



EL DORADO  
**CHARTERSELPA**  
Special Education Local Plan Area

**October 10, 2019**

# ***Steering Committee Meeting***

# *Fiscal Update\**

## State News

Expect a 2020 budget bill aimed at improving outcomes for SpEd students.

- An examination of the role of SELPAs, including increasing accountability and incorporation into the statewide system of support.
- Expansion of inclusive practices to ensure that every SpEd student has access to learn in the LRE.
- Opportunities for LEAs to receive support in addressing address disproportional treatment of SpEd student identification, placement, and discipline, and ensure equitable access to services.
- Review of existing funding allocations for special education.

# *Fiscal Update\**

## **State Economic News**

- Current year state revenue collection slightly below budget projections
- State cash position still strong
- Unemployment, poverty, jobs & housing indicators still strong
- California recession?

## **Federal Economic News**

- US recession mentioned in UCLA forecast
- Stock market down of late

# Legal Risk Pool

- Attorney costs associated with due process filing
- 60% of eligible legal expenses (\$30,000 maximum) – **50% for 2019-20\***
- Up to \$18,000 for eligible legal costs – **\$15,000\***

*\*CEO Council will decide on Oct 16<sup>th</sup>*

# Low Incidence

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

**DON'T WAIT**

**Start reimbursement requests as soon as you know.**

# ERMHS Funding

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

\*Considered required for receiving ERMHS services in IEP

\*\*Primary or Secondary Designation

## September

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

# ERMHS Funding Timeline

## November

- Preliminary Level 2 SEIS Service Count #3

## January

- Level 2 Budget Due Jan. 15\*

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

## October

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

## December

- Final Level 2 SEIS Service Count\*

## By May

- Final rates and funding %.

# Special Education Base Funding (AB 602)

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

Revenue Projections

Multi-Year Revenue Projection

Federal Reporting

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

Current Advice:

- 2018-19 \$528 State/\$139.35 Federal (prior to admin/set aside)
- 2019-20 \$543 State/\$125 Federal (prior to admin/set aside)

[2018-19 Funding Details](#)

[2018-19 State Cash Flow](#)

[2018-19 Federal Cash Flow](#)

[2018-19 Other Cash Flows](#)

[2019-20 Funding Details](#)

[2019-20 State Cash Flow Projections](#)

[2019-20 Federal Cash Flow Projections](#)

## BUSINESS OFFICE RESOURCES

[Allocation Plan](#)

[Accounting & Expenditure Guidance](#)

[Fiscal Portal](#)

[ACH/Direct Deposit](#)

[Payments Made to Charters](#)

[Fiscal Year Calendar](#)

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

[2018-19 Fiscal Calendar](#)

[2019-20 Fiscal Calendar](#)

[Fiscal Process Timelines](#)

[Fiscal Update](#)

[MOU Templates](#)

	July 2019	August 2019																																																																																					
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<b>SELPA Reports to Partners:</b> • 51 ERMIS Determination • 515 Fiscal/Cash Flow Update • 509 State Checks			<b>SELPA Reports to Partners:</b> • 609 Fiscal Committee Meeting - webinar • 600 2nd 19-20 Federal Checks - tentative • P-2 Certification delays Jun. State Checks to 7/6 (est.)																																																																																				

# CTC Autism Added Authorization\*



<https://www.ctc.ca.gov/docs/default-source/leaflets/cl890.pdf?sfvrsn=0>



State of California  
Commission on Teacher Credentialing  
1900 Capitol Avenue  
Sacramento, CA 95811-4213  
Email: [credentials@ctc.ca.gov](mailto:credentials@ctc.ca.gov)  
Website: [www.ctc.ca.gov](http://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](#)

- 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

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



\*Denotes a handout



# Legislative Updates

- As the Legislature wrapped up its work during the last week of the 2019 session, Governor Gavin Newsom has been busy reviewing over 600 bills.
- Governor Newsom has until October 13, 2019 to sign or veto bills passed by the Legislature on or before September 13, 2019.

# Legislative Updates

Signed into law:

## AB 605 Special education: assistive technology devices

- This law requires, that LEAs and charter schools allow students the use of school-purchased assistive technology devices at the student's home or in other settings if a student's individualized education plan (IEP) team determines that the student needs access to those devices in order to receive a free and appropriate public education.
- Also requires an LEA to continue to provide the device or a comparable device after a student disenrolls from that LEA, until another can be provided, or until two months have elapsed from the date the student was enrolled in the LEA or charter school, **whichever occurs first**.

# Legislative Updates

Signed into law:

## **AB 988 Teacher credentialing: out-of-state prepared teachers: education specialist credential**

- This law authorizes the Commission on Teacher Credentialing to allow an applicant for an education specialist credential to demonstrate the area of concentration based on two-years of experience in California, while the candidate holds the preliminary credential.

# Legislative Updates

Signed into law:

## **AB 1062 Pupil instruction: community emergency response training**

- Current law requires each pupil completing grade 12 to satisfy certain requirements as a condition of receiving a diploma of graduation from high school. These requirements include the completion of designated coursework in grades 9 to 12, inclusive. Current law authorizes a governing board of a school district to adopt other coursework requirements.
- This law authorizes, if the governing board of a school district requires the completion of community service hours as a requirement for graduation from high school, a school district to provide a pupil with credit towards the required community service hours commensurate with the hours required for completion of a course in community emergency response training.

# Legislative Updates

Signed into law:

## **SB 276 and SB 714 Immunizations: medical exemptions**

- SB 276 requires the Department of Public Health (DPH) to develop an electronic, statewide, standardized medical exemption request form for immunization requirements in existing law.
- The request form to be available for use by physicians and to be transmitted directly to a state database.
- The request form is to be the only medical exemption documentation that a governing authority may accept.
- Create a standardized system to monitor immunization levels in schools and institutions, and to monitor patterns of unusually high exemption form submissions by a particular physician.

# Legislative Updates

Signed into law:

## **SB 276 and SB 714 Immunizations: medical exemptions**

- SB 714 requires a child who has a medical exemption issued before January 1, 2020, to be allowed continued enrollment to any public or private elementary or secondary school, child care center, day nursery, nursery school, family day care home, or developmental center within the state until the child enrolls in the next grade span.
- “Grade span” to mean: birth to preschool; Kindergarten and grades 1 to 6, including transitional kindergarten; and, grades 7 to 12.
- Prohibits medical exemptions ongoing from existing beyond those grade spans.
- Prohibits a school governing authority, on and after July 1, 2021, from unconditionally admitting or readmitting to any educational institutions, or from admitting or advancing any pupil to 7th grade level, unless the pupil has been immunized pursuant to existing law or the parent or guardian files a medical exemption form, as specified.

# F3 Immunization News Flash\*



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

\*Denotes a handout

# Legislative Updates

Signed into law:

**SB 316 pupil and student safety:** identification cards: domestic violence hotline telephone number.

- Commencing October 1, 2020, the law requires a public school, including a charter school, or a private school, that serves pupils in any of grades 7 to 12, inclusive, that issues pupil identification cards to have printed on the identification cards the telephone number for the National Domestic Violence Hotline.

# Legislative Updates

Signed into law:

## **SB 419 pupil discipline: suspensions: willful defiance.**

- Commencing July 1, 2020, the law prohibits the suspension of a pupil enrolled in a school district or charter school in grades 4 through 8 for disrupting school activities or otherwise willfully defying the valid authority of those school personnel engaged in the performance of their duties.
- The bill from July 1, 2020 until July 1, 2025, would prohibit the suspension of a pupil enrolled in a school district or charter school in any grades 6 to 8, inclusive, for those acts.

# Willful Defiance Suspensions\*

**aalrr** Atkinson, Andelson  
Loya, Ruud & Romo  
A Professional Law Corporation



## 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 9<sup>th</sup>, 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

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\*Denotes a handout

# Legislative Updates

Signed into law:

## AB 1172 Special education: nonpublic, nonsectarian schools or agencies.

- This bill requires that local educational agencies (LEAs) that send students to non-public, non-sectarian schools (NPSs) **conduct onsite monitoring visits**; requires that NPSs notify the California Department of Education (CDE) of any student involved incident in which law enforcement is contacted; requires the CDE, if an investigation conducted by the CDE results in a finding that pupil health or safety has been compromised, to immediately suspend or revoke the school's certification; requires that an NPS serving students with significant behavioral needs to have an individual on site who is **qualified to implement behavior interventions**, and requires that administrators of NPSs hold or be working toward specified credentials or licenses; requires that **NPSs train specified staff in evidence based practices and interventions specific to students' unique behavioral needs**.

# Legislative Updates

Signed into law:

## **AB 197 Full-day kindergarten**

- This bill requires, commencing with the 2022–23 school year, schools in school districts offering kindergarten and charter schools serving pupils in early primary grades to implement, except as provided, at least 1 full-day kindergarten program, thereby imposing a state-mandated local program.
- The bill would provide that a minimum school day for full-day kindergarten is the same number of minutes per school day that is offered to pupils in 1st grade, unless the governing board of a school district has prescribed a shorter length for the school day because of lack of school facilities that requires double sessions.

# Legislative Updates

Signed into law:

## **AB 543 (Smith): Education: sexual harassment: written policy: posters**

- This bill requires a copy of the school district's written policy on sexual harassment to be provided as part of an orientation program conducted for continuing students and require each school site in a school district, county office of education, or charter school, serving pupils in any grades 9 to 12, inclusive, to create a poster that notifies pupils of that policy and to prominently and conspicuously display the poster in each bathroom and locker room at the school site.

# Legislative Updates

Signed into law:

## SJR 8 Special education funding.

- This measure respectfully memorializes the Congress and the President of the United States to enact legislation, S. 866, known as the IDEA Full Funding Act, during the current session of Congress to fully fund the federal Individuals with Disabilities Education Act.

# Legislative Updates

Signed into law:

## AB 1505 Charter schools: petitions

- This bill revises the provisions relating to the submission of petitions and approval process to establish charter schools.

