



STEERING COMMITTEE AGENDA

December 11, 2019

TOPIC**SPEAKER**

Welcome & Introductions

Federal and State News

- Fiscal Update
- Legislative Analyst Office Report*
- Charter School Toolkit*
- Systems of Support Events*
- CDE Calendar of Activities*

Ginese Quann

Alison Rose

SELPA Updates

- SEIS/CALPADS Reporting*
- Statewide Assessment Update*
- Professional Learning Offerings*
- Legal Forum
- Problems of Practice Session

Data Team
Sarah Phillips
Alison Rose
Ginese Quann

Sacramento
Embassy Suites
100 Capitol Mall
Sacramento, CA 95814
10:00 am - 2:00 pm



Overview of Special Education in California

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NOVEMBER 6, 2019

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Executive Summary

Report Provides Overview of Special Education Services for Students With Disabilities.

Since the 1970s, federal law has required public elementary and secondary schools to provide special education services to students with disabilities. Parents or teachers typically are the first ones to identify if a student might benefit from special education services. In most cases, children are then referred to school district specialists, who evaluate whether the student has a disability that interferes with his or her ability to learn. If determined to have one or more such disabilities, the student receives an individualized education program (IEP) that sets forth the additional services the school will provide. The IEP is developed by a team consisting of each student's parents, teachers, and district administrators. The IEP may include various types of special education services, such as specialized academic instruction, speech therapy, physical therapy, counseling, or behavioral intervention.

About One in Eight California Students Receives Special Education Services. In 2017-18, 12.5 percent of California public school students received special education—an increase from 10.8 percent in the early 2000s. Compared to other California students, students with disabilities are disproportionately low income. They also are disproportionately African American, with African American students representing 6 percent of the overall student population but 9 percent of students with disabilities. The majority of students with disabilities have relatively mild conditions such as speech impairments and specific learning disorders (such as dyslexia). The number of students with relatively severe disabilities, however, has been increasing—doubling since 2000-01. The most notable rise is in autism, which affected 1 in 600 students in 1997-98 compared to 1 in 50 students in 2017-18.

Majority of Students With Disabilities Served in Mainstream Classrooms. Federal law generally requires districts to serve students with disabilities in the least restrictive setting, and the majority of students with disabilities are taught alongside students without disabilities in mainstream classrooms. These students may receive special education services within the mainstream classrooms (for example, having an aide or interpreter) or in separate pull-out sessions. About 20 percent of students with disabilities are taught primarily in special day classrooms alongside other students with disabilities. Typically, special day classes serve students with relatively severe disabilities and provide more opportunities for one-on-one attention or specialized instruction, such as instruction in sign language. Another 20 percent of students with disabilities split their time between mainstream and special day classrooms. About 3 percent of students with disabilities are educated in separate schools exclusively serving students with disabilities.

Students With Disabilities Have Lower Academic Outcomes Than Other Students. As the figure shows (see next page), students with disabilities' average test score on state reading and math assessments was at the 18th percentile of all test takers in 2017-18—notably below that of low-income students and English learners. Students with disabilities also have a lower four-year graduation rate than other student groups; a suspension rate that is almost double the statewide average; and a relatively high rate of chronic absenteeism, with almost one in five students with disabilities missing 10 percent or more of the school year.

Students With Disabilities Have Low Standardized Test Results

Average Percentile on State Tests, 2017



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Special Education Funding and Services Typically Are Coordinated Regionally. The state requires school districts to form Special Education Local Plan Areas (SELPAs). Each SELPA is tasked with developing a plan for delivering special education services within that area. Small and mid-sized districts form regional SELPAs to coordinate their special education services. Large districts may serve as their own SELPAs. Charter schools are allowed to join charter-only SELPAs, which, unlike regional SELPAs, may accept members from any part of the state. As of 2017-18, California has 132 SELPAs—consisting of 81 regional SELPAs, 45 single-district SELPAs, 5 charter-only SELPAs, and 1 unique SELPA serving students in Los Angeles County court schools.

Excess Cost Associated With Special Education Is Supported by Three Fund Sources. The average annual cost of educating a student with disabilities (\$26,000) is almost triple that of a student without disabilities (\$9,000). The excess cost associated with providing special education services is supported by state categorical funding, federal categorical funding, and local unrestricted funding. With the exception of a few small categorical programs (such as funding for infant/toddler services and job placement and training for older students), most state and federal special education funding is provided to SELPAs rather than directly to school districts. The largest state categorical program is known as AB 602 after its authorizing legislation. AB 602 provides SELPAs funding based on their overall student attendance, regardless of how many students receive special education or what kinds of services those students receive. Typically, SELPAs reserve some funding for regionalized services and distribute the rest to member districts. School districts use local unrestricted funding (primarily from the Local Control Funding Formula) to support any costs not covered by state and federal categorical funding.

Special Education Costs Have Increased Notably in Recent Years. Between 2007-08 and 2017-18, inflation-adjusted special education expenditures increased from \$10.8 billion to \$13 billion (28 percent). Both state and federal funding decreased in inflation-adjusted terms over this period, primarily as a result of declining overall student attendance. Consequently, local unrestricted funding has been covering an increasing share of special education expenditures (49 percent in 2007-08 compared to 61 percent in 2017-18). We estimate that about one-third of recent increases in special education expenditures are due to general increases in staff salaries and pension costs affecting most school districts. We estimate that the remaining two-thirds of recent cost increases are due to a rise in an incidence of students with relatively severe disabilities (particularly autism), which require more expensive and intensive supports.

INTRODUCTION

Over the past decade, the share of students identified with disabilities affecting their education has increased notably. Over the same period, inflation-adjusted per-student special education expenditures also have increased notably. Today, nearly 800,000 students in California receive special education services at a statewide annual cost of \$13 billion. Despite this spending, state accountability data show that school districts have poor outcomes for their students with disabilities. These trends have motivated many district- and state-level groups to take a closer look at how California organizes, delivers, and funds special education. Recent legislation

directed the Legislature and administration to work collaboratively over the coming months to consider changes in these areas, with the overarching intent to improve special education outcomes.

In this report, we aim to inform these fiscal and policy conversations by providing an overview of special education in California. We begin by describing major special education requirements, then present the latest data on students served, outcomes achieved, and dollars spent. We conclude by describing oversight activities and dispute resolution. Throughout the report, we refer to several of our other products that delve into greater detail on specific special education topics.

SPECIAL EDUCATION LAW

In this section, we identify major federal and state requirements for serving students with disabilities.

Major Federal Requirements

Federal Courts Ruled Public Schools Must Educate All Students, Regardless of Disability. Prior to the 1970s, public schools did not serve some children with severe cognitive or physical disabilities. Even those schools serving children with severe disabilities sometimes offered only basic daycare services with little or no educational benefit. Starting in the early 1970s, federal courts declared all children have a right to public education regardless of disability.

Federal Law Establishes Formal Special Education Process. Federal lawmakers responded to these court rulings by establishing a process for identifying and serving children with disabilities. Enacted in 1975, the federal law now known as the Individuals with Disabilities Education Act (IDEA) set forth a three-step process (**Figure 1**, see next page). IDEA authorizes federal funding to all states agreeing to implement this process. Currently, all states participate in IDEA. (For a brief overview of IDEA, see our video *Overview of Special Education in California*.)

Districts Evaluate Whether Students Have Disabilities Requiring Special Education. Federal law charges school districts with making proactive efforts to identify all children with disabilities in their service areas (a responsibility commonly known as “child find”). In practice, many children are referred for special education by their parents, perhaps in response to districts’ public awareness campaigns. In most other cases, children are referred by teachers or other school officials (**Figure 2**, see page 5). After a child is referred, specialists conduct a formal evaluation to determine whether (1) the child has a disability and (2) the disability interferes with the child’s ability to learn. Children that meet both of these requirements qualify for special education. In addition to special education services, federal law requires certain other services be provided to children with disabilities, as explained in the box on page 6.

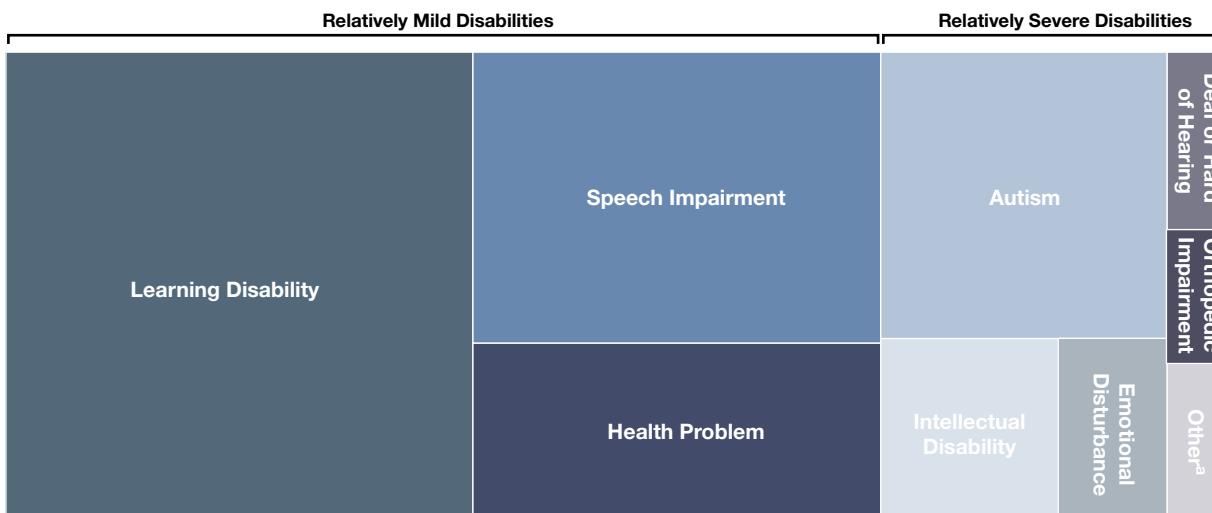
Students’ Individualized Education Programs (IEPs) Define Their Special Education Services. Once determined eligible for special education, students with disabilities receive IEPs specifying the support their school districts will provide. At least once per year, each student’s parents, teachers, and district administrators meet to develop his or her IEP, which includes specific goals and actions

Figure 1

Three-Step Process for Identifying and Educating Students With Disabilities

Step 1: Identify Affected Students

School districts must identify children with the following conditions (size of boxes represents prevalence among California students with disabilities):



^a “Other” consists of students with multiple disabilities, traumatic brain injury, visual impairments, or both deaf and blindness.

Step 2: Develop Program

Within 30 days of identifying a child with a disability, school districts must convene a meeting to develop an Individualized Education Program (IEP). Meeting must include:

- Child’s parents
- A special education teacher
- Child (when appropriate)
- A general education teacher
- Other specialists
- School administrator

Step 3: Provide Services

School districts provide a free and appropriate public education based on the IEP from age 3 until graduation or through age 21.

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tailored to that student’s abilities and needs.

Figure 3 provides some illustrative goals and actions that may be included in students’ IEPs.

Districts Must Serve Students With Disabilities in the Least Restrictive Environment. Federal law generally requires districts to serve students with disabilities in whichever educationally appropriate setting offers the most opportunity to interact with peers who do not have disabilities. For students with relatively mild disabilities, this typically means receiving instruction in mainstream classrooms. For students with relatively severe disabilities, this may mean receiving most of their instruction in special day classrooms (which exclusively serve students with disabilities) but participating in lunch or recess alongside students

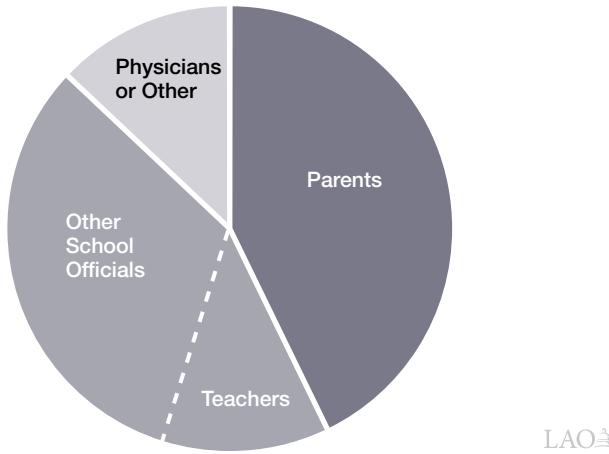
who do not have disabilities. As with all elements of a child’s IEP, the least restrictive environment must be determined collaboratively by each student’s parents, teachers, and district administrators.

School Districts Must Offer Special Education Services Even to Students Enrolled in Private Schools. About 7.5 percent of California’s school-aged children (roughly 500,000 students) are enrolled in private schools. Federal law requires school districts to identify and offer special education to all qualified children residing in their service areas, regardless of whether these children attend public or private schools. Although school districts must offer special education to these children (for example, by offering to pay for instructional aides to work alongside them in their

Figure 2

Most Students Are Referred to Special Education By Parents or School Staff

Special Education Referrals by Source, 2017-18



private school classes), their parents may choose to refuse the offer and pay directly for special education services. In 2017-18, California schools provided special education services to about 2,300 students attending private schools.

IDEA Is Long Overdue for Reauthorization.

