	Other Health Impairment	Traumatic Brain Injury	Language & Academic Development	Resource Specialist	Adapted Physical Education
Mild/Moderate	K-12 (up to age 22)	R3MM	✓	✓	✓	✗	✗	✗	✗	✗	✗	✓	✗	✗	✓	✗
Moderate/Severe	K-12 (up to age 22)	R3MS	✗	✓	✓	✓	✓	✗	✓	✗	✗	✗	✗	✗	✓	✗
Deaf and Hard of Hearing	Birth to age 22	R3DH	✗	✗	✗	✗	✗	✓	✓	✗	✗	✗	✗	✗	✓	✗
Physical & Health Impairment	Birth to age 22	R3PI	✗	✗	✗	✓	✗	✗	✗	✗	✓	✓	✓	✗	✓	✗
Visual Impairment	Birth to age 22	R3VI	✗	✗	✗	✗	✗	✗	✓	✓	✗	✗	✗	✗	✓	✗
Early Childhood Special Education	Birth to Pre-K	R3EC	✓	✓	✓	✓	✓	✗	✗	✗	✗	✓	✓	✗	✓	✗
Language & Academic Development	Pre-K to age 22	R3LD	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✓*	✓	✗

The authorizations below may only be added to a base special education teaching credential as an Added Authorization (AA).

Autism Spectrum Disorders	See Base Credential	AAAS	✗	✗	✗	✗	✓	✗	✗	✗	✗	✗	✗	✗	✗	✗
Deaf-Blind	See Base Credential	AADB	✗	✗	✗	✗	✗	✗	✓	✗	✗	✗	✗	✗	✗	✗
Emotional Disturbance	See Base Credential	AAED	✗	✗	✓	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗
Orthopedic Impairment	See Base Credential	AAOI	✗	✗	✗	✗	✗	✗	✗	✗	✓	✗	✗	✗	✗	✗
Other Health Impairment	See Base Credential	AAOH	✗	✗	✗	✗	✗	✗	✗	✗	✗	✓	✗	✗	✗	✗
Traumatic Brain Injury	See Base Credential	AATB	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✓	✗	✗	✗
Early Childhood AA/Certificate	Birth to Pre-K	ECSE	✓	✓	✓	✓	✓	✗	✗	✗	✗	✓	✓	✗	✗	✗
Resource Specialist AA/Certificate	See Base Credential	RSAA	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✓	✗
Adapted Physical Education	See Base Credential	APEA	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✓

✓ = Authorizes service in identified disability category

✗ = Does not authorize service in identified disability category

*The Language and Academic Development (LAD) authorization allows services for students identified with academic communication and language needs in the following areas: language development, school readiness and social skills, and literacy development addressing competencies across the curriculum in listening, speaking, reading, writing, and academic areas.

¹ While the federal disability category of *Intellectual Disabilities* is authorized by both Mild/Moderate and Moderate/Severe, the distinction for each specialty area lies in the intensity of the special education instructional services needed for the individual student as identified in the IEP. CA Education Code section 56030.5 defines "Severely disabled" to mean "individuals 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, severe mental retardation, and those individuals who would have been eligible for enrollment in a development center for handicapped pupils under Chapter 6 (commencing with Section 56800) of this part, as it read on January 1, 1980."



SEPTEMBER 2019

NO. 19-09

California to Restrict Medical Exemptions from Immunizations

A new law, contained in Senate Bills 276 and 714, will make it more difficult for parents to obtain medical exemptions from California's immunization requirements. Parents who are confused about the implications of this new law may seek answers from school districts. In addition, districts should expect an increase in medical exemption submissions over the next three months, as well as disenrollment of students from classroom-based programs at the end of the 2019-2020 school year.

State law requires parents to ensure that their children obtain certain immunizations before enrolling in school. Before 2015, parents were able to obtain exemptions from some or all of these immunizations based on their "personal beliefs" (e.g., religious objections), or by submitting medical exemptions. In 2015, the California Legislature passed Senate Bill 277, which phased out personal belief exemptions. Since passage of Senate Bill 277, the number of medical exemptions submitted to schools has increased dramatically. In order to obtain a medical exemption, parents are required to provide some type of written statement (e.g., a letter) from a licensed physician indicating that the immunization is unsafe for the child. The statement may indicate that the child's medical condition is temporary, in which case the exemption is limited to one year, or that the condition makes immunization permanently unsafe, in which case there is no time limit.

The new law will require more specific documentation to support medical exemptions, limit their duration, and allow state health officials to determine if an exemption should be revoked. Notably, the new law provides the following:

Effective January 1, 2020:

- § A child who has submitted a medical exemption before January 1, 2020, may continue to enroll in school until the child enrolls in the next "grade span." Grade spans are: (1) birth to preschool; (2) kindergarten to grade 6, and (3) grades 7 to 12.
- § When a child completes one grade span and seeks to enroll in the next, parents must submit a new medical exemption that complies with the requirements below.

Effective January 1, 2021:

- § Schools may no longer accept any type of written statement from a licensed physician. Instead, physicians must complete a standardized exemption form that contains specified information, and they must submit those forms electronically, both to the school and also the California Immunization Registry. Unless a standardized medical exemption form is on file, schools may not admit students who are not fully immunized on the basis of a medical exemption.
- § Exemptions based on temporary medical conditions will continue to be valid for only one year. Exemptions based on permanent medical conditions will be valid for only one grade span. When a child with a permanent medical

condition completes one grade span and seeks to enroll in the next, physicians must complete a new exemption form.

§ The California Department of Public Health will create a monitoring system that includes review of schools whose overall immunization rates are less than 95 percent; schools that do not provide annual reports of vaccination rates; and physicians who submit more than five medical exemptions in one year, starting January 1, 2020.

Schools should prepare for an influx in medical exemptions as parents rush to meet the January 1, 2020 deadline to submit medical exemptions under existing law. Also, as January 1, 2021 approaches, more parents may choose to homeschool their children or enroll in non-classroom-based independent study programs, which are not subject to immunization laws. Schools may wish to direct parents who express confusion regarding the new law to the California Department of Public Health's information website, <https://www.shotsforschool.org/>, which contains user-friendly explanations of immunization requirements.

If you have any questions about whether a specific student must comply with immunization requirements, or any other related questions, please contact one of our six offices.

F3 NewsFlash® Written by:

Tiffany Santos, partner and Kathleen McDonald, associate

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Alerts & Articles

Willful Defiance Suspensions Ban Expanded to Include Grades 4-8 Students In Favor of Restorative Justice Alternatives

09.12.2019

Senate Bill 419 (“SB 419”), signed by Governor Newsom on Monday, September 9th, will prohibit public schools – both traditional and charter – from suspending 4th through 8th grade students for class disruption and willful defiance starting on July 1, 2020. Suspension of

ATTORNEYS



Davina F. Harden
Partner
dharden@aalrr.com
628-234-6200



Scott K. Holbrook
Partner
sholbrook@aalrr.com
916-923-1200

students in kindergarten through 3rd grade on this basis is already prohibited. The bill amended Education Code section 48900 and added section 48901.1

Opting instead for more research-based and holistic, positive alternatives to discipline, the Legislature encourages school administrators and teachers to consider alternatives to suspension to help students by keeping them at school and in the classroom and avoiding the creation of a school-to-prison-pipeline. SB 419 specifies that “it is the intent of the Legislature to provide teachers and school administrators with the means to foster safe and supportive learning environments for all children in California.”

The new legislation follows similar bans enacted at several school districts throughout California in recent years, marking a decisive step back from the harsh “zero tolerance” discipline policies that took hold decades ago. Under the new law, beginning on July 1, 2020, students enrolled in grades 4 through 8 can no longer be suspended for disrupting school activities or otherwise willfully defying school personnel engaged in the performance of their duties. Please note, however, that the Legislature built in a July 1, 2025, sunset provision for the ban as applied to 6th through 8th grade students and, as such, is expected to



Gabriel A. Sandoval

Partner

gsandoval@aalrr.com

626-583-8600

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revisit the issue with regard to middle-schoolers before that date.

Once effective on July 1, 2020, administrators and teachers could still remove disruptive students from class (though not suspend them from school), but they are encouraged to opt instead for restorative justice practices and related alternatives to discipline, including the use of research-based frameworks with strategies that improve behavioral and academic outcomes. School officials are also encouraged to use a Multi-Tiered System of Supports, such as trauma-informed practices, social and emotional learning, and positive behavior interventions and support. The Legislature's goal is to use such alternatives to help provide students with support to transform any trauma-related responses, understand the impact of their actions, and develop meaningful methods for repairing harm to the school community.

The so-called "willful defiance" basis for suspension has been criticized as counterproductive to student achievement and equity, as some view it as being arbitrary and often unfairly applied to students of color and students with disabilities. Some critics of the ban criticize the one-size-fits-all disciplinary approach.

Existing law allows administrators and teachers to exercise their discretion in removing students from class for disrupting school activities and willful defiance. Willful defiance suspensions were already on the decline prior to the enactment of this legislation – accounting for more than 50 percent of all suspensions at its peak, and only 16 percent in 2018.^[1] SB 419, however, will require school administrators and teachers to further focus on and expand restorative practices and implement systems and approaches for responding to disciplinary disruptions at school. It will be important for schools, districts, and county offices of education to plan for this change and implement additional alternative practices in advance of the effective date of the change. Our office can provide counsel and assistance regarding compliance with the new ban on willful defiance suspensions and implementation of alternative disciplinary measures. Please contact one of the authors of this alert for further information or advice.

[1]EdSource citing CDE data titled “2017-18 Suspension Rate” at [CDE](#)

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California
Charter Schools
Association

Beating the Odds - Protecting Fundamental Charter Values in 2019

A Summary of AB 1505 & AB 1507

Background/Overview

This year, powerful special interests conspired to legislate charter-hostile policies so extreme, the *LA Times* called them “vindictive” and “nasty.” They were matched for eight months straight with a sustained groundswell of opposition from charter public school educators and families that forced them to the negotiating table. Despite spending over \$4 million in favor of the status quo, anti-charter special interests came up short. Instead, California’s resilient charter movement beat the odds by negotiating amendments to the Charter Schools Act, led by CCSA and Governor Gavin Newsom, that affirm high-quality charter schools are here to stay and recognize the unique value existing and future charter schools play in closing California’s chronic and persistent achievement gap.