# CCSA Summary of AB1505\*



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.

# Legislative Updates

Awaiting Signature:

## AB 16 Homeless children and youth: reporting

- This bill would require local educational agencies (LEAS), including charter schools, to ensure that each school identifies all homeless students enrolled at the school, requires the California Department of Education (CDE) to maintain 1.5 state coordinator positions for homeless education in addition to those in existence as of July 1, 2019, and requires the CDE to allocate funding to three county offices of education to serve as technical assistance centers.



# Legislative Updates

Awaiting Signature:

**AB 500 school and community college employees: paid maternity leave.**

- This bill would require the governing board of a school district, the governing body of a charter school, and the governing board of a community college district to provide at least 6 weeks of a leave of absence with full pay for a certificated employee, or an academic employee, of the district or charter school who is required to be absent from duty because of pregnancy, miscarriage, childbirth, and recovery from those conditions.
- The bill would authorize the paid leave to begin before and continue after childbirth if the employee is actually disabled by pregnancy, childbirth, or a related condition.



# Legislative Updates

Awaiting Signature:

**AB 624 Pupil and student health: identification cards: sexual assault hotline and reproductive health care telephone numbers.**

- This bill would require public schools, including charter schools, if they issue pupil identification cards, to have printed on either side of those identification cards the telephone numbers for the National Sexual Assault Hotline and a local resource that provides sexual and reproductive health care information that meets certain requirements.
- The bill would require a private school, if it issues pupil identification cards, to have printed on either side of those identification cards the telephone number for the National Sexual Assault Hotline.



**KEEP  
CALM  
AND  
WAIT FOR  
IT**

# Legislative Updates

Awaiting Signature:

## SB 223 Pupil health: administration of medical cannabis: school sites

- This bill, known as Jojo's Act, authorizes the governing board of a school district, a county board of education, or the governing body of a charter school maintaining kindergarten or any of grades 1 to 12, inclusive, to adopt a policy that allows a parent or guardian of a pupil to possess and administer non-smokeable and non-vapeable medicinal cannabis to the authorized pupil at a school site.



# Legislative Updates

Awaiting Signature:

## SB 428 Pupil health: employee training: youth mental health

- This bill would require CDE to identify an evidence-based training program for LEAs to train classified and certificated staff having direct contact with children on youth mental health first aid.
- This bill would also require CDE, subject to funds being appropriated for this purpose, to disseminate the training program to LEAs at no cost.



# Legislative Updates

Awaiting Signature:

## AB 967 (Smith): Local control and accountability plans.

- This bill would require a charter school to submit its Local Control and Accountability Plan (LCAP) to their charter authorizer for review and approval. It also requires charter schools to comply with various other LCAP requirements that currently apply to school districts and county offices of education (COE).

**VETOED**



**KEEP  
CALM  
AND  
WAIT FOR  
IT**

# Legislative Updates

Awaiting Signature:

**AB 1184 Public records: writing transmitted by electronic mail: retention.**

- This bill would require a public agency to retain and preserve for at least two years every writing containing information relating to the conduct of the public's business that is prepared, owned, or used by the public agency and transmitted by electronic mail, unless a statute or regulation, or a rule established by the Secretary of State pursuant to the State Records Management Act, requires a longer retention period.



# Legislative Updates

Awaiting Signature:

## **SB 265 Pupil meals: Child Hunger Prevention and Fair Treatment Act of 2017.**

- This bill would require a school district, county office of education (COE) or a charter school, in which there is a school that is required to serve a free or reduced-price meal during the school day, to ensure that a pupil whose parent or guardian has unpaid school meal fees is not shamed, treated differently or denied a meal of the pupil's choice because of unpaid meal fees.
- It would also require local educational agencies to ensure that a pupil whose parent or guardian has unpaid school meal fees is not denied a reimbursable meal of the pupil's choice because of the fact that the pupil's parent or guardian has unpaid meal fees and ensure that the pupil is not shamed or treated differently from other pupils.



# Legislative Updates

Awaiting Signature:

## SB 695 Special education: individualized education programs: translation services

- The bill would:
  - Require during the planning process for the IEP, an LEA to communicate in the native language of the parent, as defined, or in another mode of communication used by the parent, including during an IEP team meeting, including by providing translation services or alternative communication devices for a parent.
  - Require that, for a parent whose native language is **one of the eight most commonly spoken languages in an LEA**, and upon request of the parent, specified documents included in a student's IEP be translated **within 30 calendar days of the IEP team meeting, or within 30 calendar days of a later request by the parent.**
  - Require the documents to be translated by a **qualified translator**, as defined.
  - Require the CDE to revise its notice of procedural safeguards, in English and in the primary languages for which the department has developed translated versions, to inform parents of their right to request the translation of documents as required by this bill.



# Out of State RTC Certification Letter – Utah\*



UTAH STATE BOARD  
OF EDUCATION

Mark Huntsman, Chair	Brittney Cummins, Vice Chair	
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Cindy Davis	Mike Haynes	Shawn E. Newell
Jennie Earl		

Sydney Dickson, State Superintendent of Public Instruction  
Lorraine Austin, Secretary to the Board

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.

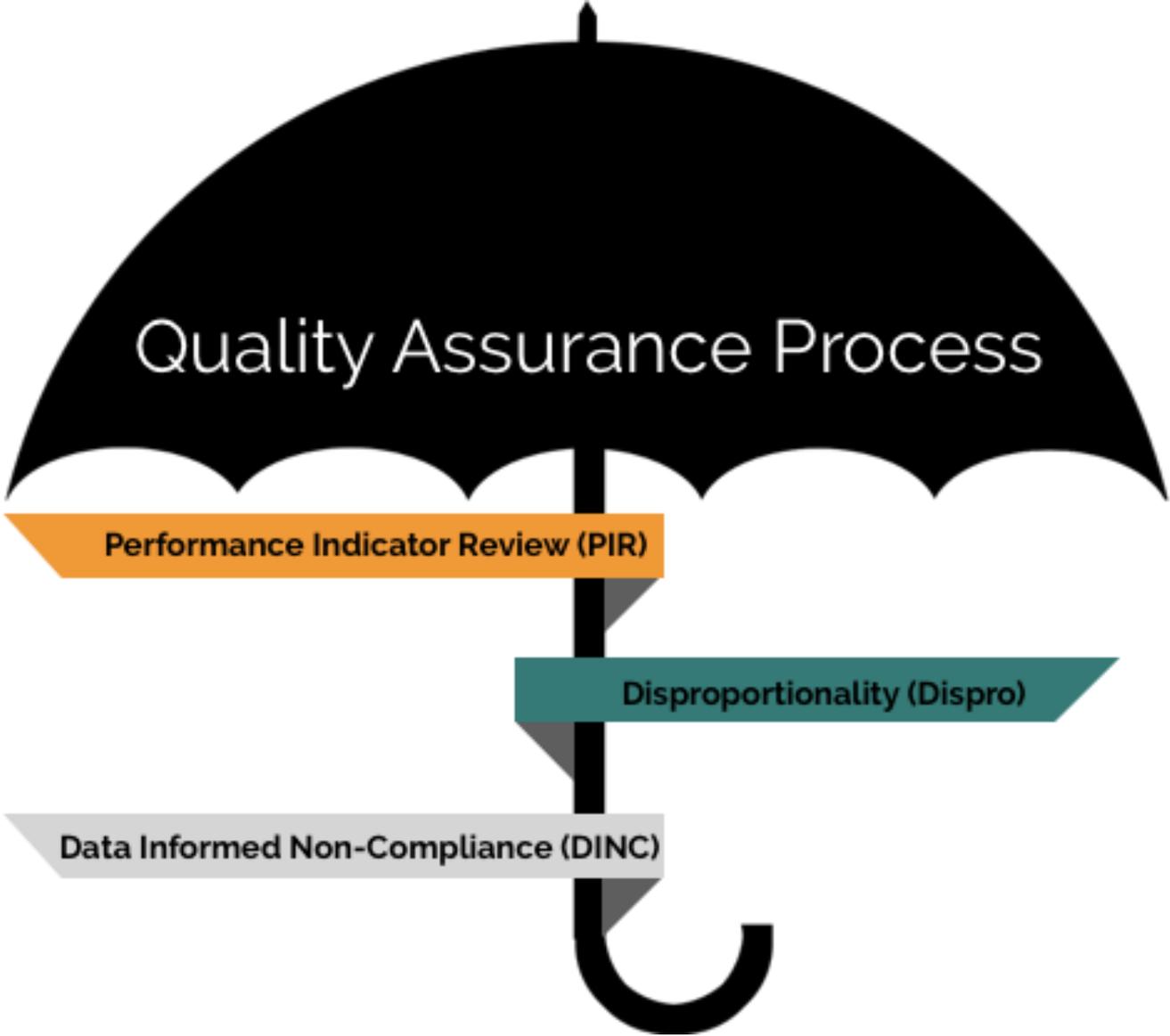
As the California and Illinois Departments of Education are awaiting notification of the approval or denial of Utah certification to finalize your RTC certification processes, the USBE will grant each of the 26 RTCs which submitted a complete application a "temporary" certification that will be valid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

# ***CDE Quality Assurance Process***

# Quality Assurance Process



Performance Indicator Review (PIR)

Disproportionality (Dispro)

Data Informed Non-Compliance (DINC)

# The Three Review Activities of QAP

## Performance Indicator Report (PIR)

1. Graduation Rate

2. Dropout Rate

3. Statewide Assessment

4. Suspension/Expulsion

5. Least Restrictive Environments

8. Parent Involvement

14. Post-School Outcomes

## Disproportionality (DISPRO)

9. Racial/Ethnic disproportionality (overall)

10. Disproportionality by Eligibility Category

4. Suspension/Expulsion

5. Least Restrictive Environments

## Data-Informed Non-Compliance (DINC)

11. Eligibility Evaluation

13. Secondary Transition

Annual IEP Timelines

Triennial IEP Timelines

# ***CDE Quality Assurance Process***

***A Focus on Disproportionality***

# ***PRONG 1: DISPRO Sample Letter***

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

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

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

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

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

# Disproportionality: *Overview of Indicators*

LEA disproportionality refers to the “overrepresentation” of a particular racial or ethnic group in one of four areas:

Indicator 9:  
Special Education  
by Race/Ethnicity

Indicator 10:  
Within a Specific  
Eligibility Category

Discipline (4b):  
Discipline by  
race/ethnicity

Placement (5):  
LRE

CDE annually identifies LEAs as disproportionate based on a calculation methodology that utilizes formulas based on CALPADS data sets.