Between 1975 and 2004, IDEA was reauthorized four times, or about once every seven years. The last reauthorization (in 2004) was intended to extend the act through 2010. To date, Congress has made no notable effort towards a new reauthorization. The most recent reauthorization remains in effect so long as Congress continues to authorize annual appropriations to the states (as it has every year since 1975).

Major State Requirements

State Law Goes Somewhat Beyond Federal Requirements.

Though states technically can opt out of IDEA, all states currently adhere to its rules and receive associated IDEA funding. (A state opting out of IDEA is still legally responsible for serving all students with disabilities.) Upon opting into IDEA in the mid-1970s, California lawmakers enshrined most provisions of IDEA into state law. Following each subsequent reauthorization of federal law, California has made corresponding changes to state requirements. In a few areas, California law imposes additional requirements

beyond IDEA. For example, state law imposes maximum caseloads on some service providers. In addition, although IDEA only requires the provision of special education until students turn age 22, state law allows students enrolled in special education programs to finish out that school year.

State Requires School Districts to Form Special Education Local Plan Areas (SELPAs).

Perhaps the most notable feature of California special education law is its requirement that school districts participate in a SELPA. Each SELPA is tasked with developing a plan for delivering special education services. Small and mid-sized districts form regional SELPAs to coordinate their

Figure 3

Students With Disabilities Receive Individualized Education Programs

Illustrative Goals and Actions

Age: **6**

Disability: **Speech Impairment**

Goal: **Clearly Articulate Words**

Action: **Weekly Speech Therapy**

Age: **12**

Disability: **Dyslexia**

Goal: **Read at Grade Level**

Action: **Weekly Work With Specialist**

Age: **18**

Disability: **Autism**

Goal: **Develop Job Skills**

Action: **Subsidized Part-Time Work**

Other Federal Laws Affecting Students With Disabilities

School Districts Must Address Specific Student Health Needs. Section 504 of the federal Rehabilitation Act of 1973 provides certain rights to students with any condition that affects one or more major life activities, including walking, seeing, breathing, and concentrating. Qualifying conditions range from disabilities that also qualify students for special education, such as autism, to conditions that do not typically qualify students for special education, such as diabetes or severe allergies. Students with qualifying conditions are entitled to an individualized “504 plan” that specifies how schools will accommodate their medical needs. For example, a 504 plan could explain how the school will administer prescribed insulin treatments to a student with diabetes throughout the school day.

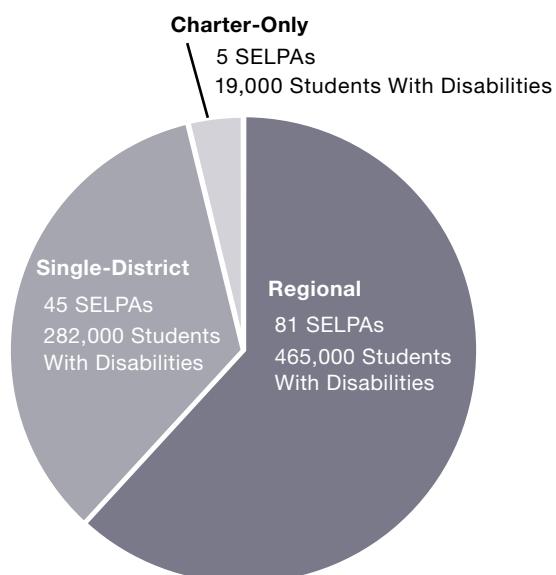
Schools Must Ensure All Facilities and Events Are Accessible to Individuals With Disabilities. The federal Americans with Disabilities Act (ADA) of 1990 requires public spaces, including schools, to be accessible to individuals with disabilities. This act also requires schools to make all activities accessible to individuals with disabilities, for example, by providing ramps for wheelchair access or sign language interpreters upon request. Although many of these protections overlap with those provided by the Individuals with Disabilities Education Act (IDEA), they apply in some situations where IDEA may not. For example, ADA requires access to after-school events that may not be included in students’ individualized education programs.

special education services. Large districts are allowed to serve as their own SELPAs. Charter schools are allowed to join charter-only SELPAs, which, unlike regional SELPAs, may accept members from any part of the state. As of 2017-18, California has 132 SELPAs—consisting of 81 regional SELPAs, 45 single-district SELPAs, 5 charter-only SELPAs, and 1 unique SELPA serving only students in Los Angeles County court schools. As **Figure 4** shows, regional SELPAs serve the majority of students with disabilities. The objective of SELPAs is to increase the effectiveness and efficiency of special education services by achieving certain economies of scale. (The box on page 7 provides more information about special education in charter schools.)

Figure 4

Regional SELPAs Serve Majority of Students With Disabilities

Share of SELPAs, 2017-18



SELPAs = Special Education Local Plan Area.

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Special Education in Charter Schools

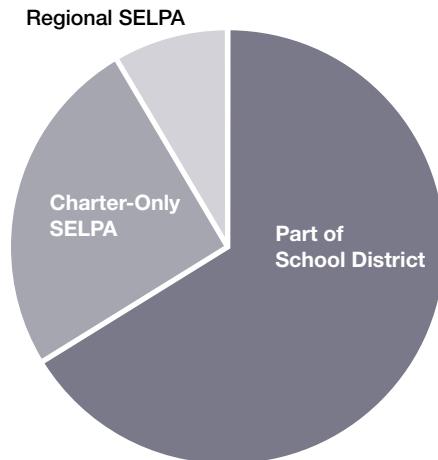
Charter Schools Are Nontraditional Public Schools. Charter schools are established by petition, typically authorized by local school districts, and sometimes managed by independent parties (typically nonprofit groups). Charter schools are exempt from most state education laws and are intended to provide innovative alternatives to traditional public schools. Many charter schools are small and rely on their authorizing districts to provide basic services such as processing payroll.

Charter Schools Must Decide How to Participate in Special Education Local Plan Areas (SELPAs). State and federal law allow charter schools to function as a part of their authorizing districts for special education purposes. In these cases, charter schools are not responsible for developing and implementing individualized education programs (IEPs), rather this responsibility falls to their authorizing districts. These charter schools receive no special education funding and have no formal decision-making authority within SELPAs. In effect, these charter schools are treated like any other school of their authorizing district. Charter schools, however, may choose to provide special education services directly, thereby becoming responsible for their students' IEPs. In these cases, charter schools receive special education funding and may vote in SELPA decisions. These charter schools may join either a collaborative SELPA (alongside other school districts) or a charter-only SELPA (exclusively alongside other charter schools). As the figure below shows, the most common arrangement is for charter schools to remain a part of their authorizing districts for special education purposes.

Charter Schools Must Accept Students With Disabilities, but Serve a Smaller Share. State law requires charter schools to accept all interested students as long as their school sites have available room. Both state and federal law specifically prohibit charter schools from refusing to accept a student based solely on a disability. Despite these requirements, available data suggest charter schools are somewhat less likely than traditional public schools to serve students with disabilities. For example, about 10 percent of students attending charter-only SELPAs have IEPs, as compared to about 12 percent of students in regional and single-district SELPAs. Further, about 2 percent of students attending charter-only SELPAs have relatively severe disabilities (meaning any disability aside from learning disorders, speech impairments, or health problems), as compared to about 4 percent of students in regional and single-district SELPAs. In conversations with various stakeholders, many indicate that parents of students with disabilities (and, in particular, parents of students with relatively severe disabilities) often prefer the special education programs offered by their districts to those offered by nearby charter schools, and thus choose not to enroll their children in charter schools. Because most charter schools are small, they are often less equipped than their authorizing districts to provide a full array of services to students with disabilities.

Many Charter Schools Are a Part of Their Districts for Special Education Purposes

Share of Charter Schools, 2017-18



SELPA = Special Education Local Plan Area.

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SELPAs Provide Administrative Support and Regionalized Services. State law requires all SELPAs to collect and report certain data related to their members' legal compliance. In addition, most SELPAs provide basic support such as in-house legal assistance and teacher trainings. Some regional SELPAs also directly serve students with severe conditions—conditions that can be

prohibitively costly to serve at the local level. For example, a SELPA may operate a special day classroom for all students with severe emotional disturbance within the region or may employ an itinerant teacher to work with all students who are deaf or hard of hearing within the region. (For more information on SELPAs, see our video *How Is Special Education Organized in California?*)

STUDENTS WITH DISABILITIES

Share of California Students Receiving Special Education Services Has Been Increasing.

After remaining at 10.8 percent throughout the early 2000s, the share of students receiving special education has increased steadily every year since 2010-11. In 2017-18, 12.5 percent of California public school students received special education. Though rates have been increasing in California, all but seven states still have higher rates. In 2017-18, the median state provided special education services to 14.3 percent of its students.

Certain Student Groups Have Relatively High Special Education Identification Rates.

Figure 5 compares students with disabilities in California to the state's overall student population by income and race/ethnicity. Compared to other California students, students with disabilities are

more likely to be low income. Income status may correlate to disability status, as research has linked poor maternal health care and nutrition to higher incidence of child learning disabilities. In addition, many researchers believe cultural differences and biases contribute to racial differences in special education identification rates. Whereas Asian students have a relatively low identification rate, black students have a relatively high identification rate. The patterns across racial/ethnic groups in California are similar to patterns in other states.

Majority of Students With Disabilities Have Relatively Mild Conditions.

Figure 6 shows the prevalence of specific disabilities by grade. The majority of California students who qualify for special education have one of two types of disabilities: speech impairments (such as stuttering) and specific learning disorders (such as

Figure 5

Students With Disabilities Disproportionately Belong to Certain Groups

Share of Students, 2016-17

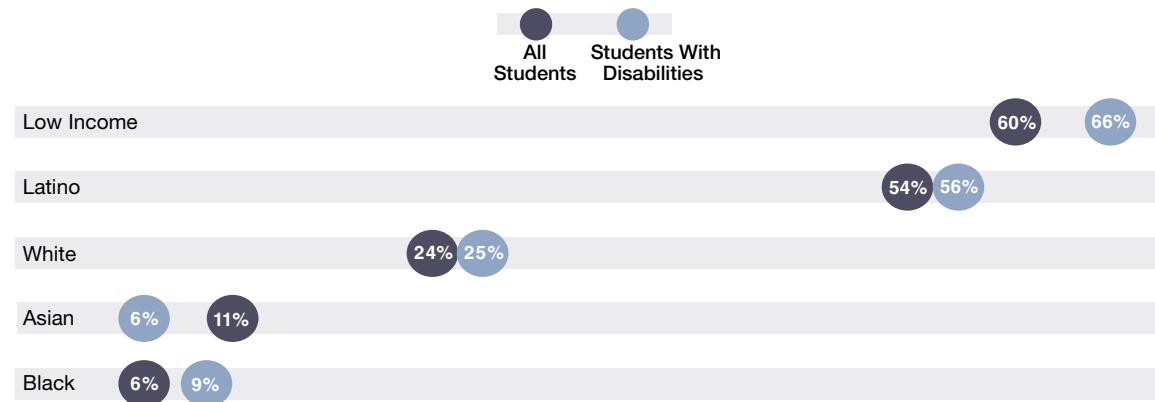
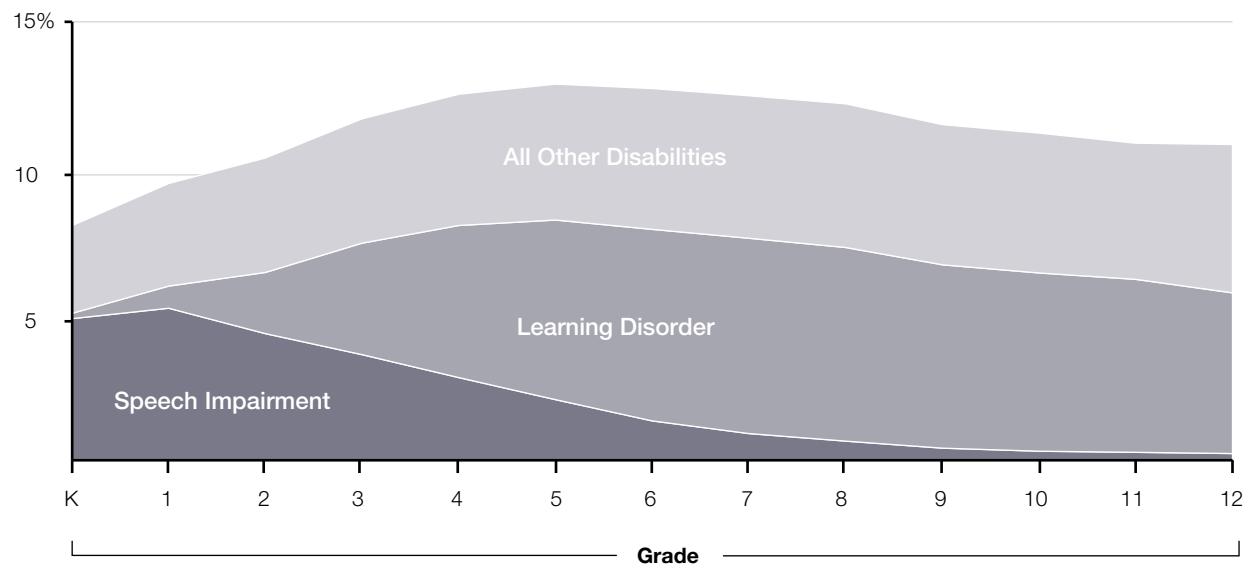
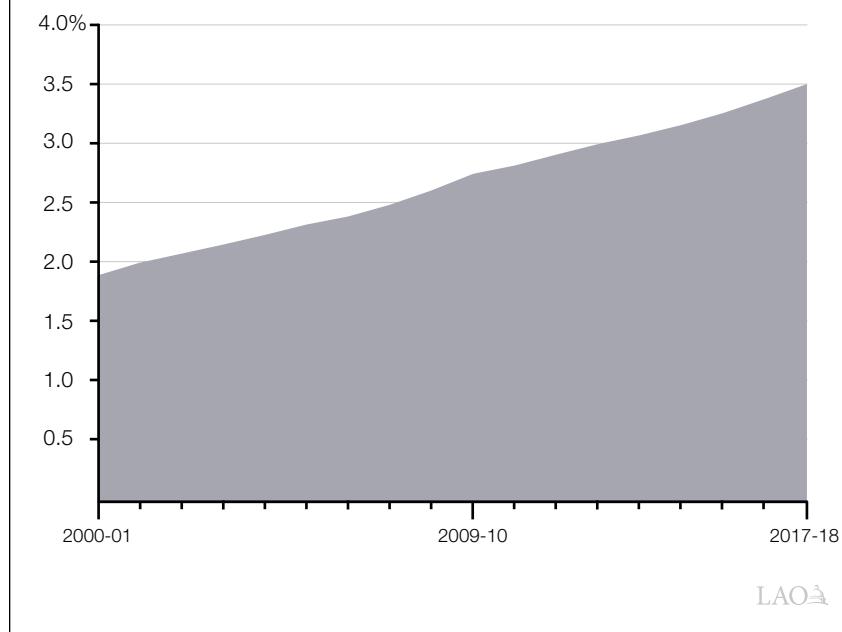