CCSA has moved to a “neutral” position on Assembly Bill (AB) 1505 to preserve the hard-fought policy achievements we were successful in securing through extensive negotiations. These efforts restore due process rights for charters on appeal, including a limited role for state appeals; shield renewals from fiscal impact consideration; balance fiscal impact consideration against academic need for new petitions; modernize renewal criteria with a streamlined renewal path for achievement gap-closing schools and preserve academic indicators as a weighted factor for most schools; provide a five-year transition for existing non-core, non-college prep teachers to be credentialed; and provide some protections within a limited two-year moratorium on new nonclassroom-based schools.

As with any compromise, concessions were required of us but ultimately, we believe the totality of the deal we negotiated charts a bright future for a charter movement that can continue to grow, innovate, and exemplify the limitless potential of all children to learn. It’s time to move forward and work together to design strategies that usher in the next generation of great public schools. The Governor has committed to only entertaining further charter legislation in the near future related to statewide standards for authorizers and NCB reform.

Summary of Content and Changes

AB 1505 is expected to be signed by the Governor before October 12, but its requirements will not go into effect until July 1, 2020, providing schools time to adjust to the new law. This Brief provides a summary of the changes that will be enacted by AB 1505 and AB 1507, related to school locations. This overview should not be considered a replacement for the actual law, and we encourage schools to review the details of the law and discuss these changes and their implications for your school with your attorney and your board. CCSA is committed to providing more in-depth information and technical assistance related to the implementation of these bills in the coming weeks and months.

Charter Petitioning Process

AB 1505 contains a number of changes to the petitioning process which, on balance, may provide charter schools with more clarity and a more transparent process. These procedural changes will apply to all petition submittals, including new petitions, renewals, appeals and county-wide benefit charters.

AB 1505 lengthens charter review time to 60 days for hearing and 90 days for approval. Currently law allows only 60 days for charter decision, sometimes driving a bias to denial. While extending the timeline 30 days may create delays for some schools, particularly those who need to appeal, this change is consistent with a consensus recommendation of Charter Task Force (CTF). Further, the following associated changes should actually improve the decision process and timeline:

- Requires the 90-day timeline to start when the petitioner submits to the district office and certifies the petition is complete. This should reduce situations in which the authorizer restarts the clock by claiming a petition is incomplete or requires a charter only to submit at specified time or place, such as at a district board meeting.
- Requires the district to publish findings and recommendations 15 days prior to the public hearing. This will allow petitioners sufficient time to prepare written responses to rebut district findings and eliminate situations in which the charter receives no information or recommendations prior to the public hearing.
- Requires the petitioner to receive equal time and procedures at hearing to present evidence and testimony and to respond to the district's testimony. Equal time, combined with prior notice will provide more fairness in the process and better chance for a petitioner to make a strong case. It will also help to build a stronger public record if an appeal is necessary.

New Charter Evaluation Criteria (Community and Fiscal Impact)

While current law allows no consideration of local impact in chartering decisions, AB 1505 previously allowed broad and unchecked denial for fiscal impact for all new and renewing schools, with no consideration of local student need. Coupled with loss of appeal rights also in early AB 1505 text, all charter schools could have faced denial or closure with no due process.

Consideration of district impact in chartering decisions is one the most controversial pieces of the bill and was a top priority for the author and the Governor. **The final bill limits the application of the fiscal impact considerations only to new petitions or existing schools that are expanding to one or more additional sites or grade levels beyond what is already approved in the charter.** In addition, in all cases, the authorizer must consider the academic needs of the students the charter proposes to serve if it is considering denial of a petition based on fiscal impact.

Specifically, AB 1505 adds two new allowable reasons for denial of a charter school:

- *The charter school is demonstrably unlikely to serve the interests of the entire community in which the school is proposing to locate. Analysis of this finding shall include consideration of the fiscal impact of the proposed charter school. A written factual finding under this paragraph shall detail specific facts and circumstances that analyze and consider:*
 - *The extent to which the proposed charter school would substantially undermine existing services, academic offerings, or programmatic offerings.*

- *Whether the proposed charter school would duplicate a program currently offered within the school district and the existing program has sufficient capacity for the pupils proposed to be served within reasonable proximity to where the charter school intends to locate.*
- *The school district is not positioned to absorb the fiscal impact of the proposed charter school. A school district satisfies this paragraph if it has a qualified interim certification pursuant to Section 1240 and the county superintendent of schools, in consultation with the County Office Fiscal Crisis and Management Assistance Team, certifies that approving the charter school would result in the school district having a negative interim certification pursuant to Section 1240, has a negative interim certification pursuant to Section 1240, or is under state receivership. Charter schools proposed in a school district satisfying one of these conditions shall be subject to a rebuttable presumption of denial.*

These new provisions could have a significant impact on charter growth throughout the state, but especially in districts that are deemed to be in fiscal distress. It will be critical for charter schools to build a strong case within their charter petitions for the needs of the students in the district and the benefit of the charter to counter any fiscal impact findings by a district. It will also help to build a strong public record of these issues in case of an appeal.

The interim certification of districts' financial reports that designate a district as positive, qualified or negative is updated twice per year and publicly available on the CDE website at: <https://www.cde.ca.gov/fg/fi/ir/interimstatus.asp>. As of the 2018-19 second interim certification, 6 districts have a negative certification (with Sacramento City USD being the largest), and 28 have a qualified certification (with Los Angeles USD and Twin Rivers USD being the largest). Currently, the following school districts are under state receivership: Oakland USD, Inglewood USD, South Monterey County Joint Union HSD and Vallejo City USD.

Revised and Additional Charter Petition Elements

AB 1505 makes a few changes to the actual content of a school's charter. These changes will apply to new petitions and to existing petitions at renewal.

- The petition shall more explicitly align charter goals and outcomes to all of the state dashboard priorities without regard to the nature of the program operated by the school, except priorities that are not relevant to the grade levels of the charter. This change is consistent with changes made earlier this year in SB 75, the 2019 Education Trailer Bill to the budget.
- Current law requires a petition to describe the means by which the charter will achieve a racial and ethnic student balance comparable to the district. AB 1505 adds English Learners (including re-designated students) and students with disabilities (with consideration of the impact of charter's status for special education as an independent local education agency) to this requirement.
- Petitioners will be required to include in its supplemental information, the names and qualifications of nominees to the charter's nonprofit governing body.
- Requires a charter school that is establishing one or more additional sites or grade levels to notify authorizer and submit for approval as a material revision. Currently this is only required for additional sites.

Credentialing Requirements for All Charter Teachers

Current law states legislative intent that charters be given flexibility in credentialing with regard to noncore, non-college preparatory courses. AB 1505 previously eliminated any credentialing flexibility as of January 1, 2020- an abrupt change that would have resulted in immediate and massive noncompliance and significant mid-year disruptions to many programs, their staff and students.

The final version of 1505 also removes current intent language on noncore flexibility and requires all charter teachers to be appropriately credentialed. However, a number of clarifications were included that may reduce the harm and ease transition for programs, students and teachers:

- By 12/1/20, all teachers must have “Certificate of Clearance” to teach and be subject to background checks and criminal monitoring by the Commission on Teacher Credentialing (CTC). While all charter teachers are currently required to have a fingerprint screening and background check, some schools may not be using the CTC process for their non-credentialed teachers. <https://www.ctc.ca.gov/docs/default-source/leaflets/cl900.pdf?sfvrsn=2>
- By July 1, 2020, all newly hired teachers for the 2020 school year and beyond will need an appropriate credential for their assignment.
- By June 30, 2025 all existing teachers will have to be certified. For some specialist teachers, this may include a career technical education credential or other appropriate certification. More information is at: <https://www.ctc.ca.gov/docs/default-source/leaflets/cl888.pdf>
- All direct-funded charter schools will have access to the same credentialing flexibilities as districts do, including local assignment options and emergency credentials and for independent study but must meet all related laws and regulations. (Presumably locally funded charter will have similar access though their district.)
- Some existing options charter schools may consider, as appropriate, may include certifications for Career Technical Education and considerations for independent study, alternative schools and adult courses allowed under Education Code Section 44865.
- By 6/30/22, the CTC shall provide a report on existing certifications for adequacy to address noncore non-college prep assignments and consider new or modified certificates. This should provide an opportunity to establish more appropriately flexible credentials at CTC and potentially spark more innovative approaches for teacher certification.

Charter Appeals

When AB 1505 was first introduced, it would have eliminated appeals to the county and the State Board of Education for new schools, nonrenewals and revocations. Coupled with fiscal impact, all charter schools could have faced denial or closure with no due process. The final version restores full appeal rights for new schools, nonrenewals and revocations to counties, and if denied there, the school may submit an appeal to the State Board, but under a narrower standard.

Appeals to the county or state must be submitted within 30 days of the denial, and petitioners must provide a copy to the district.

The new charter petition process changes such as timeline, submittal and hearing protections that are discussed earlier will apply for both county and state appeals.

In addition, the law provides clarity that minor changes to the charter can be made to reflect circumstances due to the passage of time such as facilities, finances and law, or to reflect the change in authorizer. However, if more substantive changes are made, the county or state board will remand the petition back to the district which will have 30 days to reconsider the petition. If denied, the charter can resubmit the appeal.

In either a county or state appeal, the law allows judicial review if there is no action on an appeal within 180 days.

County Appeals: AB 1505 previously eliminated any county appeal, unless it was based only on very narrow procedural violations by the district. Now a full “de novo”, or fresh look appeal is restored at the county appeal level.

One minor exception to the full de novo appeal is if the district denied the petition based on the “fiscally distressed district” criteria discussed above, the county must also consider any fiscal impact finding of the district.