# ***PRONG 1: Notification and Action Items***

2018-19 Disproportionality Notifications went out in August. For disproportionate districts, there is a two-part review process.

Policies and  
Procedures

Student Files

# ***PRONG 1: Progress on Action Items***

*SELPA provides the Administrative Regulations and Procedural Safeguards to CDE*

## **Policies and Procedures**

*Please mark compliant for all items and indicate that the SELPA submitted on your behalf*

- *Student lists were verified by the LEA and sent back to CDE*
- *2019-20 Process begins a SELF-STUDY by the LEA*

## **Student File Review**

**Prong I Self Study 18-19 Data**

# *What is SECMS?*

- Special Education Compliance Monitoring System
- Log in for LEAs to view policies and procedures protocols, selected student files for review, and to complete corrective actions

**State Performance Plan Indicators (SPPI) 9 and 10**  
**Individual Student Disproportionate Representation - Student Record Protocol**

<b>Student Name:</b>		<b>SSID:</b>			
<b>Item Number</b>	<b>Compliance Test</b>	<b>Legal Citations</b>	<b>Compliant</b>	<b>Non-Compliant</b>	<b>Not Applicable</b>
2-2-2.5	Are testing and assessment materials and procedures selected and administered so as not to be racially or culturally discriminatory?	20 USC 1414 (b)(3), 34 CFR 300.304 (c)(4), 30 EC 56320 (b), 30 EC 56320(f).			
2-2-2.6	Is there evidence that the current assessment is comprehensive and that assessments were administered in all areas related to the suspected disability by trained and knowledgeable personnel using sound instruments?	20 USC 1414(b)(3), 34 CFR 300.304(c)(4), 30 EC 56320(b), 30 EC 56320(f).			
2-3-1.8	Does the written Assessment Report include determination of the effects of environmental, cultural, or economic disadvantage, where appropriate?	30 EC 56327(g).			
2-4-1	Does a reevaluation occur, unless the parent and the LEA agreed that a reevaluation is unnecessary: a) not more frequently than once a year; b) at least every three years; c) when the LEA determines that the educational or related service needs (including improved academic achievement and functional performance) warrant an evaluation; or d) at the student's parents' or teacher request?	20 USC 1414 (a)(2), 34 CFR 300.303(b), 30 EC 56043(k).			

# ***PRONG 1: Dispro Timelines***

August

- Initial notifications

August through October 30

- Request/review of student records, policies and procedures

October through November

- LEA receives review results

Corrective Evidence

- 45 days for student records
- 60 days for policies and procedures

# Comparing Processes

Disproportionality (Prong 1)	Disproportionality (Prong 2)	Significant Disproportionality
Overrepresentation in previous school year (2018-19) in indicators 4b, 5, 9, 10.	If items from indicator protocols (2017-18) are found non-compliant, then a second sample of student records is pulled for CDE to study.	3 consecutive years in same ethnicity and indicator in Prong 1
SELPA Submits Admin Regs and Procedural Safeguards on LEAs behalf.	Student records in the second sample which also have the same item numbers within the indicator as non-compliant will continue to receive corrective actions from CDE.	<b><u>CDE has not yet notified LEAs of Sig Dis Status</u></b>
LEA completes self-study with a sample set of records.	Prong 2 continues until 100% compliance is reached.	

# Resources

- [www.padlet.com/selpapd/qap](http://www.padlet.com/selpapd/qap)
  - CDE Risk Ratio Calculations
  - 2018-19 Indicator Review Protocols from CDE\*
- <https://sil.padlet.org/sil/resources>
  - Indicator Guide with SPPI Risk Ratio Calculations
- <https://www.spptap.org/disproportionality2018/>
  - Web modules

# ***CDE Quality Assurance Process***

***Update on Data Identified Non-  
Compliance and Performance  
Indicator Reviews***

# *Update on DINC*

- At this time, we do not believe that DINC will occur in 19-20.
- We are suggesting that you continue to hold IEPs on time, complete transition plans prior to the student's 16<sup>th</sup> birthday, and enter delay codes as necessary.

# *Update on PIR*

- Some LEAs have received corrective feedback from CDE. The Program Specialists are working with LEAs as needed to address these edits.
- Other LEAs have received approval of their PIR plans.
- Note: Please continue to implement your plan for this school year regardless of notification of approval from CDE.

***CALPADS Update\****

***Goodbye CASEMIS,  
Hello CALPADS!***



# CALPADS Integration

- **Why should I stop saying C2C?**
  - CASEMIS ended in August 2019 after 40 years of service
  - SEIS fields that report to CALPADS have been updated



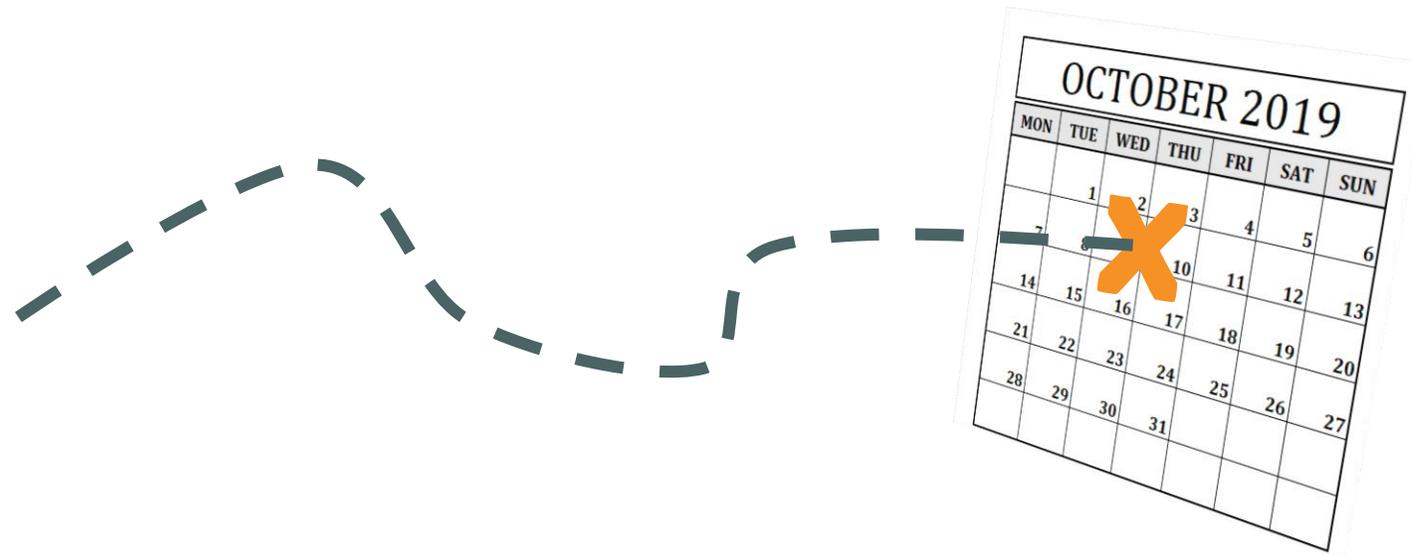
# CALPADS Integration

- Why should I stop saying C2C?
  - CASEMIS ended in August 2019 after 40 years of service
  - SEIS fields that report to CALPADS have been updated
- **What are the changes from CALPADS Integration?**
  - December reporting window moved
  - SEIS Data must match SIS Data
  - LEAs own more responsibility in reporting