Figure 6**Most Common Disability Varies Among Grades***Share of Overall Student Enrollment, 2017-18*

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dyslexia). The prevalence of these disabilities varies by grade, with speech impairments being more common in the early grades and learning disorders more common in the later grades. Serving students with these types of disabilities tends to be less costly compared to students with other types of disabilities. (For more information on the prevalence of specific disabilities, see our video *Who Receives Special Education?*)

Number of Students With Relatively Severe Disabilities Has Increased Notably. As **Figure 7** shows, the prevalence of students with relatively severe disabilities has almost doubled since 2000-01. This increase is due largely to a notable rise in autism, which affected about 1 in 600 students in 1997-98 compared to about 1 in 50 students in 2017-18.

Figure 7**Share of Students With Relatively Severe Disabilities Has Increased***Share of Overall Student Enrollment*

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Incidence of Students With Disabilities Varies

by Region. The overall incidence of students with disabilities varies notably among SELPAs—ranging from 4.5 percent to almost 20 percent. Large differences are evident both in the incidence of students with mild and severe disabilities. The incidence of students with relatively mild disabilities ranges across SELPAs from 4 percent to 15 percent, whereas the incidence of students with relatively severe disabilities ranges from less than 0.5 percent to 5 percent. The incidence of students with disabilities varies for at least three reasons. First, SELPAs vary in their specific practices for identifying students for special education, with

some more likely to designate students with relatively mild academic or behavioral challenges as having a disability. Second, geographic factors sometimes directly affect the incidence of certain disabilities. For example, certain birth defects are more common in areas heavily impacted by drug use. Third, some areas serve as “magnets” for parents of children with specific disabilities, either because their school districts are known to have high-quality special education programs or because other community organizations (for example, hospitals) provide high-quality services to such children.

SPECIAL EDUCATION SERVICES

School Districts Offer Students With Disabilities Specialized Instruction and Services.

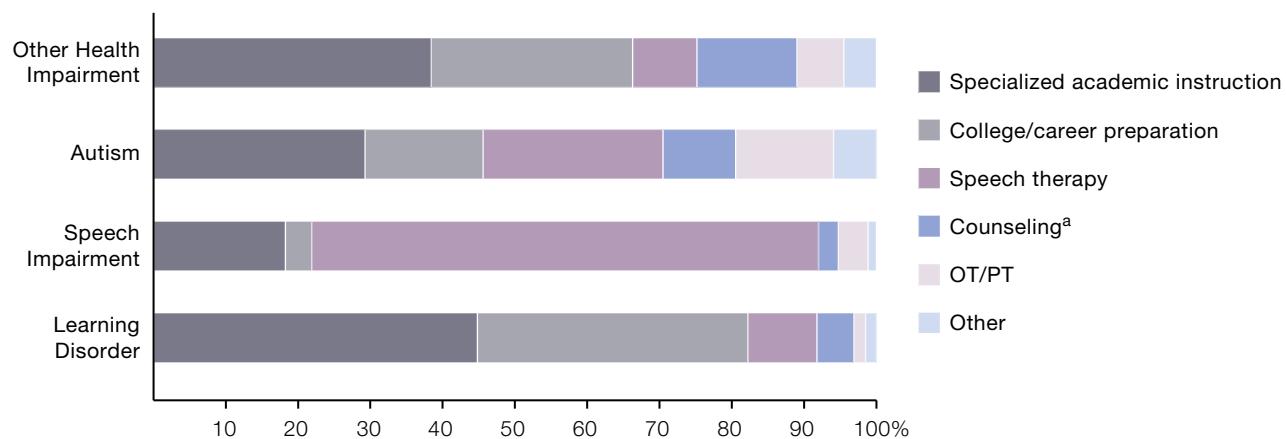
Specialized academic instruction is the most common special education service school districts provide. Specialized instruction could be familiarizing a student’s general education teacher with certain instructional techniques designed to help that student or serving a student in a special

day class with a teacher specifically trained to educate such children. In addition to specialized instruction, many students with disabilities receive support services such as speech therapy, physical therapy, counseling, or behavioral intervention services. **Figure 8** shows the most common special education services for students with specific disabilities.

Figure 8

Most Common Services Differ Depending on Disability

Share of Services Provided by Disability, 2017-18



^a Includes psychological services and behavioral intervention services.

OT/PT = occupational therapy/physical therapy (includes adapted physical education).

Majority of Students With Disabilities Are Served in Mainstream Classrooms.

Figure 9 shows the settings in which students with disabilities are taught. The majority of students with disabilities are taught alongside students without disabilities in mainstream classrooms. These students may receive special education services within these mainstream classrooms (for example, having an aide or interpreter work with them one on one) or in separate pull-out sessions. Students with speech impairments or learning disorders are especially likely to be served in mainstream classrooms.

Some Students With Disabilities Are Served in Special Day Classes. About

20 percent of all students with disabilities are taught primarily in special day classrooms alongside other students with disabilities. Typically, special day classes serve students with relatively severe disabilities. Some special day classes provide instruction to the entire class using specialized techniques, for example sign language. Other special day classes are organized around individual instructional modules at which students complete activities with intensive one-on-one attention.

Some Students Split Their Time Between Settings. Another 20 percent of students with disabilities split their time between mainstream and special day classrooms. For example, a student may spend their mornings in a special day class and afternoons in a mainstream class, or may attend a special day class for some subjects (such as reading) but a mainstream class for others (such as math).

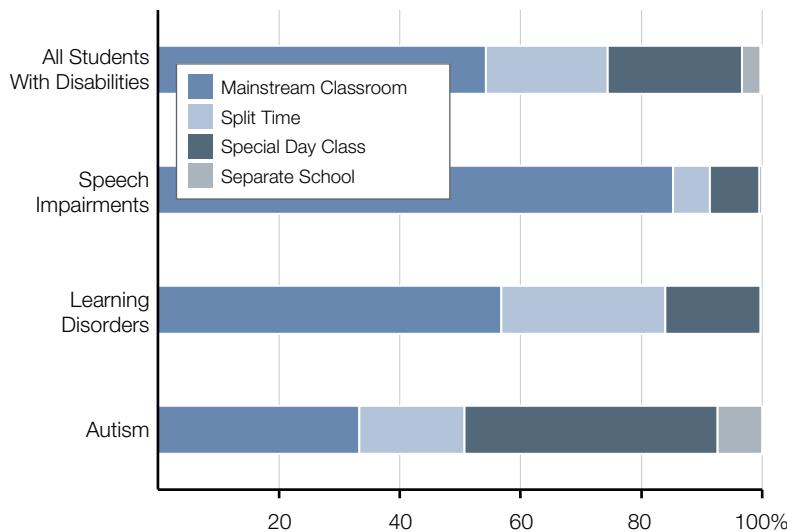
Relatively Few Students With Disabilities Are Served in Separate Schools.

Whereas special day classrooms are typically located on the same campus as mainstream classrooms, about 3 percent of students with disabilities are

Figure 9

Majority of Students With Disabilities Are Educated in Mainstream Classrooms

Share of Students in Each Setting by Disability, 2016-17



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educated in separate schools exclusively serving students with disabilities. Typically, these students attend nonpublic schools or state special schools. A variety of agencies operate about 300 nonpublic schools, which provide services to students with disabilities under contract with school districts. Almost three-fourths of the students served by these schools have been diagnosed with either autism or emotional disturbance (the remainder having various other health impairments or intellectual disabilities). In addition to nonpublic schools, the state directly operates two residential schools for students who are deaf and one residential school for students who are blind. The state also funds three diagnostic centers (one each in Northern, Central, and Southern California) that evaluate students with particularly challenging disabilities and assist with the development of IEPs. (For more information on the California Schools for the Deaf, see our report *Improving Education for Deaf and Hard of Hearing Students in California*.)

Older Students With Disabilities Receive Transition Plan.

When students with disabilities reach 16 years old, IDEA requires their IEP teams

to develop a transition plan to help prepare them for life after high school. These plans may focus on transitioning to postsecondary education or developing specific employment skills, like operating a cash register or performing automotive maintenance. In some cases, schools work

with local employers to provide part-time work opportunities for students with disabilities prior to graduation. Transition plans also can focus on improving life skills, such as managing money or using public transportation.

OUTCOMES FOR STUDENTS WITH DISABILITIES

Students With Disabilities Score Lower on Reading and Math Tests Than Other Students.

As **Figure 10** shows, students with disabilities' average test score on state reading and math assessments was at the 18th percentile of all test takers in 2017-18. This percentile ranking is notably below that of other student groups, including low-income students (who score at the 35th percentile) and English learners (who score at the 23rd percentile).

Students With Disabilities Have Worse Discipline and Attendance Outcomes. As **Figure 11** shows, students with disabilities' suspension rate is almost double the statewide average. Students with disabilities also have relatively high rates of chronic absenteeism, with almost one in five students with disabilities missing 10 percent or more of the school year.

Students With Disabilities Have Relatively Low Graduation Rates but Most Still Receive a High School Diploma. As **Figure 12** shows,

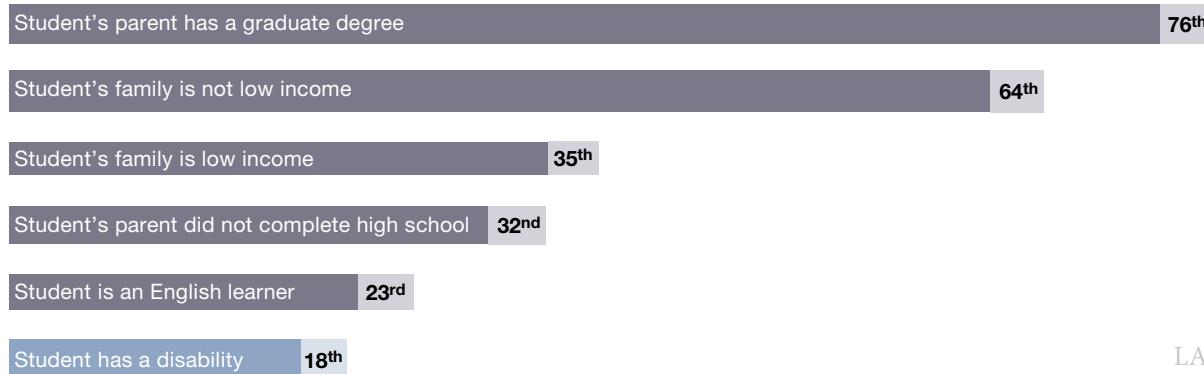
students with disabilities have a notably lower four-year graduation rate than other student groups. Some students with disabilities, however, just take longer to graduate. Of the students with disabilities exiting high school in 2017-18, 76 percent left with a high school diploma. Of the remaining students, 13.6 percent dropped out, 3.4 percent aged out (reaching age 22), and 7 percent received a certificate of completion (discussed below).