AB 1505 provides a new protection for schools denied in a county-district (e.g. San Francisco), by requiring the SBE to be appellant body for a de novo appeal. But, if approved by the SBE, it will reassign the charter to the district/county for oversight.

State Board Appeals: Currently, the state board of education (SBE) provide de novo review similar to district and county process and becomes the chartering entity and overseer if approved. AB 1505 establishes a more limited appeal than current law, which will impose a new standard of “abuse of discretion” by the district or county and eliminates state oversight of charters approved on appeal.

The standard of “abuse of discretion” is a narrower than the current “de novo” appeal at the state. While the term is not specifically defined in the bill, it is a standard used in civil lawsuits to evaluate if the school district or county board has not proceeded in the manner required by law, the decision of the school district or county board is not supported by the findings, or the findings are not supported by the evidence. The procedural changes noted earlier should result in a more balanced and robust administrative record that will give schools a stronger chance under the “abuse of discretion” standard that will apply at the state level. With a strong record, schools may have a fighting chance at overturning some local denials. The abuse of discretion standard of review at the state level may also result in districts improving their authorization process to engender greater predictability for petitioners. Other changes on a state appeal include:

- The petitioner must provide all documentary records with the appeal, and the district and COE must provide transcripts or other documents to the charter petitioner within 10 days of a request, including the evidence that supports that an abuse of discretion occurred.
- The district and COE may submit a rebuttal to the petitioners request within 30 days of appeal submittal with evidence from the documentary record.
- Current law does not guarantee a state hearing, but now all schools on appeal are guaranteed a hearing by the Advisory Commission on Charter Schools and ultimately by the SBE if the Commission recommends that a local decision should be overturned. The SBE must consider the appeal at a public meeting and hold a hearing or summarily deny the appeal if it finds no abuse of discretion occurred.

- If the SBE finds an abuse of discretion occurred, and overturns the appeal, the SBE will designate, in consultation with petitioner, either the COE or district that denied the charter as the chartering authority. This removes SBE out of its current oversight role but provides the petitioner some say to whether it goes to district or county.

County-wide Benefit Charters

Current law allows a county to approve a county-wide charter under certain criteria. A county board is provided fairly broad discretion on approvals and denials which are not appealable to the state board. Prior versions of 1505 would have completely eliminated or virtually eliminated county-wide chartering by adding significant new requirements. The final version of AB 1505 largely retains existing structure and law for county-wide charters. Restoring county-wide chartering to current law retains an option that might ultimately offer a path for growth in many cases.

AB 1505 makes only conforming amendments relative to procedural changes noted above for local petitions related to:

- Submittal timelines, procedures and equal time
- Balance of Special Education and English Learner students
- Notice of board nominees
- Credentialing
- Because countywide charter approvals already provide considerable local discretion, AB 1505 does not explicitly include the fiscal impact consideration.

State Board of Education Chartering Role

One priority of the Administration and sponsors of AB 1505 was to remove the SBE and department of education from their role of chartering authority and for overseeing charter schools of a statewide benefit and those approved on denial by a local authorizer. AB 1505 repeals the authority for a statewide benefit charter. Currently there is only one such charter, and the SBE has not considered any new ones for several years. AB 1505 requires the current statewide benefit charter and charters approved by the SBE on appeal to transfer to local authorization after their next renewal.

The prior version of AB 1505 provided no consideration for transition of existing state-approved charters to local oversight. The final version of AB 1505 provides for a reasonable transition for all existing state appeal charters and statewide benefit charters to local oversight:

- For existing SBE charters approved on appeal, at their next renewal they must go to the district (as currently required) and, if denied can go back to the SBE for appeal in accordance with current “de novo” criteria for appeals. If SBE approves the renewal, it will, in consultation with the charter, transfer oversight and subsequent authorization to either the local district or county.
- The statewide benefit charter will go to SBE for next renewal, but after renewal the SBE will, in consultation with the charter, transfer oversight and subsequent authorization to the local district where the site is located, or to the county. If they transfer to the county, they shall qualify as a county-wide benefit charter.
- Charters required to change authorizers shall be considered continuing charters for all purposes to protect funding and data.

Updated Charter Renewal Criteria and Process

AB 1505 provides a substantial reworking and updating to the renewal criteria and process for charter schools. Re-establishing predictable and reasonable renewal criteria has been a priority for CCSA since the prior Academic Performance Index accountability system was abandoned. The Administration has also sought to better align charter renewals with the new state dashboard accountability indicators. The result of these efforts is a three-tiered approach that CCSA supported that provides a different process for high, low and mid-range performing schools. The new criteria are tied more closely to the state dashboards, with an emphasis on academic indicators and provides a limited second-look process for mid-and-low-range schools where post-secondary and academic growth data will be admissible. Schools designated as Dashboard Alternative School Status (DASS) will not be included in the new criteria but will establish renewal targets locally. New criteria also allow more consideration of any fiscal, governance and enrollment equity issues at the charter school.

Beginning in the 2020-21 renewal cycle, high performing schools will be eligible for a streamlined renewal and a term of up to 7 years. For the first-time in state law we have established the concept that achievement gap-closing schools should be rewarded with streamlined and lengthened renewals. For very low performing schools, schools will have access to a second look for two renewal cycles and if approved, shall only be renewed for two years. For all other charter schools, except DASS schools, academic indicators must be weighted, and a second look process will also be available. The three tiers will apply as follows:

High performing charters shall be approved with streamlined renewal that only requires the charter be updated for changes in law, for 5 to 7 years, if for two years preceding the renewal the school:

- Has received the two highest levels (colors) schoolwide for all state indicators it has, or
- Has met or exceeded the statewide average¹ for all measurements of academic performance² schoolwide and has exceeded the average for a majority of underperforming subgroups³, and
- Is not in differentiated assistance under LCFF.

Low performing charters shall not be renewed if for two years preceding the renewal the school:

- Has received the two lowest levels (colors) schoolwide for all state indicators it has, or
- Is at or below the statewide average¹ for all measurements of academic performance² schoolwide and is below the average¹ for a majority of underperforming subgroups³.
- In order to approve a school not meeting the standards above, a “second look” is allowed for two renewal terms only through June 30, 2025, and a school may only be renewed if:
 - The authorizer finds the charter is addressing the factors of low performance, and
 - The school provides verifiable data from an externally validated nationally recognized source that the school has made sufficient gains or has strong postsecondary outcomes.
 - If the charter is approved, it may only be for a two-year term.

For all non-DASS charters not meeting the high or low criteria (the vast majority of charter schools) the authorizer must consider the school’s performance on all dashboard indicators schoolwide and by

¹ The statewide average is the schoolwide performance level (color) on the California School Dashboard for the entire state of California for each academic indicator.

² Measurements of academic performance are the CAASPP ELA and Math indicators, the English Learner Progress Indicator and the College/Career indicator.

³ Underperforming subgroups are defined as any numerically significant subgroup the school serves where that subgroup is performing below the state average.

subgroups and provide greater weight to academic indicators. This provision does not contain a clear threshold for approval or denial as provided in the high and low tier.

In addition to the dashboard metrics, until January 1, 2026 (but not to exceed two renewals) the authorizer shall also consider verifiable data from an externally validated nationally recognized source that the school has made sufficient gains or has strong postsecondary outcomes. The state board is directed to establish criteria for verified data and an approved list of assessments for this purpose by January 1, 2021, but until then, a renewing charter school can present data consistent with the criteria outlined in this section of education code. The phase out of the second-look is intended to provide sufficient time for the state board to adopt a viable growth metric or consider other appropriate adjustments to the new dashboard system.

An authorizer may only deny if it makes written factual findings that the charter failed to meet or make sufficient progress and that closure is in the best interest of the pupils, and the decision provided greater weight to academic indicators. As with current law, if approved, renewal shall be for 5 years.

Other Renewal and Revocation Considerations that apply to all tiers for charter renewal:

- Provides an exemption for alternative schools designated as DASS. This exemption is similar to current law for ASAM schools but requires a local process to establish an alternative process for review.
- Establishes specific process to evaluate whether a charter is discriminating in enrollment or dismissal and allows nonrenewal if the charter has violated those requirements or has substantial fiscal or governance issues. However, the authorizer is required to provide an opportunity to cure and violation noted and can only deny if the cure was unsuccessful or violation so severe a cure is unviable.
- Retains appeal of nonrenewal under revised appeal process discussed above. (Prior AB 1505 revoked appeal rights for non-renewals and revocations.)
- Fiscal and Community impact considerations for denial of a new school do not apply to a charter renewal, unless it includes a material revision to add grade levels or new sites not already approved.
- The final version of AB 1505 does not contain any changes to current revocation process and provides for appeal of revocation or non-renewal. (Prior version of AB 1505 would have revoked all appeal rights for non-renewals and revocations.)

LCFF Technical Assistance

AB 1505 revises the process and criteria for differentiated assistance under LCFF to charter schools beginning 2020-21. The changes are intended to provide greater alignment with district criteria for identification for assistance. The criteria are split into three levels:

- LCFF Level 1 available to all schools regardless of performance.
- LCFF Level 2, also known as differentiated assistance, criteria are met if school meets underperformance criteria for one or more subgroups, for two or more LCFF priority areas for two or more years. Assistance will be provided by the COE (or the geographical lead agency if COE is authorizer), and not the charter authorizer. The change of provider removes a potential conflict of interest with the authorizer objectively evaluating a school's progress for renewal.

- LCFF Level 3, known as Intensive Intervention, is now met under the same criteria as for districts. The COE, or assistance provider, may refer the charter to California Collaborative for Education Excellence (CCEE) with SBE approval, and, as in current law, the authorizer shall consider revocation if charter fails or is unable to implement CCEE recommendations. The authorizer shall consider improvement in academic achievement in deciding whether to revoke.

Because charters will not be identified for LCFF assistance until 2 years after these new criteria apply, until June 2022, schools will still be triggered for LCFF differentiated assistance and intensive intervention under the charter-specific criteria in current law.