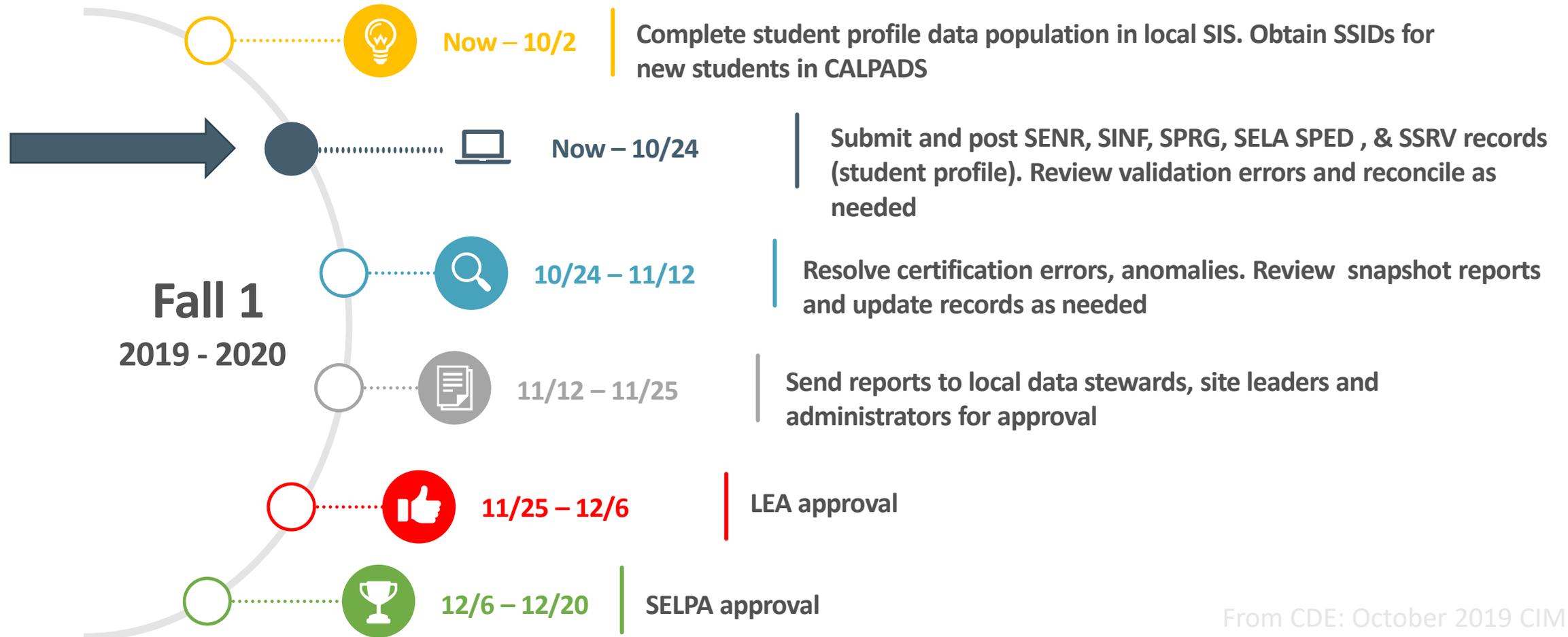
# CALPADS Integration

- Why should I stop saying C2C?
  - CASEMIS ended in August 2019 after 40 years of service
  - SEIS fields that report to CALPADS have been updated
- What are the changes from CALPADS Integration?
  - December reporting window moved
  - SEIS Data must match SIS Data
  - LEAs own more responsibility in reporting
- **What are the differences with reporting?**
  - Longer submission window this year (October 2-December 6)
  - Districts/LEAs are required to submit reports, SELPA no longer submits these.
  - SEIS and CALPADS errors will be reported directly to Districts/LEAs

# *So, where are we?*



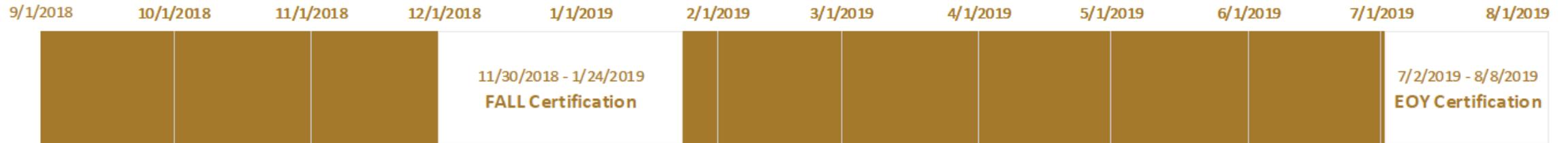
# Fall 1 Timeline



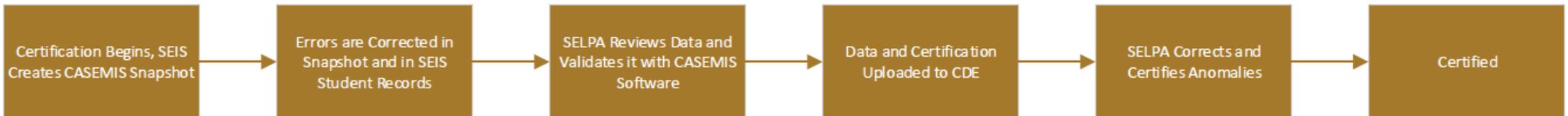
From CDE: October 2019 CIM

# CASEMIS Reporting before

## CASEMIS Reporting Timeline (Previous Years)

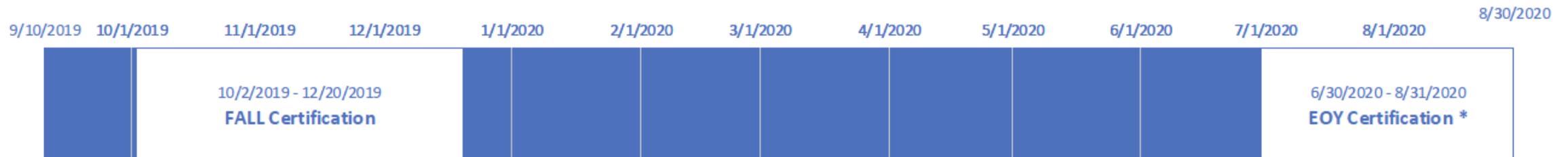


### CASEMIS Reporting Process

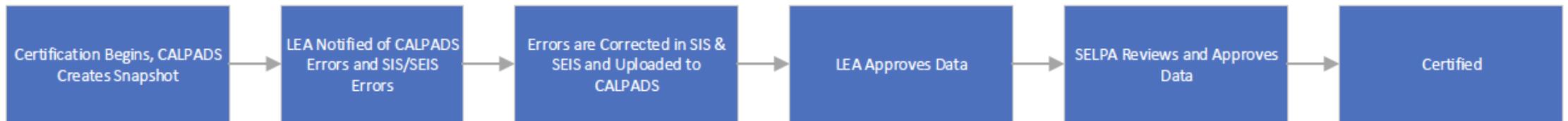


# CALPADS Reporting Now

## CALPADS Reporting Timeline (Current Year)



### CALPADS Reporting Process



\* End of Year CALPADS Dates not yet released via CALPADS Calendar and are subject to change.

# Notice: Deactivated CALPADS Reports

CALPADS reports created prior to September 29<sup>th</sup> have been deactivated by SEIS to accommodate substantial updates between SEIS and CALPADS. LEAs will need to generate a new CALPADS report and follow a very specific order to correct errors which follows each transaction type.

- Type 1: 06/30/2019 Report/Affirmed IEPs
- Type 2: Amendments
- Type 3: Exits/DNQs
- Type 4: Pending

Starting in sequential order (Types 1-4), the SPED file will be submitted, errors will be retrieved and uploaded to the homepage. The SPED file should be resubmitted frequently as some errors can only be validated through CALPADS. Once the SPED file is error free, the SSRV file (services) for that same type can be submitted.

# *Service Tracker*

# Service Tracker

- The California Department of Education will be required to report attendance of Special Education services to the Federal Government
- To prepare for this requirement, the SELPA recommends using SEIS provided Service Tracker
- SELPA is currently working on Web Modules for using Service Tracker
- There are Service Tracker help documents already available in SEIS



# Service Tracker Training



## Training Materials

- Contact Help Desk
- FAQ
- Training Materials
- Training Videos
- Terms of Use

Instructions  
Click on the name of the manual to download. The manual will open in a new browser window.

### Manual List

#### 4. Service Tracking

- [Service Tracking - Admin Training \(PDF\)](#)
- [Service Tracking - Bulk Delivery](#)
- [Service Tracking - Teacher Training \(PDF\)](#)
- [Service Tracking User Manual](#)

# Service Tracker Permission

<input type="checkbox"/> Permission	Description
<input type="checkbox"/> Assign Providers	Can assign providers to grant access to student record/IEP
<input type="checkbox"/> Can Affirm Progress Reports	Can affirm progress reports regardless of Case Manager status
<input type="checkbox"/> Can Affirm/Attest IEP	Can affirm/attest IEP regardless of Case Manager status
<input type="checkbox"/> Change Eligibility Status	Can update eligibility status for student (Pending/Eligible/Not Providing Services)
<input type="checkbox"/> Edit Discipline Info	Can add/edit/delete student disciplinary actions
<input type="checkbox"/> Edit IEPs	Can edit future IEPs
<input type="checkbox"/> Edit Student Record	Can edit information on student record (Required to Affirm IEPs)
<input checked="" type="checkbox"/> Service Tracking	Can track Services and Assessments

# *Additional Links*

SEIS District Level User: Understanding CALPADS and SEIS Reporting

- <https://youtu.be/x825wxQaios>

CALPADS Learning Resource

- <https://csis.fcmat.org/calpads-learning>



# **Transition to the Computer-Based ELPAC**

# Computer-Based ELPAC Individual or Group

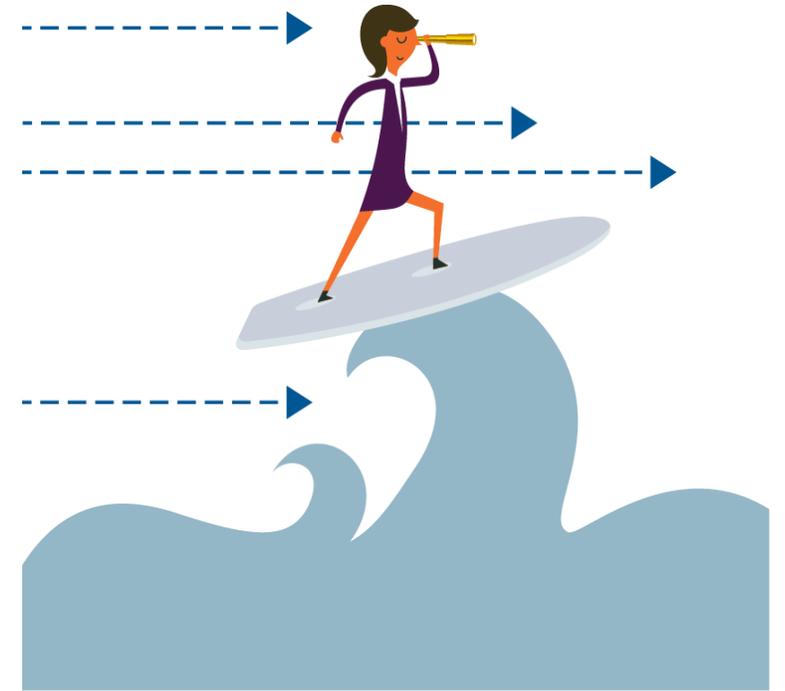
	K 	1 	2 	3-5 	6-8 	9-10 	11-12 
<b>Speaking</b>	1:1	1:1	1:1	1:1	1:1	1:1	1:1
<b>Listening</b>	1:1	1:1	1:1	Group Proctor for groups of more than 20 students			
<b>Reading</b>	1:1	1:1	1:1	Group Proctor for groups of more than 20 students			
<b>Writing</b>	1:1	1:1	Group Proctor for groups of more than 10 students		Group Proctor for groups of more than 20 students		