Some Students With Disabilities Receive Certificates of Completion in Lieu of High School Diplomas. When an IEP team determines that a student is unlikely to meet all requirements for high school graduation, the team may elect to have the student seek a certificate of completion instead of a high school diploma. Each IEP team is responsible for setting individual standards for awarding a certificate of completion. Such certificates are sometimes accepted as the equivalent of a high school diploma. For instance,

Figure 10

Students With Disabilities Have Low Standardized Test Results

Average Percentile Ranking on State Tests, 2017

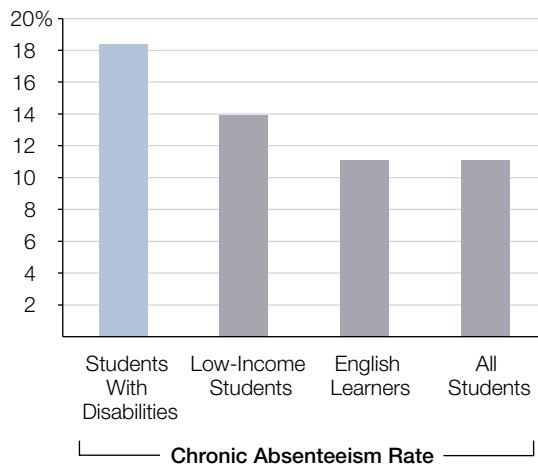
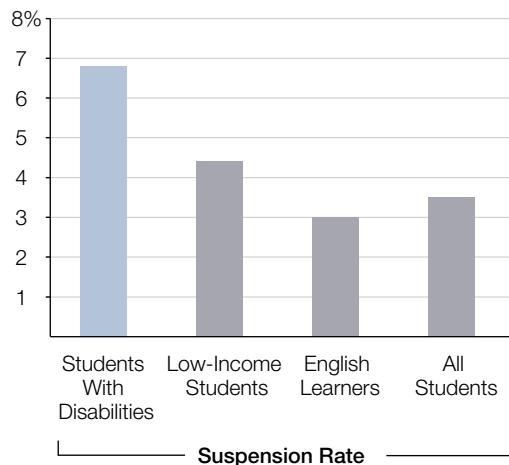


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Figure 11

Students With Disabilities Have Relatively High Suspension and Chronic Absenteeism Rates

2017-18



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some (typically private) colleges and some employers accept them, but they are not accepted by the military or for federal student aid. Most students receiving certificates of completion have relatively severe cognitive disabilities.

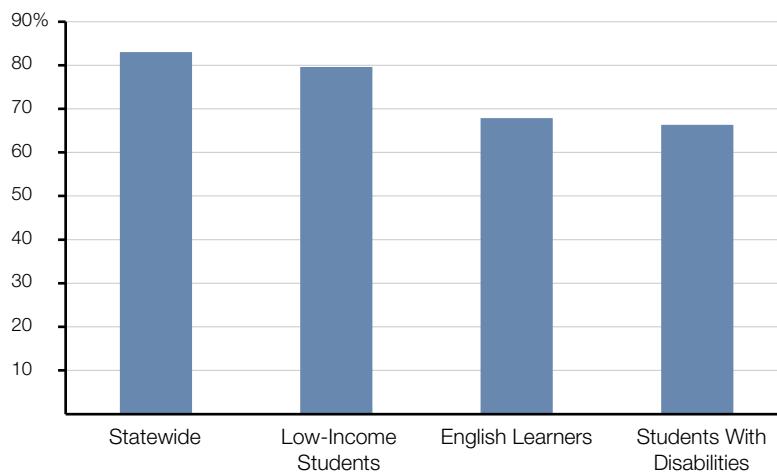
About One in Five Districts Have Especially Poor Outcomes for Their Students With Disabilities. California recently began implementing a new school district accountability system. As with previous accountability systems, district performance is measured overall as well as for specific student groups. In fall 2018, 343 districts (out of approximately 1,000) were identified as having poor performance with one or more of their student subgroups. Of these districts, 219 were identified because of poor outcomes for their students with disabilities.

State Created New System of Support for Districts With Poor Special Education Outcomes. Starting in 2018-19, California is providing \$10 million annually for seven SELPAs to provide statewide assistance as well as targeted

Figure 12

About Two-Thirds of Students With Disabilities Graduate in Four Years

Four-Year Cohort Graduation Rate, Class of 2017



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assistance to districts identified as having poor outcomes for their students with disabilities. The SELPAs were selected through a competitive grant process. Three of the selected SELPAs are tasked with providing assistance in the core areas of (1) ensuring data integrity and conducting data analysis, (2) implementing effective special education practices, and (3) instituting schoolwide processes to support continuous improvement. The remaining four SELPAs are tasked with being statewide hubs of expertise in particular special education areas (including autism and special education for English learners).

Limited Data on Long-Term Outcomes for Students With Disabilities. The federal

government requires all states to annually survey students with disabilities who exited high school the previous year. The most recently available survey results for California students indicate that about half of all students with disabilities are enrolled in higher education one year after high school. By comparison, we estimate about 60 percent of all California students are enrolled in higher education one year after graduation. About a quarter of students with disabilities are competitively employed, and slightly less than 10 percent are in other types of employment or training programs (typically subsidized). We do not have good data on student outcomes beyond the first year out of high school.

SPECIAL EDUCATION FINANCE

In this section, we focus first on the fund sources and programs that support special education, then turn to special education costs and recent cost trends.

Funding

Most State Funding Allocated Based on Overall Student Attendance. Special education is supported by state categorical funding, federal categorical funding, and local unrestricted funding. As [Figure 13](#) shows, California has 11 special education categorical programs, with a total of almost \$4 billion in associated state funding. The largest of these state special education programs is known as AB 602 after its authorizing legislation. AB 602 provides SELPAs funding based on their overall student attendance, regardless of how many students receive special education or what kinds of services those students receive. The state shifted most special education funding into AB 602 when the program was enacted in 1997—following concerns that the state’s previous special education funding formula (which provided SELPAs differentiated rates based on the types of special education services they provided) had become too complicated and incentivized SELPAs to inappropriately identify and serve some students. Other special education programs provide funding based on alternative formulas and/or for specific

types of special education services. (For more information on state funding for special education, see our post *History of Special Education Funding in California*.)

Federal Special Education Funding Follows Three-Part Formula.

As [Figure 14](#) shows, most federal special education funding (about 60 percent), like most state funding, is allocated based on overall student attendance, regardless of how many students receive special education or what kinds of services those students receive. Of the remaining federal special education funding, most is allocated on a hold harmless basis according to the amount provided to California in 1998–99 (the last year before the federal government revised its funding formula). The rest is allocated based on census counts of children living below poverty. As explained in the box on page 17, California allocates the majority of federal special education to SELPAs, while reserving some funding for state-identified priorities.

Federal Funding Falls Short of Aspirational Target.

Starting in 1977, federal law established a maximum grant amount for each state equal to 40 percent of the national average per-student educational spending amount (including special education expenditures) times the state’s population of students with disabilities. This

Figure 13**California Funds Many Special Education Programs**

2018-19 (In Millions)

Program	Distribution Method	Spending Restrictions	Funding
AB 602^a	Overall student attendance	Any special education expense	\$3,163
Mental Health Services	Overall student attendance	Mental health services for students with disabilities	374
Out-of-Home Care	Location and capacity of Licensed Children's Institutions	Any special education expense	140
SELPA Administration	Overall student attendance	SELPA-level services ^b	97
Infant/Toddler Services	Number of infants and toddlers with special needs served	Early intervention services for infants and toddlers with special needs	80
Workability	Number of students enrolled in employment training programs	Job placement and training for students with disabilities	40
Low-Incidence Disabilities	Number of students who are deaf, hard of hearing, visually impaired, or orthopedically impaired	Services and materials for students with qualifying conditions	18
SELPA Leads	Competitive	Support services	10
Extraordinary Cost Pools	Individual student placements	Expenses associated with very high-cost residential or nonpublic school placements	6
Necessary Small SELPAs	Attendance in SELPAs serving fewer than 15,000 students	SELPA-level services ^b	3
Professional Development	Overall student attendance	Staff development	1
Total			\$3,932

^a Special education program named after authorizing legislation—Chapter 854 of 1997 (AB 602, Davis).

^b Includes coordination, data management, required reporting, and fiscal administration.

SELPAs = Special Education Local Plan Area.

aspirational funding level is commonly referred to as “full funding” for IDEA. As **Figure 15** shows (see next page), actual federal funding to California schools has long fallen short of this target. It was \$3.2 billion below the target in 2018-19.

Most Categorical Funding Is Provided to SELPAs. With the exception of a few small categorical programs (such as funding for infant/toddler services and job placement and training for older students), most state and federal special education funding is provided to SELPAs rather than directly to school districts and charter schools. Typically, SELPAs reserve some funding for regionalized services and distribute the rest to member districts. School districts use local unrestricted funding (primarily from the Local Control Funding Formula) to support any costs not covered by state and federal categorical funding.

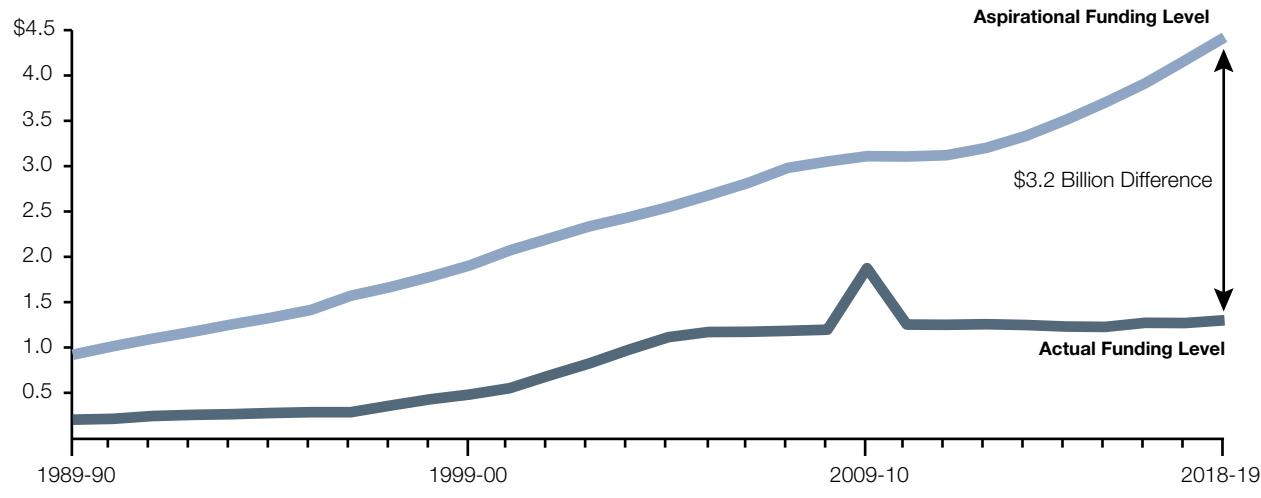
This “local share” is intended to encourage schools to contain special education costs even while ensuring adequate services.

Federal Law Requires “Maintenance of Effort” (MOE) on State and Local Spending. In order to receive federal special education funding, both

Figure 14**Federal Special Education Funding Allocated Based on Three Factors**

2018-19 (In Millions)

Distribution Method	Amount
Overall student attendance	\$707
Amount received in 1998-99	323
Number of children below poverty line	125
Total	\$1,155

Figure 15**Federal Special Education Funding Falls Short of Aspirational Target***Federal Special Education Funding for California (In Billions)*

LAO

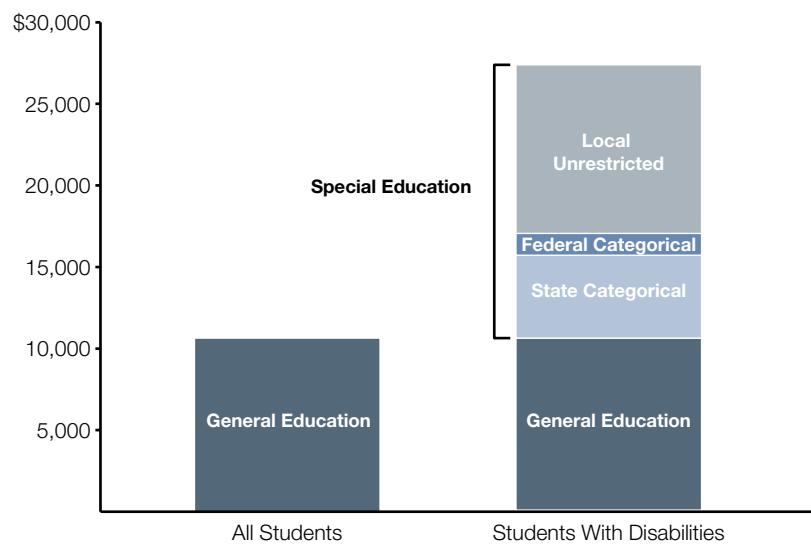
states and school districts must spend at least as much on special education each year as they did the preceding year. States and districts may choose whether their MOE is calculated on the basis of total special education spending or per-student spending. By “locking in” increased expenditures, this requirement offers an additional incentive for the state and districts to contain special education costs.

Expenditures

Special Education Imposes Additional Costs Above and Beyond General Education.

Figure 16 illustrates the average cost of educating students with and without disabilities by funding source. Students with disabilities receive some general education resources provided to all students, such as teachers, textbooks, and administrative support. In addition, each IEP

imposes specific special education costs, such as the cost for smaller classes, additional teacher support, speech pathologists, audiologists,

Figure 16**Special Education Is Relatively Costly***Average Expenditures Per Student, 2017-18*

LAO

therapists, and tailored instructional equipment. In 2017-18, special education costs averaged about \$17,000 per student with disabilities, as compared to general education costs, which averaged about \$10,000 per student. Accounting for both general and special education costs, students with disabilities cost on average more than two times as much to educate (\$27,000) as students without disabilities (\$10,000).