Nonclassroom-based Charter Moratorium

Earlier this year, we defeated AB 1506 which would have imposed a permanent cap on the total number of charters in the state at the current number of charter schools and prohibited any new NCB schools, and SB 756 which would have imposed a five-year moratorium on all new charters. However, AB 1505 imposes a moratorium on the approval of a petition for the establishment of a new nonclassroom-based charters between January 1, 2020 and January 1, 2022. Given the recent high-profile indictments in the NCB community, this was one area that was non-negotiable with the Administration and sponsors. However, the two-year limit is more reasonable, and the final bill does contain some exceptions:

- The moratorium shall not apply to a nonclassroom-based charter school that was granted approval of its petition and providing educational services to pupils before October 1, 2019, under either of the following circumstances:
 - If AB 1507 is enacted and the charter school is required to submit a petition to the governing board of a school district or county board of education in an adjacent county in which its existing resource center is located in order to comply AB 1507 or to retain current program offerings or enrollment, or
 - If a charter school is required to submit a petition to a school district or county board of education in which a resource center is located in order to comply with the court decision in *Anderson Union High School District v. Shasta Secondary Home School* or other relevant court ruling, and the petition is necessary to retain current program offerings or enrollment.
- The moratorium also confirms that a charter school authorized by a different chartering authority as noted above shall be regarded by the department as a continuing charter school for all purposes.

Other Miscellaneous Changes in AB 1505

- **Waiver Prohibition:** AB 1505 prohibits state board waivers of the amended sections of the Charter Schools Act under the bill. Limited waivers are currently allowed if submitted through district authorizer and SBE approves it. While this was a non-negotiable item with the bill's author, we note that it lacks parity with districts waiver options, and while relatively rarely used, it was as critical tool in reasonable implementation of the Shasta lawsuit decision.
- **Implementation Timeline:** With the exception of the moratorium, and the phase in of new credentialing requirements, the provisions of the bill become effective July 1, 2020. AB 1505 originally would have been effective January 1, 2020 providing no transition time. Providing a 6-month delay to align with the school and fiscal year may ease the transition.

- **Research:** AB 1505 requires the CDE, with consultation of the SBE, to collect data to track implementation of the changes enacted AB 1505.

New Geographic Limitations in AB 1507

Current law allows a charter school to establish a single site outside of its authorizing district under specified circumstances and after providing notice to the district where the school will locate. It also allows nonclassroom-based, independent study resource centers, meeting spaces, or other satellite facilities to be located in the authorizing district or in adjacent counties. AB 1507 removes that flexibility in most cases for new schools and sites and requires a transition or local approval of exiting sites upon renewal.

Through the process, this bill's author strongly expressed her philosophy that no educational activity should occur within the boundaries of a school district for which the governing school board has no notice, approval and authority over. Nonetheless, the final bill provides some considerations in an emergency, reasonable transitions for existing schools and sites operating out of district and allows permission and notice, rather than full charter re-authorizing for existing multi-site operations out of district. While many schools may have to consider restructuring or reauthorizing to comply with this bill, the transition is delayed until school renewal, and all schools that reauthorize will be treated as continuing schools to protect their funding and data.

For classroom-based schools, AB 1507 requires that in order to remain in the out-of-district location, a school that located outside of its authorizing district prior to January 1, 2020 to do either of the following:

- Before submitting the request for the renewal of the charter petition, obtain approval in writing from the school district where the site is operating.
- Submit a request for the renewal of the charter petition pursuant to Section 47607 to the school district in which the charter school is located. The school shall have a right to appeal if the renewal is denied.
- For a charter school that changes its chartering authority due to this law, the department shall regard it as a continuing charter school for all purposes.

Going forward, a charter school may only locate out of district:

- If a charter schoolsite is located and operating in an area for which there is a Presidential declaration of a major disaster. The charter school, for not more than five years, may relocate with written approval of the school district where the site is being relocated. If a charter school was previously relocated, due to a disaster with a Presidential declaration, that charter school shall be allowed to return to its original campus location in perpetuity.
- If a charter school is located on a federally recognized California Indian reservation or rancheria or operated by a federally recognized California Indian tribe.
- If the charter provides instruction in accordance with existing site exemptions included in current law (Section 47605.1(f)).

For nonclassroom-based charter schools, AB 1507 limits the location of any new resource centers, meeting spaces, or other satellite facilities to only within the geographic boundaries of the chartering entity, and each site location must be approved by the authorizer. AB 1507 requires the charter school

to notify its authorizer of the name and physical location of any resource center, meeting space, or other satellite facility operated by that charter school. In addition:

- A charter school may continue at its current out-of-districts locations until the charter school submits a request for the renewal of its charter petition. To continue operating any out-of-district location, the charter shall first obtain approval in writing from each school district where the resource center, meeting space, or other satellite facility is operating. If the school is a county-wide charter it must gain its approval from the county in which the site located.
- If a nonclassroom-based charter location is operating in an area for which there is a Presidential declaration of a major disaster, the charter school, for not more than five years, may relocate with written approval of the school district where the site is being relocated.
- Charters that provide instruction in accordance with existing site exemptions included in current law (Section 47605.1(f)) are still excluded.
- The bill contains a narrow exemption for a location of a school in LAUSD authorized by an adjacent district that targets pupils who are currently or formerly on probation or were formerly incarcerated individuals.
- For a charter school that changes its chartering authority due to this law, the department shall regard it as a continuing charter school for all purposes.



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California and Illinois Departments of Education
Special Education Departments

Director Wright and Director Calomes,

In accordance with Utah State Board of Education (USBE) Rule 277-926 Certification of Residential Treatment Center Special Education Program, the USBE has received the applications of 26 residential treatment centers (RTCs). All 26 applications were complete and will now be reviewed for substantive compliance with the USBE Rule. That review will include an onsite visit to verify compliance. RTCs which are found to be compliant will be awarded a two-year certification. RTCs which are found to be noncompliant will be denied certification. The required onsite visits will be scheduled in the order in which the applications were received and will likely take the rest of the 2019-2020 school year to complete. The California and Illinois Departments of Education will be informed of the approval or denial of each RTC's special education program certification shortly after each onsite visit.

As the California and Illinois Departments of Education are awaiting notification of the approval or denial of Utah certification to finalize your RTC certification processes, the USBE will grant each of the 26 RTCs which submitted a complete application a "temporary" certification that will be valid until the onsite visit occurs and "official" certification can be approved or denied.

The 26 RTCs approved for a temporary certification are:

- Alpine Academy
- Benchmark School
- Cinnamon Hills Youth Crisis Center
- Copper Hills Youth Center
- Daniels Academy
- Diamond Ranch Academy
- Discovery Academy
- Discovery Ranch
- Discovery Ranch for Girls
- Elevations Academy
- Falcon Ridge Ranch
- Heritage Schools, Inc.
- La Europa Academy



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Logan River Academy
New Haven Residential Treatment Center
New Haven Residential Treatment Center
Oxbow Academy
Pine Ridge Academy at Youth Care of Utah
Provo Canyon School
Provo Canyon School - Springville Campus
Red Rock-Lava Heights Academy
Solstice RTC/Fernwood Academy
Sorenson's Ranch School, Inc.
Telos Academy
Three Points Academy
Triumph Academy

Thank you for your collaboration and patience as the USBE has created the special education program certification process. We look forward to continued collaboration to support the needs of and improve the outcomes of students with disabilities. Please feel free to contact me with any questions or concerns.

Sincerely,

Leah Voorhies, PhD
Assistant Superintendent of Student Support
Utah State Board of Education

CALPADS Update Flash #161



Date: September 10, 2019

To: Local Educational Agency (LEA) Representatives

From: California Department of Education (CDE) —
California Longitudinal Pupil Achievement Data System (CALPADS) Team

Special Education Data Collection in CALPADS

Beginning September 10, 2019, CALPADS will accept data related to Students with Disabilities (SWD) that were previously submitted to the CDE through the California Special Education Management Information System (CASEMIS). However, some Special Education Data System (SEDS) vendors are still working to implement the required functionality within their systems and may not yet be ready to submit data to CALPADS. Therefore, local educational agencies (LEAs) should first check with their SEDS vendor to determine whether this functionality is available.

CASEMIS has been retired, and all data for SWD submitted by LEAs will now flow directly from their SEDS through an Application Programming Interface (API) to CALPADS. All special education data must be submitted through the API.

The CALPADS team has been providing training in the new functionality to targeted audiences. Special Education Local Plan Areas (SELPAs) have been receiving training and will continue to receive training during their monthly meetings focused on their role in the process. LEAs have been receiving training in conjunction with their SEDS vendors since data will flow between the SEDS and CALPADS, and error reports will be available within the SEDS. Finally, CALPADS Fall 1 submission training conducted by CSIS will now cover the new functionality related to data for SWD.

The purpose of this FLASH is to provide a high-level overview of the new functionality. LEA staff, which should include special education program staff, SEDS staff, and student information system (SIS), and CALPADS staff, should attend the appropriate training for more detailed information.

KEY Highlights

It is absolutely critical that LEAs provide leadership and support for their staff to work collaboratively to submit data for SWD, particularly special education program, SEDS, SIS,

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and CALPADS staff. This includes establishing clear policies, procedures, and timelines. Some of the key highlights discussed in this FLASH include:

- LEAs must first enroll SWD in their SIS and submit Student Enrollment (SENR) records to CALPADS in order to submit special education data for students.
- LEAs must enroll SWD and submit Special Education (SPED) records for those students to CALPADS in order for students to submit any necessary accommodation and designated supports to the Test Operations Management System (TOMS) for SWD.
- LEAs submit data directly from their SEDS into CALPADS. LEAs will be able to view error reports within their SEDS, but must log in to CALPADS to view special education certification and supporting reports.
- The special education data submitted to CALPADS will be used for federal reporting and monitoring as required by the Individual with Disabilities Education Act (IDEA). LEAs should update CALPADS with data for their SWD on a monthly basis to support monitoring. During times of testing, the updates should be more frequent.
- The Fall 1 submission now includes three special education certification reports; LEAs must approve all Fall 1 reports (including the special education certification reports), and SELPAs must approve the special education certification reports in order to certify the submission.
- Charter schools must submit data for SWD and general education students in the same way, either directly to CALPADS as an independently reporting charter (IRC) or through their authorizing LEA.