# Computer-Based ELPAC Transition

ELPAC	2019–20	2020–21
Initial	CB field test (October 1–25, 2019)	Operational CB ELPAC (July 1, 2020)
Summative	CB field test (October 1–25, 2019)  Operational CB ELPAC (February 1, 2020)	Continued Operational CB ELPAC (February 1, 2021)

# What's Ahead in 2019 for the Transition to the Computer-Based ELPAC?

- **September:** Release of ELPAC training tests
- **September 30–November 14:** Field test (FT) and summative training
- **October 1–25:** Initial and Summative ELPAC Combined FT and Mode Comparability Study
- **November:** Release of ELPAC practice tests





# **Development of the Alternate ELPAC**

# Benefits of the Alternate ELPAC

- Statewide consistency of alternate assessment for students with the most significant cognitive disabilities
- Use of individual communication modes
- Quicker turn-around time for scoring and reporting
- Reduced training burden

# **SBE-Approved Recommendations for the Alternate ELPAC**

State Board of Education-approved recommendations:

- Test forms **consistent with the Summative ELPAC** grade and grade span
- **One-on-one administration** for all students
- Provide **accessibility resources**
- **Locally score** constructed-response items

# SBE-Approved Recommendations for the Alternate ELPAC (2)

- Develop an **online, linear test** for *both* the Initial and Summative Alternate ELPAC
- **Integrated task types**
  - **Expressive**
  - **Receptive**

# Alternate ELPAC Transition

Date	Activity
May 2019	Proposed HLTD presented to the SBE
January 2020	Pilot test and cognitive labs
May 2020	Proposed test blueprints to the SBE
January–February 2021	Statewide operational field test
July 2021	Operational Initial Alternate Assessment
February 2022	Operational Summative Alternate Assessment

Key:

HLTD—High level test design

SBE—State Board of Education

# How LEAs Can Prepare for the Alternate ELPAC

Date	Activity
2019–20	<ul style="list-style-type: none"><li>• Use locally determined alternate ELP assessments</li><li>• Individualized education program teams identify English learners with the most significant cognitive disabilities to take the Alternate ELPAC statewide field test in 2020–21</li></ul>
2020–21	<ul style="list-style-type: none"><li>• Will <b>no longer</b> locally determine alternate ELP assessments</li><li>• Administer the Alternate Initial and Summative ELPAC field test</li></ul>
2021–22	<ul style="list-style-type: none"><li>• Administer the operational Initial and Summative Alternate ELPAC</li></ul>



# ELPAC Resources

# Matrix Four

Matrix Four: ELPAC Accessibility Resources



**Matrix Four: English Language Proficiency Assessments for California Accessibility Resources**

This document should be used in conjunction with:

- *English Language Proficiency Assessments for California (ELPAC) Accessibility Resources for Operational Testing* (<https://www.cde.ca.gov/ta/tg/ep/documents/accessibilityresources.docx>)
- *California Code of Regulations* (<https://bit.ly/2BaCcTJ>), Title 5, sections 11517.6 through 11519.5 of the ELPAC regulations to determine the use of resources for individual students.

Matrix Four displays the embedded and non-embedded universal tools, designated supports, and accommodations (UDAs) allowed as part of the ELPAC System for 2019–20. The appropriate use of UDAs on ELPAC tests is restricted to only those identified in this document. Embedded resources are digitally delivered resources available as part of the technology platform for the computer-based ELPAC tests. Non-embedded resources are available when provided by the local educational agency (LEA) for either computer-based or paper-form ELPAC tests.

- Some embedded and non-embedded UDAs are available only for specific domains.
- The accessibility resources in Matrix Four identified as UDAs are available for the listed, approved assessments and do not change the construct of what is being assessed. Students who receive these accessibility resources will receive a valid score.

Matrix Four contains five parts:

- Part 1—Universal Tools
- Part 2—Designated Supports
- Part 3—Accommodations
- Part 4—Instructional Supports and Resources for the Alternate ELPAC
- Part 5—Unlisted Resources (includes a list of pre-identified unlisted resources that have been determined to change the construct being tested)

Page 1

Accommodation	Delivery Mode	Embedded	Non-Embedded	Description
Braille [5]	Computer	Yes	Yes	This is a raised-dot code that individuals read with the fingertips. Graphic material (e.g., maps, charts, graphs, diagrams, and illustrations) is presented in a raised format (paper or thermoform), called tactile graphics. Contracted and noncontracted braille is available. This resource is both embossed and refreshable.
Braille [5]	Paper	No	Yes	This accommodation is for students with visual impairments and whose IEP or Section 504 plan require the use of paper versions. If students cannot access the needed assistive technology for refreshable braille presentation and embossers to print test content on demand for the administration of the computer-based ELPAC, paper-pencil tests are available.
Breaks	Paper and computer	No	Yes	Extended breaks in the middle of a domain-level test administration are allowed as an accommodation for students with disabilities who have a documented need.
Closed captioning [5]	Computer	Yes	No	Printed text that appears on the computer screen as audio materials are presented.
Large-print special form	Paper	No	Yes	Large-print special forms are available for the ELPAC. LEAs will need to request approval to qualify for these printed materials.
Scribe	Paper and computer	No	Yes	A trained scribe may transcribe the students' responses in the Answer Book or testing interface. The scribe must follow the scribe protocol.

<https://www.cde.ca.gov/ta/tg/ep/documents/elpacmatrix4.docx>

# New Student Accessibility Checklist and Guidance—Coming Soon!



**ELPAC Administration Student Accessibility Checklist**

This document supports individualized education program (IEP) or Section 504 plan teams in making determinations for the administration of the English Language Proficiency Assessments for California (ELPAC). To assist a student in taking the ELPAC, teams may consider using a combination of the types of resources (universal tools, designated supports, and accommodations) that can be found on Matrix 4 at <https://www.cde.ca.gov/ta/tg/ep/documents/elpacmatrix4.docx>. For more information, refer to ELPAC Administration Guidance and Governing Definitions for IEP Teams and Section 504 Teams at <https://www.cde.ca.gov/ta/tg/ep/documents/elpacaccessibilityguide.pdf>.

**Accessibility Resources**

Can the student access and take the domain with or without using accessibility resources?  
If yes, administer the ELPAC. Indicate in the boxes below which accessibility resources are needed to access each domain.

Listening	Speaking	Reading	Writing
<input type="checkbox"/> Universal tools			
<input type="checkbox"/> Designated supports			
<input type="checkbox"/> Accommodations*	<input type="checkbox"/> Accommodations*	<input type="checkbox"/> Accommodations*	<input type="checkbox"/> Accommodations*
<input type="checkbox"/> Unlisted resources*			

If any domain cannot be accessed with these resources, please consider the domain exemptions listed below.

**Domain Exemption**

If the student cannot access a domain with the use of accessibility resources listed above, should the student be exempted from the domain?  
If yes, indicate for which domain(s) and document the exemption in the IEP or the Section 504 plan. Administer the ELPAC using accessible domains.

**Domain Exemption\***

Listening       Reading  
 Speaking       Writing

If the student cannot access the test through domain exemptions, please review the accessibility resources listed above to determine which resource(s) will best allow access to the ELPAC. Administer the ELPAC with the appropriate resources.

**Alternate Assessment**

Does the student have a significant cognitive disability and an IEP?  
 Yes       No

\*An IEP or Section 504 plan is required for the use of accommodations, unlisted resources, and domain exemptions.

California Department of Education July 2019

**ELPAC Administration Guidance and Governing Definitions for IEP Teams and Section 504 Teams**

While this document is not exhaustive, it is meant to be used in conjunction with the English Language Proficiency Assessments for California (ELPAC) Administration Student Accessibility Checklist to help support discussions and define terms leading to team decisions for the administration of the ELPAC. Different types of participation decisions for the Initial and Summative ELPAC may need to be made by the team. In order to access one or more of the domains of the ELPAC, students may need to use accessibility resources. These accessibility resources may be universal tools, designated supports, and/or accommodation(s). The resources are listed on "Matrix Four: Universal Tools, Designated Supports, and Accommodations for the ELPAC" which can be found at <https://www.cde.ca.gov/ta/tg/ep/documents/elpacmatrix4.docx>.

For the ELPAC to provide a valid measure of a student's English language proficiency, the individualized education program (IEP) team and Section 504 plan team should discuss and document the use of the following:

- Universal tools
- Designated supports
- Accommodations
- Unlisted resources for accommodations listed in a Section 504 plan or IEP
- Possible exemption from the ELPAC domain(s)
- Locally determined alternate assessment for one or more ELPAC domains for students with the most significant disabilities who have an IEP

The use of accommodations and disability exemptions for ELPAC domains should be noted in a student's IEP or Section 504 plan. Alternate assessments should be noted in the student's IEP. The use of accommodation(s), alternate assessment(s), or a disability exemption(s) must be marked on the demographics page of the paper-pencil ELPAC answer book or in the Test Assignments section of the Test Operations Management System for the computer-based ELPAC for each appropriate ELPAC domain.

**Exemptions for ELPAC Domains**

Guidance on exemptions for the ELPAC domains follows:

- For an overall score to be generated, the student will need to be assessed with the ELPAC in at least one domain for both the Oral and Written Language composites.
  - For a student to receive a score in the Oral Language composite, the student must have been assessed in either the Listening or Speaking domain.
  - For a student to receive a score in the Written Language composite, the student must have been assessed in either the Reading or Writing domain.
- In the event that IEP teams decide that it is necessary to exempt two or more domains, they should consider the use of an alternate assessment to the ELPAC.