Special Education Costs Vary by Student.

Special education is highly individualized, with some students requiring notably more intensive support and thus being more costly to serve than

other students. Whereas a school district might spend \$1,000 annually to provide periodic speech therapy sessions to a student with a speech impairment, it might spend more than \$100,000 annually to house a student with severe emotional disturbance in an out-of-state nonpublic school. Service costs can vary notably even for students with the same type of disability. For example, we estimate schools annually spend between \$15,000 and \$100,000 per student who is deaf or hard of hearing, with costs varying based on what particular services each student is provided and in what educational setting.

Federal Funding for State-Identified Priorities

Some Federal Funding Used for State-Identified Priorities and Administrative Activities.

States may reserve a certain share of their federal special education funding for two types of activities. First, states may allocate some federal funding for state-identified priorities. As the figure shows, California currently reserves

\$104 million of its federal funding for these priorities, which include supporting mental health services and dispute resolution. California's allotment for these types of activities is \$25 million less than the maximum amount allowed for such uses under federal law. The state currently allocates this \$25 million directly to Special Education Local Plan Areas for their services. Second, states may reserve some funding for administrative activities, such as collecting and reporting data on district compliance with federal law. California currently spends the maximum amount allowed on these administrative activities (\$25 million).

California Uses Some Federal Special Education Funding for Select Priorities

2018-19 (In Millions)

Use	Description	Amount
Mental Health Services	Fund SELPAs to provide mental health services to students with disabilities.	\$69
State-Level Services	Support CDE and OAH in their special education-related activities, including monitoring and litigation.	20
State Special Schools Transportation	Partially pay for transporting students between home and state-run residential schools for students who are blind or deaf.	4
Specialized Instructional Materials	Produce and disseminate instructional materials in braille, large print, audio book, or American Sign Language video book formats.	4
Family Empowerment Centers	Support 14 nonprofit agencies to help educate parents about special education law and services.	3
Alternative Dispute Resolution	Help resolve disputes between parents and administrators without proceeding to a formal hearing.	2
Focused Monitoring and Support	Fund 11 consultants responsible for coordinating state efforts to monitor district compliance with federal education law and assist those failing to comply.	1
State Systematic Improvement Plan	Develop resources for implementing the state's plan to improve compliance with federal law.	1
Total		\$104

SELPAs = Special Education Local Plan Area; CDE = California Department of Education; and OAH = Office of Administrative Hearings.

Special Education Expenditures Vary by Region.

In per-student terms, special education expenditures vary notably among SELPAs. In 2017-18, we estimate SELPAs spent an average of about \$2,000 per student (spreading costs across all students in the region). Per-student spending among SELPAs ranged from about \$600 to more than \$4,000. Special education expenditures vary by region for at least three reasons. First, the overall incidence of students with disabilities varies across the state. Second, even SELPAs serving similar proportions of students with disabilities may differ in the intensity of their services. Third, the cost of providing specific special education services varies by region, largely because of differences in the compensation packages that districts provide teachers and specialists.

Recent Cost Trends

Special Education Expenditures Have Increased Notably in Recent Years. **Figure 17** shows inflation-adjusted special education expenditures by fund source between 2007-08 and 2017-18. During this ten-year period,

inflation-adjusted special education expenditures increased 20 percent, from \$10.8 billion to \$13 billion. With the exception of an increase to federal funding as a result of stimulus legislation in 2009-10, both state and federal funding has decreased in inflation-adjusted terms over this period largely as a result of declining overall student attendance. Consequently, local unrestricted funding has been covering an increasing share of special education expenditures (49 percent in 2007-08 compared to 61 percent in 2017-18).

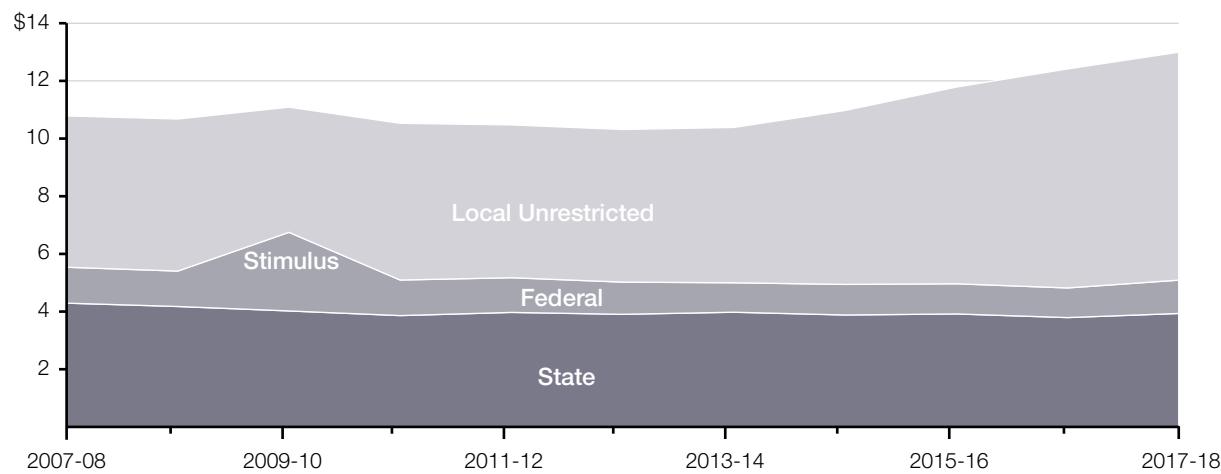
Expenditures Have Increased in Part Due to Spillover Effects From General Education . . .

Some of the factors increasing special education expenditures are not unique to special education. In particular, since 2013-14, increases in state K-12 funding have resulted in school districts increasing staff salaries. Over this period, schools also have been required to make larger pension contributions on behalf of their employees. We estimate these higher compensation costs account for about one-third of recent increases in special education expenditures.

Figure 17

Unrestricted Funds Covering Growing Share of Special Education Costs

Special Education Spending by Fund Source, 2017-18 Dollars (In Billions)



. . . And in Part Due to an Increase in Students With Relatively Severe Disabilities.

We estimate about two-thirds of recent increases in special education expenditures are due to an increase in the incidence of students with relatively severe disabilities, particularly autism. Students with autism typically require intensive support

from paraprofessionals, speech pathologists, occupational therapists, and adaptive physical education specialists, among other specialists. California schools have increased their employment of such professionals by about 20 percent since 2006-07.

OVERSIGHT

California Department of Education (CDE) Oversees Local Compliance With Special Education Law.

School districts annually submit data on certain special education indicators to CDE. For each district, the indicators track the number of students receiving special education services, the types of disabilities that students have, the district's adherence to procedural requirements (for example, whether IEPs are held in a timely manner and include all required parties), and student outcomes. Districts may be flagged for further review or technical assistance if these indicators show noncompliance with procedural requirements, poor student outcomes, and/or significant disproportionality in the rates of identification for special education among student groups.

Federal Government Oversees State Compliance With Special Education Law.

Each year, CDE compiles the data it receives from school districts into a statewide report and submits the report to the federal government. The federal Office of Special Education Programs (OSEP) reviews the report along with CDE's description of its process for identifying and assisting districts with poor indicators. Based on this review, OSEP gives California (and all other states) a grade ranging from "meets requirements" to "needs substantial intervention." In July 2019, OSEP designated California, along with 22 other states, as "needs assistance" (for two or more consecutive years). States awarded any designation besides meets requirements may receive additional oversight or technical assistance from the federal government.

DISPUTE RESOLUTION

Federal Law Allows Parents to Challenge Proposed Special Education Services. Under IDEA, states must establish a formal process for resolving disputes regarding IEP services. For example, parents who believe their child requires placement in a nonpublic school rather than their district's own special day class must be permitted to argue their case before an administrative law judge focused on special education. In California, these disputes are resolved through the Office of Administrative Hearings (OAH) under a contract with CDE. Both parents and school districts may request hearings with OAH. Following a formal hearing process (which typically lasts several days),

an OAH judge submits a legally binding ruling resolving each dispute.

Federal and State Law Establish Mediation Process.

Because formal hearings can be costly and divisive, federal and state policies typically encourage alternative methods of dispute resolution. The most prominent alternative is mediation. During mediation, OAH assigns a trained special education mediator to work with all parties in collaboratively resolving each dispute. Typically, disputes that are not resolved during mediation proceed to a formal hearing.

Number of Disputes Has Increased. Between 2006-07 and 2016-17, the number of cases filed

with OAH (including both hearings and mediations) increased 84 percent—growing from 2,188 cases to 4,032 cases. Some stakeholders we interviewed attribute this growth to the increase in students

with relatively severe disabilities, as IEPs that involve more intensive services are more likely to generate disputes. More disputes increase districts' administrative and legal costs.

CONCLUSION

Understanding how California's students with disabilities are served is an essential step towards improving their educational outcomes and experiences. In this report, we provide a high-level review of special education laws, services, outcomes, funding, and costs. As evident from the review, special education is characterized by a complex interplay of policies and practices at the federal, state, and local levels. Given this complexity, determining the roots of

special education shortcomings, crafting potential policy responses, and identifying all the possible repercussions of proposed policy changes requires especially careful thinking and deliberation. Our intent throughout this report has been to help the Legislature understand this complexity, with the ultimate goal of better positioning the Legislature to engage with the administration in developing cost-effective policy responses for improving special education in California.



In Partnership With



A photograph of a modern charter school building with a light-colored, angular facade and large glass windows. A flagpole stands in front of the building under a blue sky with scattered clouds. A dark blue rectangular overlay covers the lower half of the image, containing the title text.

CHARTER SCHOOLS TOOLKIT

Focused on AB 1505 and AB 1507

PREPARED BY

Lozano Smith's Charter School Practice Group

October 2019

GOVERNOR NEWSOM SIGNS COMPREHENSIVE REFORMS FOR CHARTER SCHOOLS



FIRM OVERVIEW

Practice Areas

Administrative Hearings
Charter School
Community College
Facilities & Business
Governance
Investigations
Labor & Employment
Litigation
Municipal
Public Finance
Public Safety
Special Education
Student
Technology & Innovation
Title IX

Statewide

Sacramento
Walnut Creek
Fresno
Monterey
Bakersfield
Los Angeles
Mission Viejo
San Diego

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In the largest overhaul of California's Charter Schools Act ("Act") since it was enacted in 1992, Governor Gavin Newsom signed AB 1505 and AB 1507 on October 3, 2019. The Act authorizes the establishment and operation of charter schools in California. The closely watched and hotly debated reforms impact most aspects of charter school authorization, including oversight, appeals, and renewals. Enactment of AB 1505 and AB 1507 follows months of negotiations and compromises from both sides in the ongoing charter school debate.

BACKGROUND

Charter schools operate independently from school districts, but they require oversight from the school district or county board that authorizes them. In the last decade, California has seen unprecedented growth in the number of charter schools. According to the California Department of Education ("CDE"), there were approximately 1,306 charter schools and seven all-charter districts in California at the beginning of the 2018-19 academic year. With this growth has come criticism that the law was not keeping pace with necessary checks and balances on charter school operation and the impacts charter schools have on public school districts. These bills were introduced to correct deficiencies and close loopholes brought to light by litigation, including *Anderson Union High School District v. Shasta Secondary Home School* (2016) 4 Cal.App.5th 262 handled by Lozano Smith (see Client News Brief Number 5, January 2017), as well as a subsequent Legislative Audit examining charter school operation and oversight, and the work of the Governor's California Charter School Policy Task Force.

AB 1505

Most provisions of AB 1505 are set to go into effect on July 1, 2020. Major highlights of AB 1505 include the following changes:

- > **Petition Approval Criteria.** When considering whether or not to grant or deny a petition for a new charter school, a district may consider whether the charter school will serve the interests of the entire community in which the charter school is proposing to locate. Further, if a district meets certain criteria, the district may also consider whether or not it is positioned to absorb the fiscal impact of the proposed charter school.
- > **Petition Review Timelines.** The timeline for a school district to review an initial charter petition and a renewal petition has been extended. The district must hold a public hearing to consider the level of support for the petition 60 days after the petition is submitted, and the district must now hold a second public hearing to take action on a petition 90 days after the petition is submitted. Additionally, the governing board of a school district or county board of education is now required to publish all staff recommendations and findings regarding a charter petition at least 15 days before the public hearing at which the board will either approve or deny the initial or renewal petition. Petitioners must also be afforded equivalent time to present evidence and testimony to the governing board at the public hearing in which the petition will be approved or denied.