Special Education Reporting and Monitoring Overview

The special education data submitted to CALPADS will be used to meet federal IDEA reporting and monitoring requirements. Since IDEA covers infants and toddlers, as well as students attending private schools, LEAs must acquire Statewide Student Identifiers (SSIDs) and submit data for some individuals who they have not reported on in the past. Specifically, LEAs are now required to obtain SSIDs for all Pre-K–12 individuals who have been referred to a district or county office of education (COE) for initial evaluation and for whom parental consent has been obtained to conduct the initial evaluation. This means that LEAs must obtain SSIDs for all children for whom the parent has consented to an evaluation, regardless if the child is found to be eligible for services. This includes:

- Infants and toddlers referred to COEs and districts.
- Preschool-age students referred to COEs or districts.
- School-age students referred that are attending K–12 public schools.

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- School-age students referred that are attending private schools and are receiving services from a COE or district.

Students who are found to be ineligible for services would be given a Special Education Plan Type of “ineligible.” More detailed information regarding how to enroll/exit these students is provided in this FLASH under the heading entitled “Enrolling Students with Disabilities in CALPADS.”

Eligible students receive one of the following plan types:

- Individualized Family Service Plan (IFSP) – for individuals birth to age 3 receiving services.
- Individualized Education Plan (IEP) – for preschool students ages 3 to 5 years old or students attending a public school ages 6 through 21 (inclusive).
- Individualized Service Plan (ISP) – for students attending a private school and are receiving services from a COE or district.

Federal Reporting

As part of the CALPADS Fall 1 submission, LEAs and SELPAs certify Census Day (first Wednesday in October) counts of students by primary disability and special education plan type (IFSP, IEP, ISP), and the special education services offered by primary disability.

As part of the new CALPADS End-of-Year (EOY) 4 submission, LEAs and SELPAs certify cumulative counts of students by primary disability and special education plan type, and special education services offered by primary disability. LEAs also certify data related to SWD’s postsecondary status and what they are doing one year after exiting secondary education.

LEAs and SELPAs will continue to certify discipline data for SWD that are submitted through EOY 3.

Monitoring

For individuals who accept special education services, LEAs are required to develop a plan, annually review that plan to determine if the goals are being met, and triennially review whether the individual continues to be eligible for special education services. To facilitate monitoring, LEAs report for SWD the type of plan they have (IFSP, IEP, ISP), the type of meeting held (initial evaluation, annual, pending, triennial), the date the meeting was held, and any amendments to the plan that occur during the year. From these data, the CDE monitors whether LEAs are holding the required meetings within the required timeframes.

The tables below summarize the meeting types required for different plan types that are submitted to CALPADS for monitoring purposes.

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Table 1a: Required Meeting Types for Given Referred Students

Referred students ages...	With an...	Require the following meeting type...	In order to...
3 to 22	n/a	10 – Part B Initial Evaluation	Determine eligibility for services
Birth to 3	n/a	15 – Part C Initial Evaluation	Determine eligibility for services
3 to 22	Initial evaluation that is pending on the Report Date (Census Day or as of June 30)	30 – Pending	n/a

Table 1b: Required Meeting Types for Given Students

Students ages...	With an...	Require the following meeting type...	In order to...
Birth to 22	IFSP, IEP, ISP	20 – Annual	Review plans to see if goals are being met
3 to 22	IEP, ISP	40 – Triennial	Determine continued eligibility in special education

The CDE also collects data to monitor whether LEAs are providing students a Free and Appropriate Education (FAPE) in the Least Restrictive Environment (LRE), the services students are receiving in their education/service plans to support them to meet their plan goals, and whether students receive postsecondary transition planning.

To facilitate monitoring, **LEAs should update CALPADS on a monthly basis**. Prior to monitoring, CDE staff will review the most recent data in CALPADS to facilitate the monitoring visit.

Determining the LEA Responsible for Reporting SWD Data and the District of Special Education Accountability

Since SWD often attend school in one LEA and receive services from another LEA or COE, it is sometimes unclear which LEA is required to report special education data. It is critical to determine which LEA is the “Reporting LEA” responsible for reporting special education data to CALPADS. The Reporting LEA is where the student “attends school” or **receives the majority of their instruction**. The Reporting LEA has historically been referred to as the “District of Service.” However, this term causes confusion because if an LEA or COE is only providing services to a SWD and is not providing a majority of the student’s instruction, that LEA or COE **does not** report any data for that student to CALPADS. Therefore, we are moving away from using the term “District of Service.”

For accountability purposes, generally the Reporting LEA and the District of Special Education Accountability (DSEA) are the same, and generally the DSEA and the District of Geographic Residence are the same. However, this scenario does not always hold true. The Reporting LEA may not be the DSEA, which is the LEA ultimately responsible for the student and is held accountable for the student on the California School Dashboard (Dashboard).

The following table provides the most common scenarios for determining which LEA is responsible for reporting SWD data, and which LEA will be held accountable on the Dashboard. A document detailing a comprehensive list of scenarios will be posted on the CDE CALPADS web page in the near future.

Scenario	If the student resides in:	And the student is attending a school in:	And the student receives special education services from:	Then the LEA that reports data for the SWD is:	And the District of Special Education Accountability is:
1	District A	District A	District A	District A	District A
2	District A	District A	District B	District A	District A
3	District A	District B per the IEP	District B	District B	District A
4	District A	District B per an inter-district transfer agreement	District B	District B	District B

NOTE: The **school** that a SWD attends will always be held accountable for that student; that is, the student’s data for all the accountability metrics on the Dashboard will be included in calculating the school’s indicator. However, if the school’s **district** is the Reporting LEA, but is **not** the DSEA, the student’s assessment data will be included in the DSEA’s **academic** accountability metrics on the Dashboard, and will not be included in the academic accountability metrics of the Reporting LEA. Beginning in 2019–20 (2020 Dashboard), the SWD’s data will be included in **all** the DSEA’s accountability metrics on the Dashboard.

Determining When to Obtain an SSID and Enrolling/Exiting SWD in CALPADS

Determining When to Obtain an SSID

Beginning in the 2019–20 academic year, an SSID must be obtained for all individuals once parental consent is obtained for the individual to be evaluated for special education program eligibility, regardless of whether or not they are later found eligible for services or attend a specific school within the reporting LEA.

For students who are being evaluated for services but who are not currently enrolled in a school at the LEA, the enrollment start date should reflect the parental consent date.

Enrolling SWD in CALPADS

The following table summarizes for students in each grade level the enrollment status that should be used, and which files at a minimum (Student Enrollment [SENR], Student Information [SINF], Student Program [SPRG], Student English Language Acquisition [SELA], Special Education [SPED] file) must be submitted to CALPADS:

Grade Level	Enrollment Status	SENR	SINF	SPRG	SELA	SPED
Infants and Toddlers (IN, TD)	Non-ADA (50)	Yes	Yes* *Birth Country and Parent Highest Education level NOT required	No	No	Yes

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Grade Level	Enrollment Status	SENR	SINF	SPRG	SELA	SPED
Prekindergarten (PS)	Primary (10)	Yes	Yes	Yes* *Most notably, homeless, migrant, free and reduced-price meals	No	Yes
K–12 Attending Public School	Primary (10)	Yes	Yes	Yes	Yes	Yes
K–12 Attending Private School, Receiving Services	Non-ADA (50) Use Private School Group Code 000000002	Yes	Yes* *Birth country, Parent Highest Education Level NOT required	No	No	Yes

Based on the following factors:

- District of Geographic Residence
- Where the student attends school and receives the majority of educational instruction
- Where the student receives related special education services
- The district that provides the majority of educational instruction and may be providing special education services

The CDE will be posting a comprehensive scenarios table that will help LEAs determine, for students in grade level categories of Infant/toddler, Prekindergarten, and K–12, the following:

- District of Education Accountability
- Reporting LEA
- Enrollment Status Code to be used by the Reporting LEA
- School of Enrollment

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Exiting SWD in CALPADS

Once an SSID is obtained after parental consent, an initial enrollment record is created in CALPADS for a SWD, and:

If the student is...	And Education Plan Type is determined to be...	Then the enrollment record (SENR) should be....	And the Special Education Program Exit Date (SPED) should be...
Not enrolled in a school within the LEA	IEP (100) IFSP (150) ISP (200)	Left open	Left blank
Not enrolled in a school within the LEA	Eligible - No Education Plan (Parent Declined FAPE - Private Placement) (700)	Exited one day before the Enrollment Start Date with an N470 – No Show exit reason code	Left blank since the student never received services
Not enrolled in a school within the LEA	Eligible - No Education Plan (Other Reasons) (800)	Exited one day before the Enrollment Start Date with an N470 – No Show exit reason code	Left blank since the student never received services
Not enrolled in a school within the LEA	Pending (300) Pending evaluation on Census Day or June 30	Left open	Left blank
Not enrolled in a school within the LEA	Not Eligible (900)	Exited one day before the Enrollment Start Date with an N470 – No Show exit reason code	Left blank since the student never received services
Enrolled within a school within the LEA	IEP (100) IFSP (150) ISP (200)	Left open	Left blank

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If the student is...	And Education Plan Type is determined to be...	Then the enrollment record (SENR) should be....	And the Special Education Program Exit Date (SPED) should be...
Enrolled within a school within the LEA	Eligible - No Education Plan (Parent Declined FAPE - Private Placement) (700)	Left open	Left blank since the student never received services
Enrolled within a school within the LEA	Eligible - No Education Plan (Other Reasons) (800)	Left open	Left blank since the student never received services
Enrolled within a school within the LEA	Pending (300) Pending evaluation on Census Day or June 30	Left open	Left blank
Enrolled within a school within the LEA	Not Eligible (900)	Left open	Left blank since the student never received services

The Special Education Program Exit Date and Reason Code fields on the SPED file should never be populated unless a student was determined to be eligible, began receiving services, and then subsequently exited the program. An exit from a school does not necessarily mean an exit from special education.