California Department of Education August 2019

# Alternate Assessment IEP Team Guidance and Confirmation Worksheet

## Alternate Assessment IEP Team Guidance

Guidelines for individualized education program (IEP) teams regarding participation in the California Alternate English Language Proficiency Assessments for California.

This document is intended for IEP teams to help guide them in determining whether the California Alternate Assessments (CAAs) and the proposed Alternate English Language Proficiency Assessments for California (Alternate ELPAC) would be the most appropriate assessments for an individual student with the most significant cognitive disabilities. The participation criteria presented in this document are adapted from the 2013 Guidance for IEP Teams on Participation Decisions for the National Center and State Collaborative Alternate Assessment. In order to participate in the CAAs and Alternate ELPAC, students must meet all three of the criteria outlined in the "Participation" section of this document.

- The CAAs for English language arts/literacy (ELA), mathematics, and science were developed by the California Department of Education (CDE) to ensure that all students are able to participate in assessments that are a measure of what they know and can do in relation to the grade-level California Common Core State Standards (CA CCSS) and the California Next Generation Science Standards (CA NGSS). In addition, the CAAs are aligned with grade-level content and are part of a curriculum and assessment cycle, which is accomplished through a linkage between the CA CCSS and the CA NGSS and their respective Core Content Connectors.
- The proposed Alternate ELPAC is being developed by the CDE to ensure that all students are able to participate in an assessment that is an accurate measure of a student's English language proficiency (ELP) in relation to the 2012 California English Language Development Standards (2012 ELD Standards) via connectors derived from the Council of Chief State School Officers' ELP Standards for English Learners with Significant Cognitive Disabilities. The English Language Development (ELD) Connectors are reduced in depth, breadth, and complexity in order to be appropriate for students with the most significant cognitive disabilities.

The development of the Alternate ELPAC will reach the pilot phase in January 2020. The current locally determined alternate assessment will be administered until December 2020. IEP teams must use the same eligibility criteria for the locally determined assessment that will be used to determine eligibility for the proposed Alternate ELPAC.

The learning characteristics of students with significant cognitive disabilities represent a broad range, and assignment to the alternate assessment is based on the cognitive disability, not the category of a student's disability. Therefore, information considered by the IEP team to make a determination as to whether the student has a significant cognitive disability is the first consideration before selecting an alternate assessment that provides student access to state assessments, promotes participation, and elicits the student's best performance.

## Alternate Assessment Decision Confirmation Worksheet



This document confirms the decision of the individualized education program (IEP) team that the student is eligible to participate in the California Alternate Assessments (CAAs) and the Alternate English Language Proficiency Assessments for California (Alt-ELPAC). For more information, refer to Alternate Assessment IEP Team Guidance at <https://www.cde.ca.gov/ta/tg/ca/caaiepteamrev.asp>.

### Participation in Alternate Assessments

Does the student have a significant cognitive disability and an IEP?  Yes  No

If no, continue with this confirmation worksheet. If no, the student is not eligible to take alternate assessments.

If yes, the IEP team confirms that a review of the student records and IEP indicates a disability or multiple disabilities that significantly impact intellectual functioning and adaptive behavior. Adaptive behavior is defined as essential for someone to live independently and to function safely in the community. Sources of evidence may include, but are not limited to results of:

- Individual cognitive ability test
- Individual reading assessments
- Language assessments, including English learner (EL) language assessments, if applicable
- Adaptive behavior skills assessment
- Districtwide alternate assessments
- Achievement tests
- Informal assessments

If yes, the student is eligible for the following assessments:

- CAA for English language arts/literacy
- Initial Alternate ELPAC, if the student's Home Language Survey (HLS) indicates a primary language other than English
- CAA for Mathematics
- Summative Alternate ELPAC, if the student is identified as an EL
- CAA for Science

### Alignment with Standards

Students eligible for an alternate assessment should be learning content aligned to the California Common Core State Standards (CCSS) the California Next Generation Science Standards (CA NGSS), or, as applicable, the 2012 California English Language Development Standards (2012 CA ELD Standards).

Goals and instruction listed in the IEP for this student are aligned to the enrolled grade-level CCSS, CA NGSS, and 2012 CA ELD Standards.

Sources of evidence may include, but are not limited to:

- Progress Monitoring data
- Data from scientific research-based interventions
- Present levels of academic and functional performance, goals, and objectives from the IEP
- Examples of curriculum, instructional objectives, and materials

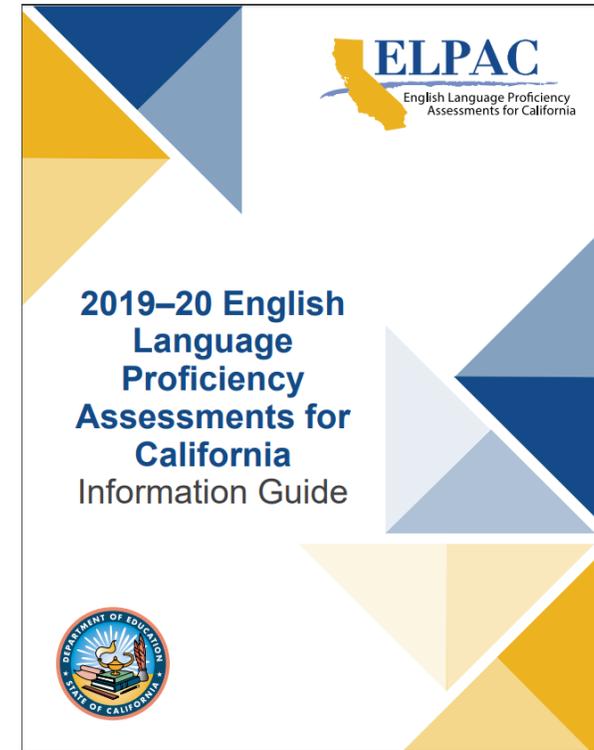
The IEP team confirms that the student is or will be learning content aligned to the above listed standards.

California Department of Education • September 2019

DRAFT

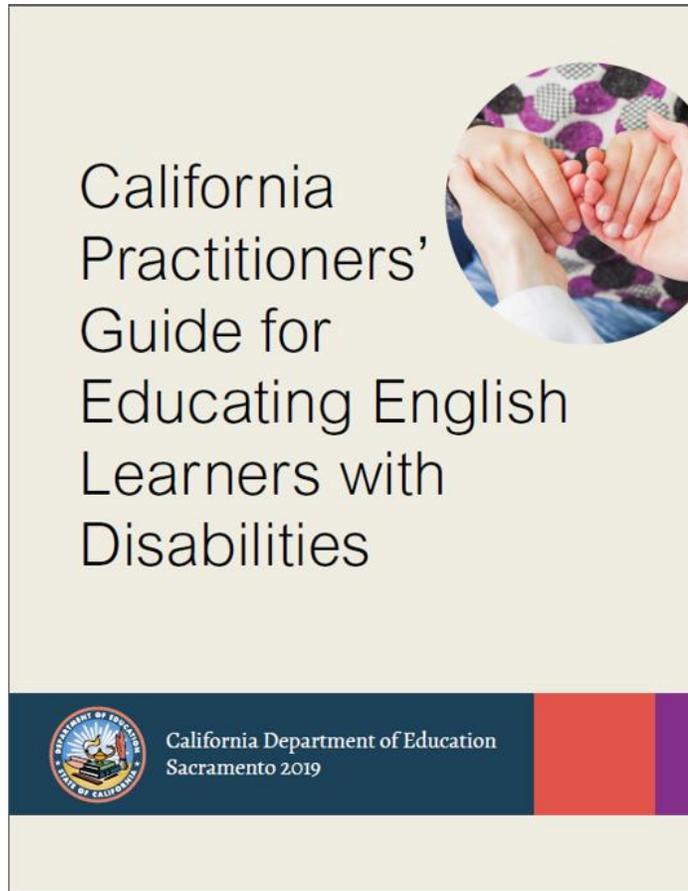
# ELPAC Information Guide

- Assessment overview
- Program assistance for county, LEA, and school staff re: identification, reclassification, and ELs with disabilities
- Guidance on reporting and using individual results
- Links to additional resources



<https://www.cde.ca.gov/ta/tg/ep/documents/elpacinfoguide19.pdf>

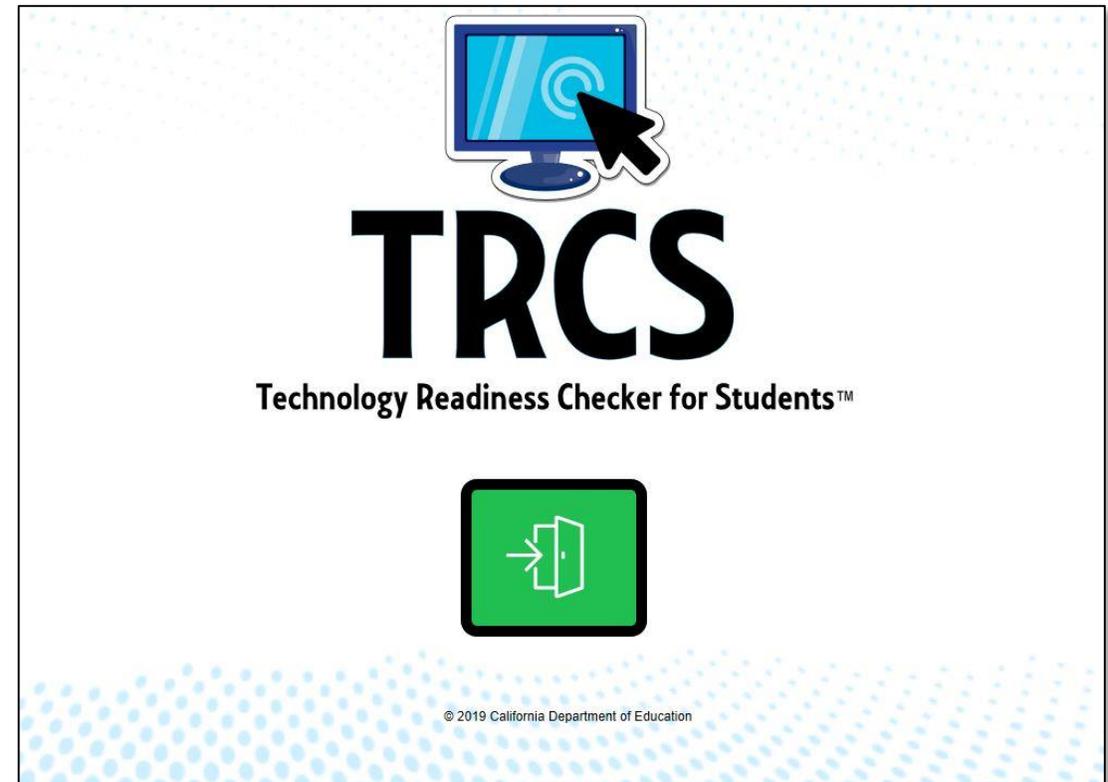
# New Guide for Educating ELs with Disabilities