- › **Petition Renewal Criteria.** Charter petition renewals will be considered under a 3-tiered system whereby authorizers must consider the academic performance of the charter school on the state indicators included in the evaluation rubrics (the “Dashboard”) adopted by the State Board of Education (“SBE”). Under the tiered system, a “high performing” charter school may be renewed for five to seven years, an “middle performing” charter school may be renewed for five years, and a “low performing” charter school, generally, may not be renewed. However, under certain conditions, a “low performing” charter school may be renewed for a two year period. Additionally, the requirement to consider increases in pupil academic achievement as the most important factor in determining whether to grant or deny a renewal has been eliminated.
- › **Appeal Process.** The new law modifies the appeal process for denials of a new charter school petition or renewal of an existing charter at both the county and state level in a variety of ways. For example, a petition submitted on appeal to a county board of education or the SBE containing “new or different material terms” will be immediately remanded back to be reconsidered by the district within 30 days of remand. Additionally, districts and county boards of education are required to prepare and submit an administrative record to the SBE upon request of the petitioners. The SBE may only reverse the denial of a petition or renewal if it finds there was an “abuse of discretion” by the county or district, or both. If a petition is approved on appeal to the SBE, either the district or county office of education will be designated as the authorizing authority, effectively eliminating the SBE as a charter school authorizer.
- › **Nonclassroom-Based Charter Schools.** The new law creates a 2-year moratorium on the approval of a petition for the establishment of a new charter school offering nonclassroom-based instruction, effective January 1, 2020 to January 1, 2022. According to the California Charter School Policy Task Force Report, the two year freeze on nonclassroom-based charter school will allow advocates to spend the time studying issues related to the establishment of nonclassroom-based charter schools, such as their operational practices and performance, and to make further recommendations to ensure students are receiving appropriate instruction.

- › **Teacher Credentialing.** Under prior law, charter school teachers were only required to hold a state-approved credential if teaching a Core course. Under the new law, all teachers hired after July 1, 2020 must have the appropriate credential for their certificated assignment regardless of whether they teach a core subject. All teachers employed at a charter school during the 2019-2020 school year without a credential will have until July 1, 2025 to obtain the appropriate credential for their certificated assignment. By July 1, 2020, all charter school teachers must also obtain a certificate of clearance and satisfy the requirements for professional fitness under the Education Code.

AB 1507

AB 1507 makes two major changes to the location requirements for charters schools, effective January 1, 2020.

- › **Charter School Location.** Under prior law, a charter school that was unable to locate within the geographic boundaries of its authorizing district was permitted to establish one site outside the boundaries of the school district, but within the county in which that school district is located, if specific requirements were satisfied. AB 1507 eliminates this loophole and requires all charter schools to locate within the geographic boundaries of the authorizing district. A charter school lawfully established outside the boundaries of the authorizing district, but within the county, before January 1, 2020, may continue to operate at the site until the charter school submits a renewal petition. At that time, to continue operating at the same location, the charter school must either obtain written approval from the district where the charter school is operating, or submit a renewal petition to the district in which the charter school is located.
- › **Resource Centers.** Under prior law, a nonclassroom-based charter school was able to establish a resource center in a county adjacent to the county in which the charter school was authorized, if certain conditions were met. The new law eliminates the ability of a nonclassroom-based charter school to establish a resource center in an adjacent county. A charter school that was lawfully operating a resource center outside the geographic boundaries of the authorizing district before January 1, 2020, may continue to operate at the site until the charter school submits a renewal petition—at which time the charter school must obtain written approval from the district where the resource center is located to continue operations at the same site.



TAKEAWAYS

The current legislation reflects a shift in the charter school debate in this state. Rather than an emphasis on the performance of charter schools compared to district operated schools, the changes in the Act reflect a focus on the fiscal and operational impacts that new and existing charter schools have on public school districts. The enactment of AB 1505 and AB 1507 signals a policy shift in California and marks a victory for school districts that have been advocating for more local control of the approval, renewal, and oversight process. However, as part of the legislative compromise process, some significant new obligations have been placed on districts and will likely have long term impacts on the charter school landscape in California. In the short term, school districts should expect an influx of charter petition submissions in the coming months in anticipation of the comprehensive reforms going into effect on January 1, 2020 and July 1, 2020.

If you would like more information regarding AB 1505 and AB 1507, or if you have any questions regarding charter school authorization and oversight generally, please contact the authors of this Client News Brief or an attorney at one of our eight offices located statewide. You can also subscribe to our podcast, follow us on Facebook, Twitter, and LinkedIn or download our mobile app.

NEW CHARTER LEGISLATION TOOLKIT

FREQUENTLY ASKED QUESTIONS



Petitioning

Q. WHAT IS THE NEW CHARTER PETITION REVIEW TIMELINE?

- A. Effective July 1, 2020, a public hearing must be held within **60 days** after a school district or county office receives a charter petition to consider the level of support for the charter. The decision to grant or deny the petition must be made at a public hearing, within **90 days** of its receipt. The timeline to take action on a petition may be extended up to **30 days** through the mutual agreement of the parties.

Q. ARE TWO PUBLIC HEARINGS NOW REQUIRED WHEN CONSIDERING A CHARTER PETITION?

- A. Yes, unless the decision to grant or deny the charter petition is made at the same time as the first public hearing.

Q. WHEN IS A CHARTER PETITION CONSIDERED “RECEIVED” BY A SCHOOL DISTRICT, TRIGGERING THE 60/90 DAY TIMELINE?

- A. The law now specifies that a petition is considered “received,” triggering petition review timelines, on the day a petition is submitted to the district office along with a signed certification stating the petitioner deems the petition to be complete.

Q. WHAT IS THE NEW REQUIREMENT TO PUBLISH STAFF RECOMMENDATIONS REGARDING A CHARTER PETITION?

All staff recommendations, including the recommended findings regarding a petition, must be published at least **15 days** before the public hearing at which a school district or county board will either grant or deny the charter.

Q. WHAT DOES IT MEAN TO “PUBLISH” STAFF RECOMMENDATIONS AND FINDINGS?

- A. AB 1505 appears to leave the method of publication up to the school district or county board. Potential methods of publication could include posting on a website, making copies available at the administrative office, posting the recommendations and findings in a publicly accessible place, or similar. Any method of posting should be Brown Act compliant.

Q. ARE THERE RULES GOVERNING HOW PETITIONERS MUST BE PERMITTED TO RESPOND TO STAFF RECOMMENDATIONS AND FINDINGS REGARDING A CHARTER PETITION?

- A. Yes. During the public hearing to grant or deny a petition, petitioners must be given equivalent time and procedures as was given to staff to present evidence and testimony in response to the staff recommendations and findings.

Q. ARE THERE ANY NEW REQUIREMENTS RELATED TO MATERIAL REVISIONS TO A CHARTER PETITION?

- A. Yes. At any point in time that a charter school proposes to expand operations to one or more additional sites, or grade levels, including if the proposal is made concurrent with a renewal, a material revision to the charter must be requested. This means charter schools submitting renewal requests seeking to expand operations to additional sites or grades must submit both a renewal petition and a request for a material revision.

Criteria for Granting or Denying Charter Petitions

Q. ARE THERE NEW CRITERIA UPON WHICH A CHARTER PETITION SUBMITTED TO A SCHOOL DISTRICT MAY BE DENIED?

- A. Yes, there are two. A petition may now be denied where written findings are made indicating the charter school is demonstrably unlikely to serve the interests of the entire community in which the school is proposing to locate. Separately, a petition may also be denied if an authorizing school district is not positioned to absorb the fiscal impact of the proposed charter school.

Q. WHAT DOES IT MEAN FOR A CHARTER SCHOOL TO BE DEMONSTRABLY UNLIKELY TO SERVE THE INTERESTS OF THE ENTIRE COMMUNITY IN WHICH IT PROPOSES TO LOCATE?

- A. Written findings must consider: (1) the extent to which the proposed charter school would substantially undermine existing services, academic offerings, or programmatic offerings; and (2) whether the proposed charter school would duplicate a program currently offered within the school district, if the existing program has sufficient capacity for the students proposed to be served in proximity to where the charter school intends to locate.

Q. HOW CAN A SCHOOL DISTRICT DEMONSTRATE IT IS NOT POSITIONED TO ABSORB THE FISCAL IMPACT OF A PROPOSED CHARTER SCHOOL?

- A. A school district qualifies to assert this as a basis for denial if it has: (1) a negative interim certification, **or** (2) is under state receivership, **or** (3) has a qualified interim certification and the county superintendent of schools, in consultation with FCMAT, certifies that approving the charter school would result in the school district having a negative interim certification.

Petition Appeals

Q. MAY A PETITIONER STILL APPEAL A PETITION DENIAL TO THE COUNTY BOARD OF EDUCATION?

- A. Yes. A petition may be submitted on appeal to the county board within **30 days** of its denial by a school district. If the petition contains new or different material terms, the county board must immediately remand the petition to the school district board for reconsideration, which shall grant or deny the petition within **30 days**.

Q. WHAT DOES IT MEAN FOR A PETITION TO CONTAIN NEW OR DIFFERENT “MATERIAL TERMS”?

“Material terms” means the signatures, affirmations, disclosures, documents, and required element descriptions, but does not include minor administrative updates to the petition or related documents due to changes in circumstances based on the passage of time related to fiscal affairs, facilities arrangements, or state law, or to reflect the county as the chartering authority.

Q. IF A COUNTY BOARD DENIES A PETITION ON APPEAL, MAY IT BE SUBMITTED ON APPEAL TO THE STATE BOARD OF EDUCATION (SBE)?

- A. Yes. A petition may be appealed to the SBE within **30 days** of denial at the county level. A petitioner must include the findings and documentary record from consideration of the petition at the district and county levels, along with a written submission, with specific citations to the documentary record, detailing how petitioner alleges the school district or the county board, or both, abused their discretion. If a petition contains new or different material terms, the SBE must immediately remand the petition to the school district board for reconsideration, which shall grant or deny the petition within **30 days**.

Q. WHO IS RESPONSIBLE FOR PREPARING THE DOCUMENTARY RECORD OF THE SCHOOL DISTRICT AND/OR COUNTY BOARD’S CONSIDERATION OF THE PETITION?

- A. Each school district and county board is responsible for preparing the documentary record of its own proceedings, at a petitioner’s request, including transcripts of the public hearing(s), if any, where the petition was denied. The record must be provided to a petitioner within **10 days** of such request.

Q. DOES THIS MEAN A SCHOOL DISTRICT OR COUNTY OFFICE IS REQUIRED TO RECORD AND TRANSCRIBE ITS PUBLIC HEARINGS TO CONSIDER CHARTER PETITIONS?

- A. This is an area of the new law that is open to interpretation. Discuss with legal counsel whether your school district or county office is now required to record and/or transcribe its meetings.

Q. IS A SCHOOL DISTRICT OR COUNTY BOARD PERMITTED TO RESPOND TO A PETITIONER’S ALLEGATIONS REGARDING ABUSE OF DISCRETION IN THE CHARTER PETITION APPROVAL PROCESS?

- A. Yes. Within **30 days** of receipt of an appeal submitted to the SBE, a school district or county board may submit a written opposition to the SBE detailing, with specific citations to the documentary record, opposing the appeal.

Q. UNDER WHAT CIRCUMSTANCES MAY THE SBE APPROVE A PETITION ON APPEAL?

- A. The SBE may reverse a petition denial only upon its determination that there was an abuse of discretion at the school district and/or county level.

Q. IF A CHARTER PETITION IS APPROVED ON APPEAL AT THE STATE BOARD LEVEL, WHO WILL BE THE CHARTERING AUTHORITY?

- A. The SBE is getting out of the charter authorizing business. If a petition denial is reversed by the SBE, either the school district or county board of education will be designated as chartering authority—a decision made by the SBE in consultation with petitioner.

Petition Renewals

Q. DOES AB 1505 PROVIDE NEW CRITERIA FOR CONSIDERING CHARTER PETITION RENEWALS?

- A. Yes. In effect, the new law establishes a three-tier system of charter renewal criteria based on a charter school's performance, depending on whether a charter school is generally low performing, middle, or high performing. Performance criteria are largely based on criteria from the State Dashboard.

Q. WHERE CAN I FIND A BREAKDOWN OF THE CRITERIA FOR THE NEW THREE-TIER RENEWAL SYSTEM?

- A. Lozano Smith has created a quick-reference chart explaining in detail the new criteria for considering charter renewal petitions. Please contact Client Services (clientservices@lozanosmith.com) to request a copy of the chart.

Q. WHAT CRITERIA ARE USED FOR CHARTER SCHOOLS NOT SCORED ON THE DASHBOARD?

- A. For charter schools eligible for alternate methods for calculating the state and local indicators, the chartering authority must consider the charter school's performance on alternative metrics applicable to the charter school based on the pupil population served.

Q. WHAT IF THE DASHBOARD INDICATORS ARE NOT AVAILABLE AT THE TIME OF RENEWAL?

- A. If the dashboard indicators are not yet available for the most recently completed academic year before renewal, the chartering authority shall consider verifiable data provided by the charter school related to the Dashboard indicators, such as data from the California Assessment of Student Performance and Progress (CASPP).

Credentialing and Fingerprint Clearance Requirements for Charter School Teachers

Q. IS IT TRUE THAT ALL CHARTER SCHOOL TEACHERS MUST NOW HOLD A TEACHING CREDENTIAL?

- A. Yes. Charter School teachers must hold the Commission on Teacher Credentialing (CTC) certificate, permit, or other document required for the teacher's certificated assignment. A charter school has authority to request an emergency permit or a waiver from the CTC, on a case-by-case basis, in the same manner as a school district.

Q. WILL CURRENT CHARTER SCHOOL TEACHERS WITHOUT CREDENTIALS BE GIVEN TIME TO COME INTO COMPLIANCE?

- A. Yes. Teachers employed by charter schools during the 2019–20 school year will have until July 1, 2025 to obtain the certificate required for the teacher's certificated assignment.