Special Education Data Submitted to CALPADS

Beginning September 10, 2019, LEAs are no longer able to submit any special education related data on the Student Program (SPRG) record. Specifically, Education Program code *144 - Special Education* was retired on June 30, 2019, and SPRG fields *3.21- Primary Disability Code* and *3.22 - District of Special Education Accountability* have also been removed from the SPRG record. The CDE has been working with SEDS vendors to enable LEAs to upload these and other special education data directly from SEDS into CALPADS. The special education data will be uploaded through the following two files which are included in CALPADS File Specifications (CFS), Version 11.0, posted on the CDE CALPADS System Documentation web page:

- Student Special Education Program (SPED) File
- Student Services (SSRV) File

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LEAs previously submitted the data contained in these files to the CDE through CASEMIS. The SPED file primarily contains data that enables the CDE to meet federal reporting requirements and monitor whether LEAs are meeting federal IDEA requirements related to identifying, evaluating, and referring students to services within specified time frames, reviewing education and service plans annually and triennially, and ensuring students are receiving a Free and Appropriate Education (FAPE) in the Least Restrictive Environment (LRE). The SSRV file primarily contains information on a student's IFSP/IEP/ISP including the type of service the student is to receive, the provider and location of the service, and the frequency and duration of the service.

LEAs will also submit special education related data in the following files, but these files will also be used by LEAs to submit data for general education students. The file formats for all of these files are included in the CFS, Version 11.0; however, since these files are not yet available, they will be discussed in future communications

- Student Test Settings (STSE) File
- Postsecondary Status (PSTS) File
- Student Incident (SINC) File*
- Student Incident Result (SIRS) File*
- Student Offense (SOFF) File*

*For a detailed description of the three new files, SINC, SIRS, and SOFF, that replace the Student Discipline (SDIS) file, please refer to CALPADS Update Flash #159.

Roles of CALPADS Users

The CALPADS Administrator is responsible for:

- Continuing to submit the SENR and all other files for all students, which includes SWD.
- Creating roles within CALPADS for the Special Education Data Coordinator, which is based on local policies and practices. At a minimum, those roles should include the following:
 - SPED View and Edit*
 - PSTS View and Edit
 - STSE View and Edit
 - Student Search
 - Fall 1 Reports

*The SPED View and Edit roles include viewing and editing data submitted on the SPED and SSRV files.

- Providing CALPADS support to anyone in the LEA who has a CALPADS account, including the Special Education Data Coordinator.

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- Working collaboratively with the Special Education Data Coordinator to ensure SEDS and SIS enrollment and student demographic data are aligned, and to identify and update data in one of the systems if data are discrepant. See the “*Addressing Data Discrepancies in Local SIS and SEDS*” section in this FLASH.
- Creating a review and approval timeline with the Special Education Data Coordinator and the SELPA Director(s) that will ensure the Fall 1 and EOY submissions are approved by the certification deadline.
- Approving for the LEA, all Fall 1 and EOY reports in CALPADS, including special education reports.

The Special Education Data Coordinator is responsible for:

- Receiving the appropriate CALPADS roles to do required tasks.
- Populating SWD data into SEDS and transferring that data to CALPADS via the API.
- Resolving validation errors within the SEDS.
- Communicating with the CALPADS Administrator when a student does not have an enrollment in CALPADS.
- Reviewing special education certification reports within CALPADS and communicating to the CALPADS Administrator when reports are ready for approval.
- Reviewing discrepancy reports with CALPADS staff to determine whether student demographic data need to be updated in the SEDS or SIS. See the “*Addressing Data Discrepancies in Local SIS and SEDS*” section in this FLASH.
- Working with the SEDS vendor.
- Working as an intermediary with the CALPADS Administrator and SELPA Director.

The SELPA Director is responsible for:

- Submitting a SELPA CALPADS Administrator application to the CDE in order to receive a CALPADS account. Once approved, the CDE will assign the following roles to no more than two SELPA CALPADS Administrators per SELPA (Only the CDE will be able to create roles for SELPA Directors):
 - SPED Edit* (only if SELPA will submit data for all its member LEAs)
 - SPED View*
 - STSE, PSTS for SWD students Edit and View
 - SELPA Approval
 - SELPA Reports

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- SENR, SINF, SPRG, SDIS View
- Student Search

*The SPED View and Edit roles include viewing and editing data submitted on the SPED and SSRV files.

- Reviewing special education certification reports in CALPADS.
- Working collaboratively with the Special Education Data Coordinator and the CALPADS Administrators to create an approval timeline to help ensure the Fall 1 and EOY submissions are approved by the certification deadline.

Certification Process

Special education data will be part of the Fall 1, EOY 3, and EOY 4 submissions. SELPAs are required by law to review and approve SWD data for LEAs within the SELPA. Therefore, the CALPADS certification process has been modified to incorporate SELPA review and approval of the special education certification reports. For the Fall 1, EOY 3, and EOY 4 submissions, an LEA's submission is certified once the LEA has approved all reports, and the SELPA(s) have approved all special education reports for the submission.

The Fall 1 certification deadline is December 20, 2019. While LEAs and SELPAs should collaboratively set a review and approval schedule to ensure the submission is certified by December 20, 2019, the CDE suggests that LEAs approve their Fall 1 submission by December 6, 2019, to provide SELPAs time to review and approve the special education reports. Should the SELPA disapprove an LEA's special education submission, the LEA will receive an email and must then work with the SELPA to address the issues. Once addressed, the LEA must again approve the submission, and the SELPA must again review the submission for approval. If the SELPA approves the special education reports, then the submission is certified.

Following the certification deadline, the Amendment Window opens, during which time LEAs may further amend their data. However, the LEA must approve all certification reports and the SELPA must approve the special education certification reports by January 24, 2020 in order for the submission to be certified.

For Fall 1, LEAs and SELPAs must review and approve the following reports:

- 16.1 – Students with Disabilities – Education Plan by Primary Disability Count
- 16.2 – Students with Disabilities – Count by Federal Setting
- 16.5 – Students with Disabilities – Student Services by Primary Disability

As with all CALPADS aggregate reports, LEAs may also view student-level-detail reports that display the students that make up the aggregate reports.

NOTE: It is critical that charter schools submit their data for SWD and general education students consistently because LEAs and charters with inconsistent submissions will

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receive fatal errors from the CALPADS system and will be unable to certify their CALPADS Fall 1 and End-of-Year submissions. See the section entitled "*Charter School Reporting of Special Education Data*" in this FLASH.

Addressing Data Discrepancies in Local SIS and SEDS

Student Enrollment

Over the past few years, the CDE has communicated to LEAs in various correspondence that in order to help ensure a successful CASEMIS to CALPADS transition, it is critical that staff who maintain the LEA's SEDS and staff who maintain the LEA's SIS work together to ensure that the data in the two systems match. An automated integration of these two systems would be the most efficient and effective solution. Short of an automated solution, it is important that LEAs have clear business processes in place which result in alignment of these data. It is particularly important that SWD are enrolled in the SIS and that the data on those students are in the SEDS with the correct SSID. If the SSIDs do not match or if a SWD is not enrolled in CALPADS through the SIS, **the LEA will not be able to submit special education data for that student.**

Student Demographic

The demographic data for all students that are submitted to CALPADS through the SENR and SINF files are considered the authoritative source of data and will be reflected in all CALPADS special education reports. LEAs do submit students' race/ethnicity in the SPED file; however, these data are not used in the CALPADS reports. CALPADS will provide LEAs with a discrepancy extract that displays the race/ethnicity for SWDs that are reported to CALPADS through the SEDS and SIS. If the data are discrepant, the LEA should update their local system(s) appropriately.

Charter School Reporting of Special Education Data

LEA's authorized charter schools must submit data for SWD and general education students in the same way. Previously, some charter schools submitted their CALPADS data directly and data for their SWD through their authorizing LEA or vice versa. Beginning September 10, 2019, the data for both populations must be submitted the same way, either directly to CALPADS or through the authorizing LEA. (See the June 20, 2019 letter entitled "*Upcoming Transition of Data for Students with Disabilities in CALPADS.*")

Charter schools that previously submitted their CALPADS and CASEMIS data differently were informed that they needed to choose one reporting option, and inform the CDE of the chosen option by July 15, 2019. (See the May 29, 2019 letter entitled "*Charter School CALPADS and CBEDS Data Reporting Policy.*")

It is critical that charter schools submit their data for SWD and general education students consistently because LEAs and charters with inconsistent submissions will receive fatal errors from the CALPADS system and will be unable to certify their CALPADS Fall 1 and End-of-Year submissions. Specifically, LEAs will receive the following errors:

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- SPED0002 – Invalid Reporting School – This compares the school of attendance in the file and the reporting LEA. For independently reporting charters, the reporting LEA would be the charter itself.
- SPED0443 – Invalid SELPA for Reporting LEA – This compares the reporting LEA to the SELPA code. For independently reporting charters, the reporting LEA would be the charter itself.

For more information, refer to the July 10, 2019 letter entitled “*Charter School Reporting for Special Education Students*” posted on the CALPADS Communications Web page under “Topic Specific Correspondence.” This letter outlines the two current reporting scenarios that require a charter school to make a reporting change, and the options the charter school has for implementing that change.



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:

School of Attendance (If Different than LEA):

Secondary Eligibility:

Date of Incident:

Start Time:

End Time:

Location and Setting of Incident:

Report Completed by: Name:

Title:

Describe what occurred, as observed, including what led up to the emergency and interventions used:

Provide a specific description of any emergency intervention(s) used:

Does the student have a Behavior Intervention Plan (BIP)?