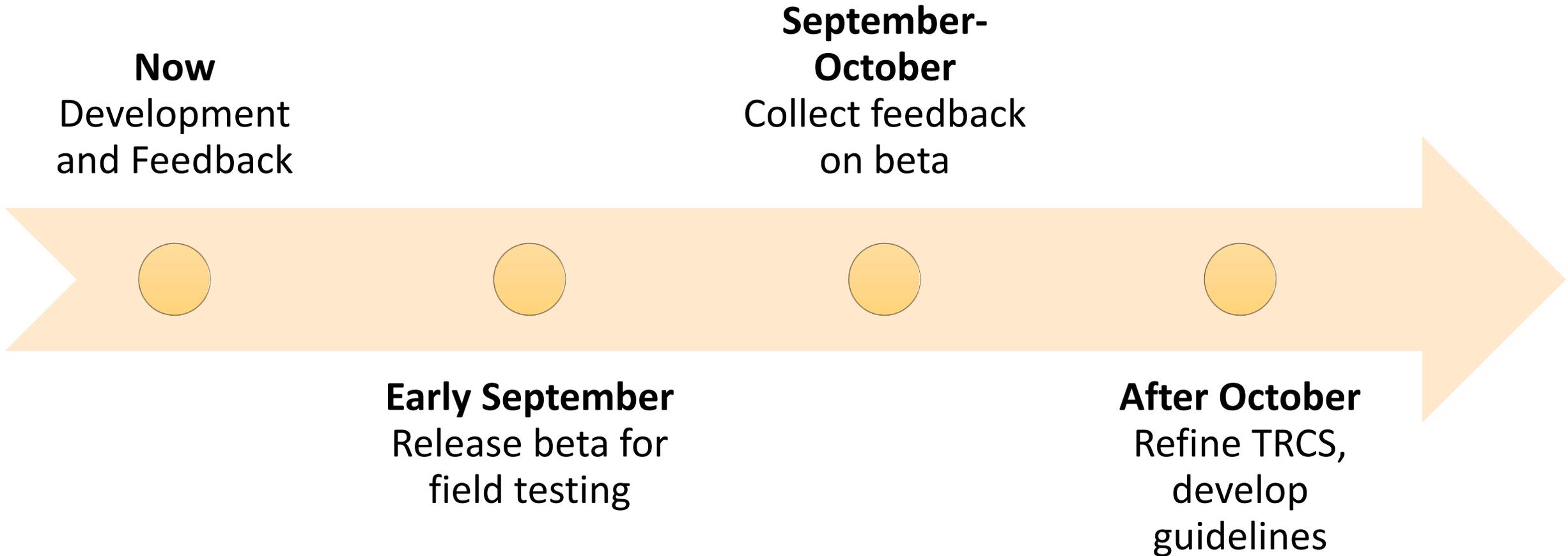
<https://www.cde.ca.gov/sp/se/ac/documents/ab2785guide.pdf>

# Technology Readiness Checker for Students: What Is it?

- Check student's technology familiarity
- Same technology functionality
- Web-based application
- Real-time feedback

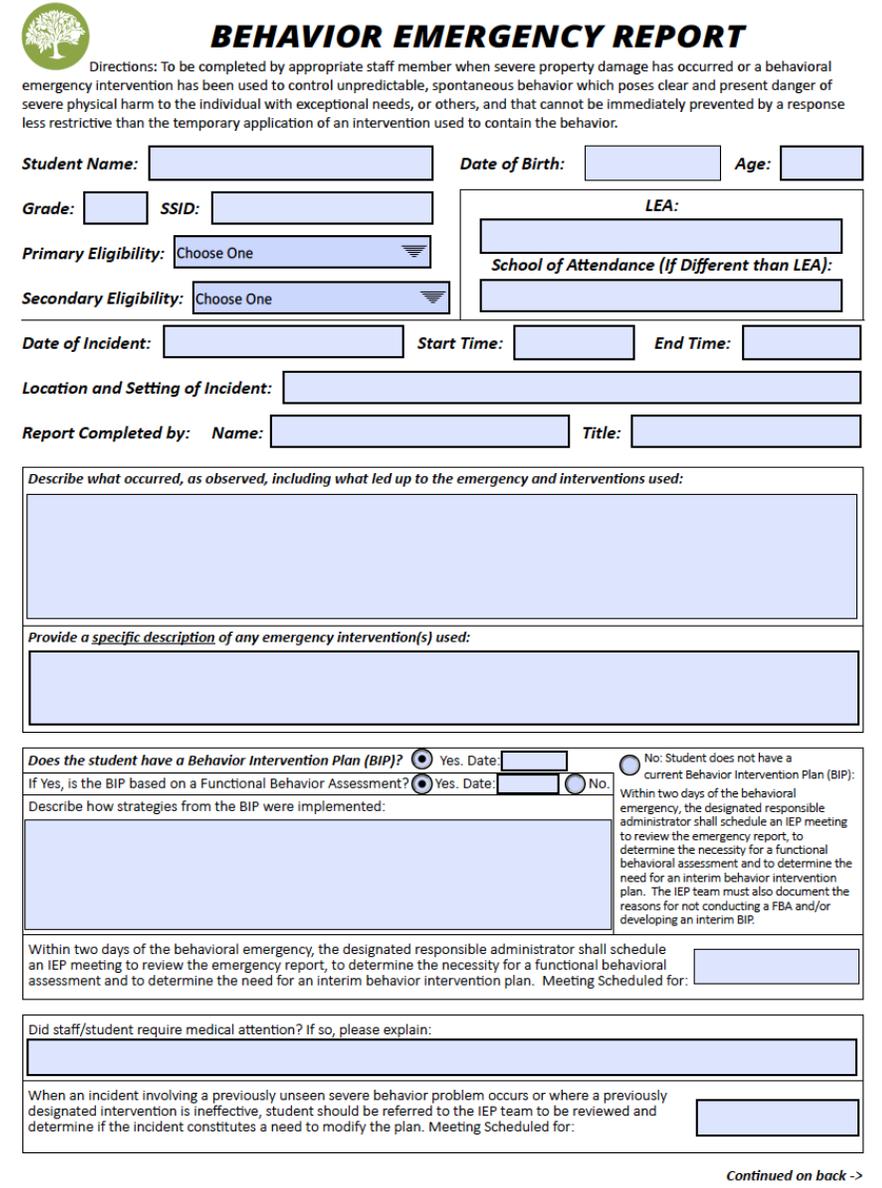


# TRCS: Next Steps



# Behavior Emergency Report Update\*

- Form revised in 2019
- Found in SEIS Document Library
- Fillable form
- To be used immediately after emergency intervention or serious property damage
- Parent or caregiver notified within 24 hours of emergency intervention
- If student does not have a current Behavior Plan, an IEP to be held within 2 days to determine need for FBA and interim plan
- If student has an existing Behavior Plan, when an emergency involving a previously unseen serious behavior problem occurs or when a previously designated intervention is not effective, the IEP team shall convene to review the emergency and determine if there is a need to modify the existing plan.
- Form to be filed in Student File



**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:

Primary Eligibility:  LEA:

Secondary Eligibility:  School of Attendance (If Different than LEA):

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:

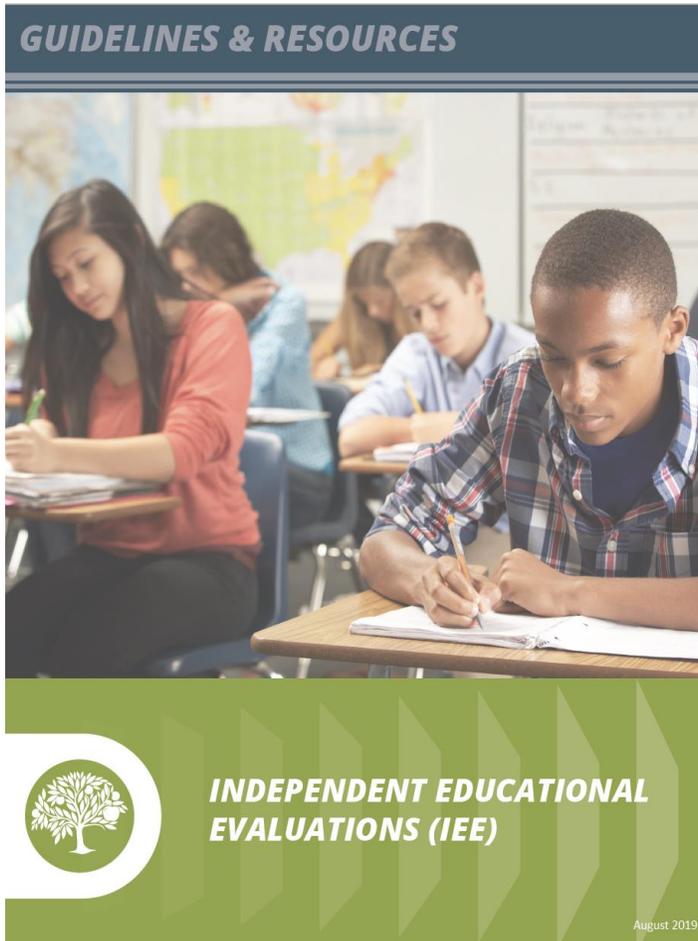
Did staff/student require medical attention? If so, please explain:

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:

Continued on back ->

\*Denotes a handout

# Independent Education Evaluation (IEE)

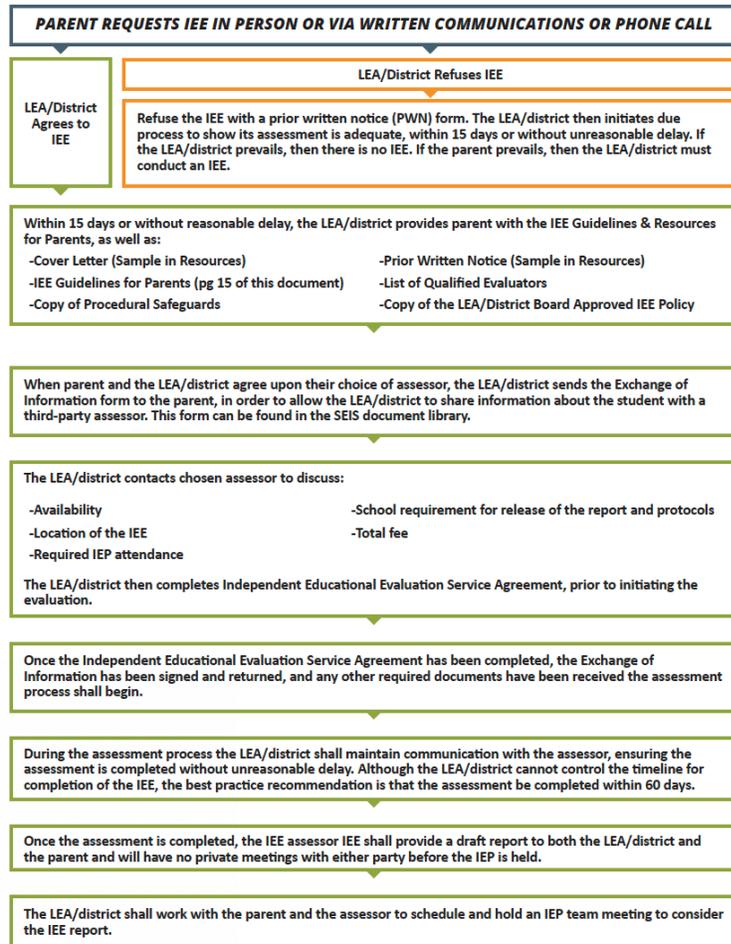


When a parent of a child with a disability disagrees with the Local Educational Agency's (LEA) or district's evaluation for special education services, the parent has the right to request an Independent Educational Evaluation (IEE). An IEE is defined as an evaluation conducted by a qualified examiner who is not employed by the LEA/district.

- Located in the SEIS Reference Document Library and Program Support Page
- Updates to the IEE Guidelines and Resources include:
  - Reasonable Maximum Cost by assessment type per Region Table
  - One page IEE process flow chart
  - Guidelines and Resources for Parents

# Independent Education Evaluation (IEE)

## IEE Flowchart



Type of Assessment	Reasonable Maximum Cost Per Region			
	Sacramento	San Diego	Los Angeles	Bay Area
Assistive Technology	\$800	\$1200	\$1300	\$1000
Auditory Perception/Auditory Processing	\$700	\$700	\$700	\$700
Functional Behavioral Assessment	\$1500	\$3000	\$3000	\$1500
Cognitive/ Full Psycho-Educational (Rate allowed depends on components tested, such as academic, adaptive behavior, cognition, social-emotional)	\$3500	\$6000	\$4500	\$5500
Occupational Therapy	\$800	\$1000	\$1500	\$1000
Physical Therapy	\$700	\$1000	\$1000	\$2000
Speech and Language	\$900	\$1200	\$1500	\$1000
Functional Vision	\$400	\$1000	\$1000	\$1000

# Local Plan Revision & Timeline

## Local Agreements

Local document not required to be submitted to the Superintendent, but must be consistent with the descriptions required in the Prong 2 Governance and Administration

***Assurances and  
Participation Agreements***

## Governance and Administration

Required to be submitted to the superintendent

“Permanent Portion”  
***Policies***

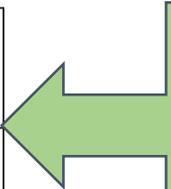
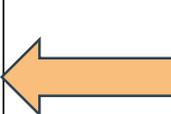
Reviewed and updated on a triennial basis (new)

Foundational document for policy-making, designation of responsibility, and assurance of accountability.

## Annual Budget, Service, and Assurances Plans

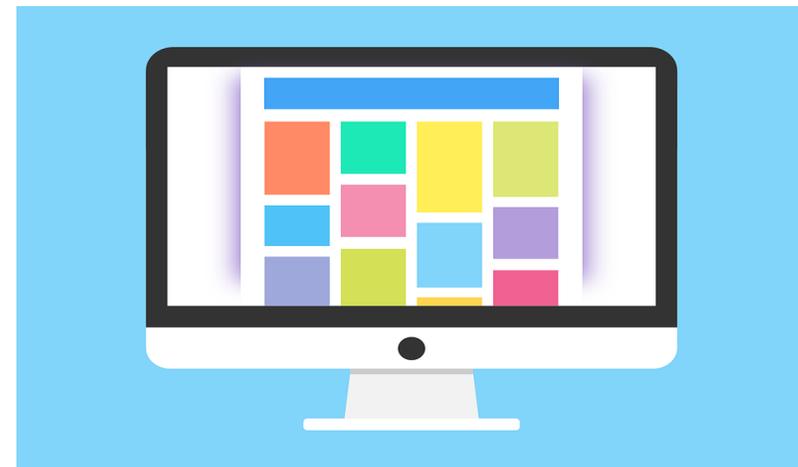
Required to be submitted to the Superintendent annually.  
Adopted at a SELPA-level public hearing

# Due Dates and Timelines

Template-based amended local plan (final version)	<b>Due on or before June 30, 2020</b> Begins 1 year interim for gathering local approvals	 <div data-bbox="1992 325 2305 574" style="border: 1px solid black; padding: 5px; text-align: center;"> <b>May 2020 CEO Council</b> </div>
Template-based Annual Plans (Budget, Service)  Certification of adoption is required	<b>Due on or before June 30, 2020</b>  Due on or before June 30 each subsequent year	
One-year local plan interim ends (all local approvals are due)	<b>Due on or before June 30, 2021</b>	 <div data-bbox="1992 592 2305 674" style="border: 1px solid black; padding: 5px; text-align: center;"> <b>LEAs BOD Approval (Fall 2020)</b> </div>
Template for Annual Assurances Support Plan Release Date	<b>July 1, 2020</b>	 <div data-bbox="2018 692 2374 849" style="border: 1px solid black; padding: 5px; text-align: center;"> <b>SELPA Works with LEAs on LCAPs 20-21</b> </div>
Template-based Annual Assurances Support Plan	<b>Due on or before June 30, 2021</b>	
New SELPAs and new RLA/AU designations	<b>Only effective July 1</b>  Proposed/Amended local plans must be received in advance of the effective date, allowing enough time for review/approval by the appropriate agency (CDE/SBE). Plan accordingly.	 <div data-bbox="2018 1192 2374 1345" style="border: 1px solid black; padding: 5px; text-align: center;"> <b>Ongoing with changes in SELPA status</b> </div>
New SELPA LEA members	<b>Effective July 1, due before October 1</b>  Amended plans to add LEAs must be received no later than October 1. Any submissions received after this date will not become effective until the following July 1, no exceptions.	

# Web Posting – New Requirement

- In addition to the requirement that **all plans be available on file at each LEA**, AB 1808 added the requirement for Web posting - *EC 56205.5*
- LEA **must** post on their Web page the local plan (governance) and annual plans (budget, service, assurances)
- COE must post on their Web page all local and annual plans in the county, or links to the plans



# SELPA Support\*

**EL DORADO CHARTERSELPA**  
Special Education Local Plan Area

## SEIS Support

**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 [selpaiprogramtechnicians@edcoe.org](mailto:selpaiprogramtechnicians@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

www.CharterSELPA.org

Main Office: 6767 Green Valley Road, Placerville, CA 95667 | (530) 295-2462



**EL DORADO CHARTERSELPA**  
Special Education Local Plan Area

## Business Office Support

**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 [charterseipabusiness@edcoe.org](mailto:charterseipabusiness@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 Business Support	

www.CharterSELPA.org

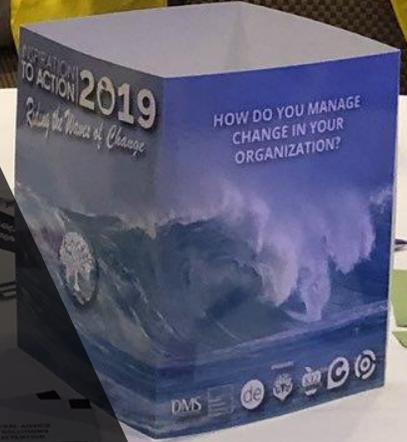
Main Office: 6767 Green Valley Road, Placerville, CA 95667 | (530) 295-2462

\*Denotes a handout

# INSPIRATION TO ACTION | 2020

February 20, 2020  
San Diego, CA

INSPIRATION  
TO ACTION





# Upcoming Steering Meeting



***Online via Zoom***  
***10:00 a.m. – 12:30 p.m.***  
***November 13, 2019***

***Register here:***

***[https://edcoe.zoom.us/webinar/register/WN\\_KApTWDO4SQeJzrBCFU\\_F\\_g](https://edcoe.zoom.us/webinar/register/WN_KApTWDO4SQeJzrBCFU_F_g)***

# *Questions & Answers*