Q. WHAT IF A CHARTER SCHOOL TEACHER WORKED WITHOUT A CREDENTIAL IN PRIOR SCHOOL YEARS, BUT TOOK THE 2019-20 SCHOOL YEAR OFF?

- A. The new law provides an exception only for teachers working in the 2019-20 school year. Therefore, teachers who worked without a credential prior to this school year, and subsequently wish to work in the 2020-21 school year or thereafter, must comply with all new credentialing requirements.

Q. WHAT ARE THE NEW FINGERPRINT AND PROFESSIONAL CLEARANCE REQUIREMENTS FOR CHARTER SCHOOL TEACHERS?

- A. By July 1, 2020, all charter school teachers must obtain a certificate of clearance from the CTC and satisfy the CTC's professional fitness requirements. This means all charter school teachers will be required to submit their fingerprints and information regarding their background to the CTC, and obtain Department of Justice and Federal Bureau of Investigation clearances, through the CTC.

Q. OUR CHARTER SCHOOL TEACHERS ALREADY HAVE LIVESCAN FINGERPRINT CLEARANCES ON FILE WITH THE DISTRICT. MUST TEACHERS BE RE-FINGERPRINTED THROUGH THE CTC?

- A. Yes, if a teacher does not possess a current CTC certificate of clearance, the teacher will need to be re-fingerprinted in order to obtain one.

Charter School Location

Q. I UNDERSTAND NEW RESTRICTIONS HAVE BEEN PLACED ON WHERE A CHARTER SCHOOL MAY LOCATE. TRUE?

- A. Yes. With very few exceptions, all charter schools must now operate within the geographic boundaries of the authorizing school district.

Q. IS A NONCLASSROOM-BASED CHARTER SCHOOL STILL PERMITTED TO OPERATE A SATELLITE FACILITY IN A COUNTY ADJACENT TO THE ONE IT IS AUTHORIZED IN?

- A. No. Effective January 1, 2020, this exception, formerly located at Education Code section 47605.1(c), is eliminated.

Q. WHAT HAPPENS TO CHARTER SCHOOL FACILITIES LOCATED IN AN ADJACENT COUNTY AT THE TIME AB 1507 WAS ENACTED?

- A. Charter school facilities lawfully located in an adjacent county, pursuant to section 47605.1(c) prior to January 1, 2020, may operate in their present location until the charter petition comes up for renewal. At that time, before submitting a renewal petition to its authorizer, a charter school must first obtain written permission from the school district(s) in which its satellite facility is located, to continue operating at the adjacent county location.

Q. WHERE MAY A NONCLASSROOM-BASED CHARTER SCHOOL NOW LOCATE ITS SATELLITE FACILITIES?

- A. Going forward, a nonclassroom-based charter school may now operate a resource center, meeting space, or other satellite facility within the jurisdiction of the school district in which it is physically located, if: (1) the facility is used exclusively for the educational support of students enrolled in nonclassroom-based independent study of the charter school, and (2) the charter school provides its primary educational services in, and a majority of the pupils it serves are residents of, the county in which the charter school is authorized.

Q. DOES THE LAW PROVIDE FOR A CHARTER SCHOOL TO ESTABLISH ADDITIONAL FACILITIES WITHIN THE JURISDICTION OF THE CHARTERING AUTHORITY?

- A. Yes, either a seat-based or nonclassroom-based charter school may establish additional facilities within the jurisdiction of the charter school's chartering authority, only if: (1) the charter school is physically located within the boundaries of the charter school's chartering authority, and (2) the charter school obtains written approval from the chartering authority for each additional facility.

Q. MAY A CHARTER SCHOOL STILL LOCATE ONE SITE OUTSIDE THE BOUNDARIES OF ITS AUTHORIZER, BUT WITHIN THE SAME COUNTY, IF IT ATTEMPTED, BUT WAS UNABLE, TO LOCATE WITHIN THE GEOGRAPHIC BOUNDARIES OF ITS AUTHORIZING SCHOOL DISTRICT?

- A. No. Effective January 1, 2020, this exception, formerly located at Education Code sections 47605(a)(5) and 47605.1(d), was eliminated entirely.

Q. WHAT HAPPENS TO A CHARTER SCHOOL LOCATED AT A SITE OUTSIDE THE BOUNDARIES OF THE DISTRICT, BUT WITHIN THE SAME COUNTY, AT THE TIME AB 1507 WAS ENACTED?

- A. Charter schools lawfully located pursuant to sections 47605(a)(5) and/or 47605.1(d) prior to January 1, 2020 may operate in their present location until the charter petition comes up for renewal. At that time, a charter school must do one of the following: either (1) before submitting a renewal petition to its authorizer, first obtain written permission from the school district(s) in which the charter school is located, to continue operations at the same location; or (2) submit a renewal petition pursuant to section 47607, to the school district in which the charter school facility is *physically located*.

Q. IF A SCHOOL DISTRICT PROVIDES WRITTEN PERMISSION FOR A CHARTER SCHOOL TO LOCATE IN ITS BOUNDARIES, HOW LONG IS THAT PERMISSION GOOD FOR?

- A. The new law does not establish whether a school district's grant of permission constitutes *carte blanche* for a charter school to remain located within the boundaries of that district indefinitely. Although the law is unclear, it would seem permissible for a school district to place limiting language on any written permission it chooses to give—e.g., only for the life of the renewal petition, etc.

Q. DOES A GEOGRAPHIC LOCATION EXCEPTION STILL APPLY FOR CHARTER SCHOOLS OPERATING EXCLUSIVELY IN PARTNERSHIP WITH THE FEDERAL WORKFORCE INNOVATION AND OPPORTUNITY ACT (WIOA)?

- A. Yes. AB 1507 left intact the geographic location exception applicable to charter schools lawfully providing instruction in exclusive partnership with either WIOA, or another agency set forth in the amended Education Code section 47605.1(f).

Nonclassroom Based Charter School Moratorium

Q. WHO IS IMPACTED BY THE NEW CHARTER SCHOOL MORATORIUM?

- A. New law creates a two year moratorium, effective from January 1, 2020 to January 1, 2022, on the approval of a petition for the establishment of a new charter school offering nonclassroom-based instruction.

Q. DOES THIS APPLY TO HYBRID PROGRAMS INCLUDING BOTH SEAT-BASED AND NONCLASSROOM-BASED INSTRUCTION?

- A. Yes. While the new law does not address this point expressly, it forbids during the moratorium period granting any petition providing for nonclassroom-based instruction, as that term is defined by Education Code section 47612.5(e).

Q. ARE THERE ANY EXCEPTIONS TO THE MORATORIUM?

- A. Very few. If: (1) a nonclassroom based charter school is required to resubmit its petition to a chartering authority to in an adjacent county in which its resource center is located to comply with AB 1507, or to retain its current program offerings or enrollment, or (2) if a charter school is required to submit a petition to comply with the Anderson ruling or other court order and the petition is necessary to retain current program offerings or enrollment, then it may continue operating through the moratorium period, *but only if* the charter school was approved and serving pupils prior to October 1, 2019.

Q. WHAT IF A PETITIONER SUBMITS A CHARTER PETITION PROPOSING TO OFFER NONCLASSROOM-BASED EDUCATION DURING THE MORATORIUM PERIOD?

- A. Such a charter petition may not be lawfully approved. School districts and/or county offices of education may first wish to contact the petitioner with a reminder regarding the prohibition on nonclassroom-based education during the moratorium period. If a petitioner does not withdraw its petition, the reviewing agency should contact legal counsel to determine the most appropriate next steps.

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AB 1505 AND AB 1507 IMPLEMENTATION CHECKLIST



BOARD POLICIES

School districts and county offices of education should review current board policies and revise as necessary to reflect the new requirements of AB 1505 and/or AB 1507. To assist in this process, we understand CSBA will be revising its model policies in the coming months.

PETITION REVIEW MATRICES

Petition review matrices should be updated to reflect new petition review criteria. It may be advisable to develop a separate petition matrix for charter renewal petitions that reflects the new criteria for considering charter petition renewals. CARSNet is in the process of updating its petition review matrix and will make it available to authorizers once finalized.

REVISE INTERNAL PETITION PROCESSING GUIDELINES FOR DISTRICT STAFF AND PETITIONERS

Authorizers should review internal charter petition processing guidelines provided to both district staff and petitioners, and revise as necessary to reflect new petitioning timelines and procedures.

DEPENDENT CHARTER SCHOOL COMPLIANCE AUDIT

Consider reviewing the petitions and operations of all currently authorized dependent charter schools to proactively determine whether compliance or other issues may arise under AB 1505 and/or AB 1507. Areas of consideration include, but are not be limited to:

- > Charter school geographic location
- > Teacher credentialing standards
- > Teacher fingerprint and professional clearance requirements
- > Charter school State Dashboard performance

Optionally, authorizers may consider initiating discussions with independently operated charter schools to determine if compliance issues are anticipated under the new legislation.

OPERATIONAL MEMORANDA OF UNDERSTANDING REVIEW

Conduct a review of any current, operational memoranda of understanding (MOU) agreements with charter schools to determine whether the MOUs may trigger potential issues under AB 1505 and/or AB 1507. Examples of potential issues that may arise include:

- > Charter renewal provisions
- > Material revision provisions
- > Facilities location provisions

COLLABORATION WITH AUTHORIZED CHARTER SCHOOLS

After reviewing current charter school petitions, operations, and MOUs, consider working collaboratively with current charter schools authorized to develop strategies for addressing any implementation concerns under AB 1505 and/or AB 1507.

TRAINING FOR KEY STAFF MEMBERS AND DISTRICT GOVERNING BOARD MEMBERS

Determine whether training on new legal requirements of AB 1505 and/or 1507 is advised for key staff members working in the areas of charter school petitioning or operations.

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AB 1505 - RENEWAL CRITERIA



High Performing Schools Education Code § 47607(c)	Middle Performing Schools Education Code § 47607.2(b)	Low Performing Schools Education Code § 47607.2(a)
<p>SHALL NOT DENY RENEWAL for a charter school that for two consecutive years immediately preceding renewal either:</p> <ol style="list-style-type: none"> 1. Scored green or blue schoolwide on all state indicators on the Dashboard;¹ OR 2. For all measurements of academic performance,² received performance levels schoolwide that are the same or higher than the state average, AND for a majority of subgroups performing statewide below the state average in each respective year, received levels that are higher than the state average. 	<p>Charter schools not satisfying the “high performing” or “low performing” criteria should be evaluated under this column.</p> <ol style="list-style-type: none"> 1. Shall consider schoolwide performance and performance of all subgroups on the Dashboard,¹ and shall provide “greater weight to performance on measurements of academic performance in determining whether to grant a charter renewal.” 2. Shall also consider clear and convincing evidence, demonstrated by verified data,³ showing either: <ol style="list-style-type: none"> a. The school achieved measurable increases in academic achievement, as defined by at least one year’s progress for each year in school; b. Strong postsecondary outcomes equal to similar peers. <p>MAY DENY ONLY upon making written findings that:</p> <ol style="list-style-type: none"> 1. The charter school has failed to meet or make sufficient progress toward meeting standards that provide a benefit to pupils of the school; AND 2. The closure is in the best interest of the pupils; AND 3. The decision provided greater weight to the performance on measurements of academic performance. 	<p>SHALL NOT RENEW a charter school that for two consecutive years immediately preceding renewal either:</p> <ol style="list-style-type: none"> 1. Scored red or orange schoolwide on all state indicators on the Dashboard;¹ OR 2. For all measurements of academic performance, received performance levels schoolwide that are the same or lower than the state average, AND for a majority of subgroups performing statewide below the state average in each respective year, received levels that are lower than the state average. <p>However, MAY RENEW ONLY upon making both of the following written factual findings:</p> <ol style="list-style-type: none"> 1. The charter school is taking meaningful steps to address the underlying cause(s) of low performance, which are or will be written in a plan adopted by the governing body of the charter school; AND 2. There is clear and convincing evidence, demonstrated by verified data, showing either: <ol style="list-style-type: none"> a. The school achieved measurable increases in academic achievement, as defined by at least one year’s progress for each year in school; b. Strong postsecondary outcomes equal to similar peers.
For charter schools satisfying the criteria in this column:	For charter schools satisfying the criteria in this column:	For charter schools satisfying the criteria in this column:
<ul style="list-style-type: none"> > 5-7 year renewal term > Only required to update petition to include reasonably comprehensive description of any new requirements, and as necessary to reflect the current program offered by the charter school > Charter schools eligible for technical assistance not eligible for renewal under this column 	<ul style="list-style-type: none"> > 5 year renewal term > Verified data considered for the next two subsequent renewals until January 1, 2026 	<ul style="list-style-type: none"> > 2 year renewal term > Verified data considered until 6/30/2025 for a school operating on or before 6/30/2020 for the next two subsequent renewals

Notwithstanding 47607(c), 47607.2(a) and 47607.2(b), pursuant to 47607(e)

MAY DENY RENEWAL of any charter school upon a finding that either:

1. The charter school is demonstrably unlikely to successfully implement the program set forth in the petition due to substantial fiscal or governance factors;

OR

2. The charter school is not serving the pupils who wish to attend, as documented by 47607(d).

Must provide 30 days' notice with a reasonable opportunity to cure the violation AND make a finding that either:

- a. The corrective action proposed by the charter school has been unsuccessful;

OR

- b. The violations are sufficiently severe and pervasive as to render a corrective action unviable.