Yes. Date:

No: Student does not have a current Behavior Intervention Plan (BIP):

If Yes, is the BIP based on a Functional Behavior Assessment? Yes. Date:

No.

Describe how strategies from the BIP were implemented:

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. The IEP team must also document the reasons for not conducting a FBA and/or developing an interim BIP.

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:

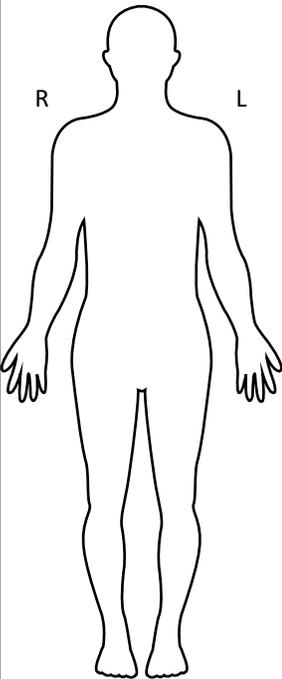
Did staff/student require medical attention? If so, please explain:

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:

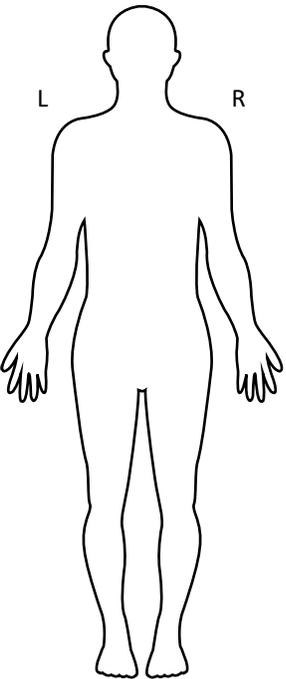
Name(s) and/or role(s) of staff and other persons involved in emergency intervention:

Name	Role	Nonviolent Crisis Intervention Trained? (CPI)	Date of Certification

FRONT



BACK



Describe location of injury and mark on diagram above.

Description of any severe property damage:

Other pertinent information:

Check all that apply:

- A Student Incident Report was filed as a result of this incident.
- A Report of Employee Injury was filed as a result of this incident.
- Law enforcement personnel were involved in this incident.

Copies of this report sent to:

Site Administrator*

Name: _____ Date: _____

Parent or Residential Care Provider (within 24 hours)**

Name: _____ Date: _____

District of Residence/Special Education Director

Name: _____ Date: _____

Teacher

Name: _____ Date: _____

Student's File* _____ Date: _____

* California Ed. Code section 56521.1 requires these people shall receive a report immediately
 ** California Ed. Code section 56521.1 requires these people shall receive a report within one school day

Signature of Person Completing this Report:

Signature of Site Administrator or Designee:



Program Technicians perform a variety of complex and technical duties involved in the collection, evaluation, manipulation, and reporting of SPED data. They are supportive of our partner Districts / LEAs by providing SEIS system assistance, help with SEIS data and CALPADS, while providing their expertise to ensure that data is accurate.

Contact your SELPA Program Technician for:

- SEIS administrative and operational support
- Assistance w/ SPED data reporting into CALPADS

Please contact SELPA Program Technicians by emailing selpaprogramtechnicians@edcoe.org, or calling 530-295-2463

Data & Compliance



ADAM CAMPBELL
Data Coordinator



JEFF ILLINGWORTH
Data Analyst



KEVIN MILLER
Data Analyst



SUSAN BRAUNS
Program Technician



ANGELA MERCADO
Program Technician



WENDY WORSTER
Program Technician



The Business Services Team supports school business teams and assists partners in maximizing special education fiscal resources. Our commitment includes timely communication of budgetary issues and distribution of cash flow, hands-on assistance with compliance, educational opportunities, and access to SELPA fiscal professionals.

Contact the Charter SELPA Business Office for:

- Questions about the Allocation Plan
- Accounting & Expenditure Guidance
- Access or Questions about the Fiscal Portal
- State, Federal, Mental Health, and Pool Reimbursement (Legal Risk, Low Incidence) funding
- Assistance completing any required reporting throughout the year

Please contact Business Services by emailing charterselpabusiness@edcoe.org, or by calling 530-295-2465

Business Services



JAMES BARRETT
Business Services Manager



ERIN FINNELL
Accountant



KATHLEEN LEAL
Account Technician



LESLIE MYRICK
Accountant



LAURA THOMAS
Systems Analyst



Program Specialists are your point of contact for all program related questions. They give professional learning to staff, thought partner with case specific questions, and assist in program building for your school site.

Contact your Program Specialist for:

- Questions about IEPs and services
- Facilitation of IEPs
- Site Based PL requests
- State Complaints and Due Process filings
- Assistance with building a specific program within your school
- Help through the Quality Assurance Process
- Anything else that you have questions on. If they do not have the answer, your Program Specialist can connect you with the correct person at the SELPA.



El Dorado Charter SELPA

Program Specialist Assignments 2019-2020

Christina French (SoCal)

cfrench@edcoe.org | (530) 919 - 2737



Aspen Meadow Public
Aspen Calley Prep Academy
Eleanor Roosevelt Community LC
Gorman Learning Center
Gorman Learning Charter
Animo Compton Charter School
Alta Vista Innovations High
Antelope Valley Learning Academy
Assurance Learning Academy
Desert Sands Charter
Diego Hills Central Public Charter
Diego Valley East Public Charter
Mission Academy

Mission View Public
Orange County Workforce Innovation High
Paseo Grande Charter
San Diego Mission Academy
San Diego Workforce Innovation High
Vista Norte Public Charter
Vista Real Charter High
North Valley Military Institute College
Preparatory Academy
School of Arts and Enterprise
Sierra Charter
Alta Public Schools
Aspen Public Schools, Inc.

Green Dot Public Schools
Learn 4 Life
North Valley Military Institute
College Preparatory Academy
School of Arts and Enterprise
Sierra Charter

Christine Parker (Bay Area)

cparker@edcoe.org | (530) 957- 8195



Alpha Cindy Avitia High
Alpha: Blanca Alvarado Middle
Alpha: Cornerstone Academy Prep
Alpha: Jose Hernandez
Clayton Valley Charter High
Community School for Creative Education
Contra Costa School of Performing Arts
East Bay Innovation Academy
Oakland Military Institute
Oxford Day Academy
Perseverance Preparatory
Promise Academy
San Jose Conservation Corps

Summit Public School K2
Summit Public School: Denali
Summit Public School: Rainier
Summit Public School: Shasta
Summit Public School: Tahoma
Summit Public School: Tamalpais
Sunrise Middle
Bay Area Technology
Willow Educational Foundation

Daina Mahaffey (NorCal)

dmahaffey@edcoe.org | (530) 295 - 2471



Dr. Lewis Dolphin Stallworth Sr. Charter
Stockton Collegiate International Elementary
Stockton Collegiate International Secondary
Tree of Life Charter
Vista Oaks Charter
Woodland Star Charter
The Beginning Project

Jasmine Vance (Bay Area)

jvance@edcoe.org | (530) 919 - 6269



Ceiba College Preparatory Academy
Escuela Popular Accelerated Family Learning
Escuela Popular/Center for Training and Careers,
Family Learning
Knowledge Enlightens You (KEY)
Mary L. Booker Leadership Acad.
Mission Preparatory
Gilroy Prep (a Navigator School)
Hollister Prep
One Purpose
Rocketship Academy Brilliant Minds Rocketship
Alma Academy
Rocketship Delta Prep

Rocketship Discovery Prep
Rocketship Fuerza Community Prep
Rocketship Futuro Academy
Rocketship Los Suenos Academy
Rocketship Mateo Sheedy Elementary
Rocketship Mosaic Elementary
Rocketship Redwood City
Rocketship Rising Stars
Rocketship Si Se Puede Academy
Rocketship Spark Academy
The New School of San Francisco
Thomas Edison Charter Academy



El Dorado Charter SELPA

Program Specialist Assignments 2019-2020

Jeremiah Whitten (SoCal)

jwhitten@edcoe.org | (530) 363-6230



Bella Mente Montessori Academy
CA Virtual Academy @ San Joaquin
CA Virtual Academy at Fresno
CA Virtual Academy at Kings
CA Virtual Academy San Mateo
College Preparatory Middle - La Mesa Spring Valley
JCS - Mountain Oaks
JCS-Pine Hills
Julian Charter
Kavod Charter School
Museum

National University Academy 1001 STEAM
National University Academy Dual Language Institute
National University Academy Home School & Independent
Study Orange County
Preuss School UCSD
Pivot Charter School - North Bay
Pivot Charter School North Valley II
Pivot Charter School Riverside
Pivot Charter School San Diego II
SD Global Vision Academy

Jenny Moore (SoCal)

jmoore@edcoe.org | (916) 804 - 1501



Albert Einstein Academy Charter Elementary
Albert Einstein Academy Charter Middle
Audeo Charter
Audeo Charter II
Audeo Charter School III
Charter School of San Diego
Grossmont Secondary
Mirus Secondary
Sweetwater Secondary
Elevate Elementary
Empower Charter
Gompers Preparatory Academy
Howard Gardner Community Charter

Keiller Leadership Academy
Learning Choice Academy
Learning Choice Academy - Chula Vista
The Learning Choice Academy - East County
McGill School of Success
San Diego Cooperative Charter
Ingenuity Charter
The O'Farrell Charter
MAAC Community Charter
Harriet Tubman Village Charter

Juliet Anyanwu (SoCal)

janyanwu@edcoe.org | (530) 919 - 2098



Empower Generations
iLEAD Agua Dulce
iLEAD Hybrid
iLEAD Lancaster Charter
iLEAD Online
Santa Clarita Valley International
Clarksville Charter
Inspire Charter School - Central
Inspire Charter School - Kern
Inspire Charter School - North
Inspire Charter School - South
Mission Vista Academy
Monarch River Academy

Pacific Coast Academy
The Cottonwood School
Winship Community
KIPP Academy of Opportunity
KIPP Comienza Community Prep
KIPP Compton Community
KIPP Corazon Academy
KIPP Iluminar Academy
KIPP Promesa Prep
KIPP Raices Academy
KIPP Scholar Academy
KIPP Sol Academy
KIPP Adelante Preparatory Academy

Palmdale Aerospace Academy
Peak to Peak Mountain Charter

Katelyn James (Bay Area)

kjames@edcoe.org | (530) 957 - 2641



Aspire Alexander Twilight College
Preparatory Academy
Aspire Alexander Twilight Secondary
Aspire Antonio Maria Lugo Academy
Aspire APEX Academy
Aspire Benjamin Holt College Prep
Aspire Benjamin Holt Middle School
Aspire Berkley Maynard Academy
Aspire Capitol Heights Academy
Aspire College Academy
Aspire East Palo Alto Charter
Aspire ERES Academy
Aspire Golden State College Prep

Aspire Langston Hughes Academy
Aspire Lionel Wilson College
Preparatory Academy
Aspire Monarch Academy
Aspire Ollin University Prep
Aspire Port City Academy
Aspire Richmond Ca. College Prep
Aspire Richmond Technology Acad.
Aspire River Oaks Charter
Aspire Rosa Parks Academy
Aspire Summit Charter Academy
Aspire Triumph Technology
Academy
Aspire University Charter

Aspire Vanguard College Preparatory
Academy
Aspire Vincent Shalvey Academy
Caliber: Beta Academy
Caliber: ChangeMakers Academy
Elite Public
Making Waves Academy



El Dorado Charter SELPA

Program Specialist Assignments

2019-2020

Kathy Smiley (NorCal)

ksmiley@edcoe.org | (530) 295 - 2464



Achieve Charter School of Paradise Inc.
Blue Oak Charter
Chico Country Day
CORE Butte Charter
Inspire School of Arts and Sciences
New Day Academy
Shasta View Academy
Nord Country
Paragon Collegiate Academy
Plumas Charter
Sherwood Montessori
STREAM Charter

Lakesha Harris (SoCal)

lharris@edcoe.org | (530) 957 - 8188



California Prep Sutter 8-12
California Prep Sutter K-7
California STEAM Santa Barbara
California STEAM Sonoma II
Garvey/Allen Visual and Performing Arts Academy
for Science, Technology, Engineering & Mathematics
Gateway College and Career Academy
Imagine Schools, Riverside County
Inland Leaders Charter
Life Source International Charter
Olive Grove Charter
Olive Grove Charter School: Buellton
Olive Grove Charter School: Lompoc

Olive Grove Charter School: Orcutt/ Santa Maria
Olive Grove Charter School: Santa Barbara
REACH Leadership STEAM Academy
The Journey School
Summit Leadership Academy-High Desert

Lansine Toure (Bay Area)

ltoure@edcoe.org | (530) 919 - 1205



Downtown Charter Academy
John Henry High
Oakland Charter Academy
Oakland Charter High
Richmond Charter Academy
Richmond Charter Elementary-Benito Juarez
Aurum Preparatory Academy
Circle of Independent Learning
Alameda Community Learning Center
Nea Community Learning Center
City Arts and Tech High
Envision Academy for Arts & Technology
Impact Academy of Arts & Technology

Francophone Charter School of Oakland
Hayward Collegiate Charter
Invictus Academy of Richmond
North Oakland Community Charter
Oakland School for the Arts
Vincent Academy
Roses in Concrete
Urban Montessori Charter
Yu Ming Charter

Lauren Bechtol (SoCal)

lbechtol@edcoe.org | (530) 497 - 4368



California Connections Academy Central Coast
California Connections Academy Monterey Bay
Community Roots Academy
Compass Charter Schools of Los Angeles
Compass Charter Schools of San Diego
Compass Charter Schools of Yolo
Ednovate - Legacy College Prep.
El Rancho Charter
EPIC Charter
GOALS Academy
Kinetic Academy
Orange County Academy of Sciences and Arts
Oxford Preparatory Academy - Saddleback Valley

Oxford Preparatory Academy - South Orange County
Samueli Academy
Santiago Middle
Tomorrow's Leadership Collaborative (TLC) Charter
Unity Middle College High
Vista Condor Global Academy
Vista Heritage Global Academy



El Dorado Charter SELPA

Program Specialist Assignments 2019-2020

Lena Williamson (NorCal)

lwilliamson@edcoe.org | (530) 295 - 2451



Connecting Waters Charter - East Bay
Connecting Waters Charter School - Central Valley
Delta Bridges Charter
Delta Charter
Delta Charter Online
Delta Charter Online No.2
Delta Home Charter
Delta Keys Charter #2
New Jerusalem
Alan Rowe College Prep
Ephraim Williams College Prep Middle School
Hazel Mahone College Prep
Rex & Margaret Fortune Early College High School

William Lee College Prep
Fortune
Hardy Brown College Prep
Kairos Public School Vacaville Academy
Delta Elementary Charter
River Charter Schools Lighthouse Charter
Oak Park Preparatory Academy
Sacramento Charter High
St. HOPE Public School 7
Antioch Charter Academy
Antioch Charter Academy II
Yolo County Career Academy

Marissa Thompson (SoCal)

mthompson@edcoe.org | (530) 957 - 8282



JAmerica's Finest Charter
American River Charter School
City Heights Preparatory Charter
Darnall Charter
e3 Civic High
Hawking S.T.E.A.M. Charter
Holly Drive Leadership Academy
Iftin Charter
King-Chavez Academy of Excellence
King-Chavez Arts Academy
King-Chavez Athletics Academy
King-Chavez Community High
King-Chavez Preparatory Academy

Old Town Academy K-8 Charter
School for Entrepreneurship and Technology
Uplift California North Charter
Uplift California Santa Barbara
Uplift California South Charter
Uplift Monterey
Urban Discovery Academy Charter

Matt McCue (NorCal)

mmccue@edcoe.org | (847) 347- 3441



John Adams Academy
John Adams Academy - El Dorado Hills
John Adams Academy - Lincoln
Rising Sun Montessori
River Montessori Elementary Charter
Ross Valley Charter

Meredith Akers (Bay Area)

makers@edcoe.org | (530) 957 - 7718



ACE Charter High
ACE Empower Academy
ACE Esperanza Middle
ACE Inspire Academy
ARISE High
Achieve Academy
ASCEND
Cox Academy
Epic Charter
Latitude 37.8 High School
Lazear Charter Academy
Learning Without Limits
KIPP Bayview Academy

KIPP Bayview Elementary
KIPP Bridge Academy
KIPP Excelencia Community Preparatory
KIPP Heartwood Academy
KIPP Heritage Academy
KIPP King Collegiate High
KIPP Navigate College Prep
Kipp Prize Preparatory Academy
KIPP San Francisco Bay Academy
KIPP San Francisco College Preparatory
KIPP San Jose Collegiate
KIPP Summit Academy
Leadership Public Schools - Hayward

Leadership Public Schools: Richmond
LPS Oakland R & D Campus
Lighthouse Community Charter
Lighthouse Community Charter High
Lodestar: A Lighthouse Community
Charter Public
REALM Charter



El Dorado Charter SELPA

Program Specialist Assignments

2019-2020

Nicki Lewis (SoCal)

nlewis@edcoe.org | (530) 957 - 8286



Baypoint Preparatory Academy
 Baypoint Preparatory Academy San Diego
 Classical Academy
 Classical Academy High
 Classical Academy, Vista
 Coastal Academy Charter
 Community Montessori Charter
 Dimensions Collaborative
 Epiphany Prep Charter
 Guajome Learning Center
 Guajome Park Academy Charter
 Innovations Academy
 Pacific View Charter

Sycamore Academy of Science and Cultural Arts
 Sycamore Academy of Science and Cultural Arts Chino Valley
 Scholarship Prep - Oceanside
 Scholarship Prep Charter
 Citrus Springs Charter
 Pacific Springs Charter
 Vista Springs Charter
 Temecula International Academy
 Temecula Preparatory School
 Temecula Valley Charter
 Valiant Santa Barbara

Sarah Phillips (NorCal)

sphillips@edcoe.org | (530) 957 - 8272



Capitol Collegiate Academy
 Dixon Montessori Charter
 Community Outreach Academy
 Empowering Possibilities International Charter
 Gateway International
 SAVA - Sacramento Academic and Vocational
 Academy
 SAVA - Sacramento Academic and Vocational
 Academy - EGUSD
 SAVA - Sacramento Academic and Vocational
 Academy - SCUSD
 Growth Public
 Sutter Peak Charter Academy

Valley View Charter Prep
 Phoenix Charter Academy
 Redding School of the Arts
 Redding STEM Academy
 Rocklin Academy
 Rocklin Academy at Meyers Street
 Rocklin Academy Gateway
 Western Sierra Collegiate Academy
 The Language Academy of Sacramento
 Westlake Charter

Sean Andrew (SoCal)

sandrew@edcoe.org | (530) 957 - 4711



Alma Fuerte Public
 Prepa Tec Los Angeles High
 Da Vinci Communications High
 Da Vinci Science
 Environmental Charter High
 Environmental Charter Middle
 Environmental Charter Middle -
 Inglewood
 Barack Obama Charter
 Ingenium Clarion Charter Middle
 Ingenium Wings Independent
 Study - Compton
 Lifeline Education Charter
 Magnolia Science Academy

Magnolia Science Academy 2
 Magnolia Science Academy 3
 Magnolia Science Academy 5
 Magnolia Science Academy San Diego
 Magnolia Science Academy Santa Ana
 Anahuacalmecac International
 University Preparatory of North
 America
 Five Keys Adult School (SF Sheriff's)
 Five Keys Charter (SF Sheriff's)
 Five Keys Independence HS (SF Sheriff's)
 Today's Fresh Start Charter School
 Inglewood

Trivium Charter
 Trivium Charter School Adventure
 Trivium Charter School Voyage
 Valiente College Preparatory Charter