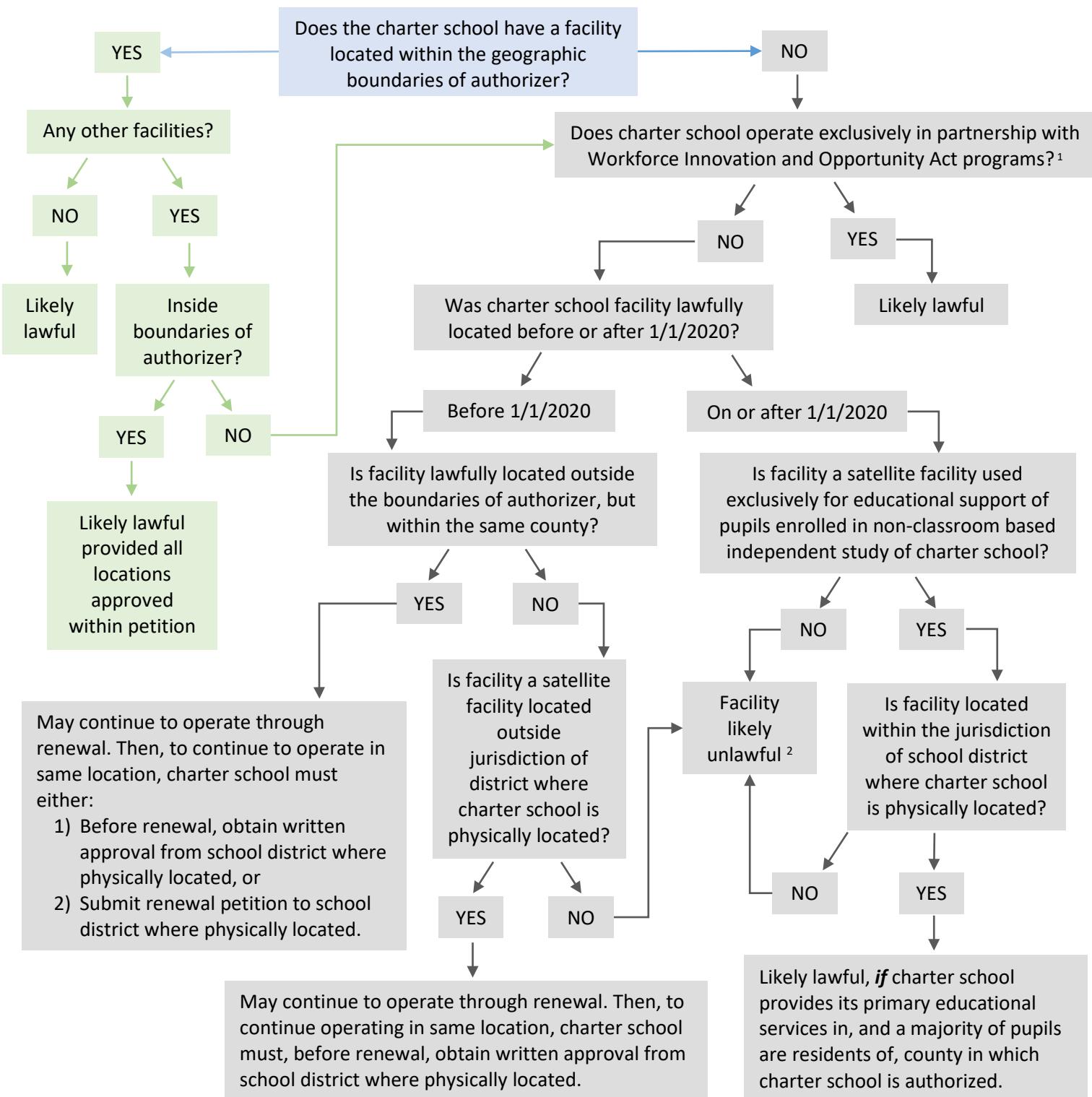
1 Schools with Dashboard Alternative School Status (DASS) are reviewed under alternative criteria.

2 "Measurement of academic performance" means indicators included in the evaluation rubrics adopted by the SBE based on statewide assessments in the California Assessment of Student Performance and Progress system, or any successor system, the English Language Proficiency Assessments for California, or any successor system, and the college and career readiness indicator, and the college and career readiness indicator.

3 "Verified data" means data derived from nationally recognized, valid, peer-reviewed, and reliable sources externally produced, and includes measures of postsecondary outcomes. By January 1, 2021, the SBE shall establish criteria to define verified data and identify an approved list of valid and reliable assessment that shall be used for this purpose.

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¹ Or, in exclusive partnership with another program set forth in Education Code section 47605.1(f), as amended January 1, 2020.

² There are very limited exceptions to these rules, applicable on a fact-specific, case-by-case basis. For further guidance, contact your legal counsel.

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Date: November 22, 2019

Subject: Official Message from the Programs and Partnerships Unit of the Special Education Division

2019–20 System of Support Events Calendar

The California Department of Education, Special Education Division (SED) is pleased to share the 2019–20 System of Support Events Calendar. This calendar contains a variety of events aimed at providing training and resources to support educators in California:

<https://www.cde.ca.gov/sp/se/ac/system-support-events.asp>

As the dates included are gathered from various sources, they are not intended as definitive or official notification from the SED. This page will be periodically updated with new events as they are announced.

If you have any questions regarding this subject, or would like to have your event included on the calendar, please contact the Programs and Partnerships Unit by phone at 916-327-0878 or by email at SELPALeads@cde.ca.gov.

SELPA Activities	Due Dates	CDE Activities
2019-20 Performance Indicator Review (PIR) for data year 2018-19		
	Dec. 2019/Jan. 2020	Annual Determination Notification to LEAs from DEA
	2/10/2020	PIR Notification letter to LEAs from FMTA 2
	Jan.-March 2020	PIR Plan trainings for LEAs
Assurances Form Due	3/10/2020	
	3/10/2020	PIR Plan reminder letter 1 to LEAs
	4/10/2020	PIR Plan reminder letter 2 to LEAs
	5/10/2020	PIR Plan reminder letter 3 to LEAs (as needed)
Performance Indicator Review Plan Due	6/30/2020	
	9/1/2020	Missing elements letter to LEAs
	9/30/2020	PIR Plan acceptance letter
Comprehensive Reviews (CR)		
	12/19	CR- Select LEAs
	1/20	CR- Notify LEAs of Selection and Review Date
	Various dates depending on scheduled CR date, but no later than one week prior to visit must have division director approval.	CR - Monitoring Plan Completed
	Various dates	CR - Conduct review. Student and District Level Findings Identified
	No later than three months after post review meeting	CR- Report sent including findings and corrective actions
CR - Student Corrective Action Due	45 school days from the CR Report date	
CR - District Correction Due	60 school days from the CR Report date	
	1st visit no later than 120 days after CR report date	CR- Prong II Onsite Visit
	No later than one year after CR Report date or sanction process should have been initiated	CR- Completion Letter

SELPA Activities	Due Dates	CDE Activities
Disproportionate Representation (Dispro Self-Study Review)		
Dispro- SELPA Preview	8/1/2019	On or before
	8/16/2019	Dispro - Notify LEA
	10/30/2019	LEA Self-Study Review Submitted
	12/1/2019	Dispro - LEA notified of corrective actions required (FMTA)
Dispro-Student Corrective Actions Due	45 school days from notification of student noncompliance	Note: 45 calendar days (1/30/2020) SECMS won't do school days
Dispro-Policies and Procedures Corrective Actions Due	60 school days from notification of LEA noncompliance	Note: 60 calendar days (2/14/2020) SECMS won't do school days
	4/1/2020	Dispro-Prong II Student List sent to SELPA and LEA
Verified Student List Due to CDE and Access to Records Granted	4/8/2020	
	4/9/2020	Dispro- Prong II Review
	6/30/2020	Dispro- Completion letter
2018-19 LEA Compliance Determination (CD)		
SELPA Preview	11/25/2019	
	12/10/2019	CD- Information Sent to District
SFY 2020-21 Significant Disproportionality (Sig Dis) CCEIS Quarterly Reports		
Sig Dis - Preview to SELPAs	12/1/2019	
	1/10/2020	Sig Dis - Notify LEAs and send Post Identification instructions
Sig Dis- Assurance Due	2/10/2020	30 days after notification
Budget Reporting Forms	6/30/2020	With CCEIS final plan
Sig Dis - SFY 2020-21 Quarterly Report 1	1/10/2021	The Sig Dis district should send the Quarterly Reports to both the Consultant and the analyst processing the payments for the AU to ensure the reported CCEIS amounts reflect the 15% CCEIS on each appropriately received funds for Resources 3310, 3320 and 3315
Sig Dis - SFY 2020-21 Quarterly Report 2	4/10/2021	Same as above
Sig Dis - SFY 2020-21 Quarterly Report 3	7/10/2021	Same as above
Sig Dis - SFY 2020-21 Quarterly Report 4	10/10/2022	Same as above
Sig Dis - SFY 2020-21 Quarterly Report 5	1/10/2022	Same as above
Sig Dis - SFY 2020-21 Quarterly Report 6	4/10/2022	Same as above
Sig Dis - SFY 2020-21 Quarterly Report 7	7/10/2022	Same as above
Sig Dis - Final Report of Expenditure of Funds	10/10/2022	Same as above

SELPA Activities	Due Dates	CDE Activities
Personnel Data Report		
	4/1/2020	Personnel Report - Notify SELPAs
	4/15/2020	Personnel Report - Survey Software Application Release
Personnel Report - Survey Due	6/15/2020	
Annual Budget and Service Plan		
	4/22/2020	Service Plan - Update to LEAs including instructions and forms
SELPA Annual Budget Plan	6/30/2020	
SELPA Annual Service Plan - Service Descriptions	6/30/2020	
SELPA Annual Service Plan - Service Location Plan	6/30/2020	
SELPA Annual Budget and Service Plans Certifications and Public Hearing Notifications	6/30/2020	



Data Overview

SPED Discrepancy Reports in CALPADS

From CALPADS, ([click here for full details](#)) it is possible to run a SPED Discrepancy Report which will compare demographic data (race/ethnicity; sex/gender; etc.) between SIS data and SEIS data. Currently, if this information does not align, LEAs will receive warnings, but will still be able to submit their data. However, CDE will be looking at this data and will be making changes to future data certification cycles around demographic data as it applies to Disproportionality. SELPA recommends that SEIS DLU, SIS Admins, and CALPADS Admins at the districts begin running this report on a regular basis in order to align their demographic data.

Remember, when planning to correct these (and all other CALPADS) errors, it is important to make sure that the local admins of both SIS and SEIS talk with each other. While CALPADS will use SIS demographic data by default, that does not mean that the SIS data is more correct than that in SEIS. In fact, because of the often more intensive interaction SPED students have with staff, SEIS demographic data (particularly around sex/gender, residence, and things that can be changed without court documents) may be more up-to-date.

CAASPP, TOMS, and Testing Accommodations

Be aware that going forward, any student in need of and requesting [testing accommodations](#) must have a current SPED file in CALPADS that shows disabilities and services which align with the requested accommodations. With the iterative nature of CALPADS data, a SPED student's file will not be current in CALPADS until all "fatal" errors have been resolved in the report upload process between SEIS and CALPADS. This is just one more reason that it is important to run regular reports and reconcile data between SEIS and CALPADS on a very regular basis. We recognize that this first cycle is very time intensive, but if your local data team can build a standing process to run these reports monthly (at an absolute minimum), the work of correcting and uploading the data will become easier and quicker.

Post-Secondary Outcomes

For those LEAs which enroll high school students, remember you will be responsible for providing data around Indicators 14a-c (Post School Outcomes [Higher Ed], Post Secondary Outcomes [Higher Ed or Competitively Employed], and Post School Outcomes [Post

Secondary Ed or Employed], respectively) later this academic year. Apparently, some districts within the state discovered that if they reported nothing in these fields, they would not get flagged for review. CDE is updating their review process and will require high schools to provide data for these three fields. If you have had a historically difficult time obtaining this data in the past, you may want to start reviewing your collection process(es) for this year. Official processes for this are outlined in CALPADS Flash 164 (please see attached)

Service Tracker in SEIS

SEIS provides a function in their system called Service Tracker (available from the dark menu bar at the top of the SEIS home page). This can, and should, be used by all service providers to directly document the quantity of services they provide and attempt to provide to each of their students. This will allow more accurate reporting to the State on service provision and, if used correctly, can help an LEA better substantiate provision of FAPE as defined in a student's IEP. The attached pdfs from SEIS serve as a good primer on the topic.



CALPADS Update Flash #165



Date: November 22, 2019

To: Local Educational Agency (LEA) Representatives

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

2019–20 Fall 1 Submission Requirements Modification

The CDE recognizes the hard work of LEA staff to incorporate additional data into the Fall 1 submission, and that doing so requires more collaboration both within and external to the LEA. To enable LEAs to focus on certifying the most critical Fall 1 data, the CDE is making the following adjustments to the 2019–20 Fall 1 submission:

- Report 16.5 – *Students with Disabilities – Student Services by Primary Disability* will be excluded from the set of certification reports that LEAs must approve as part of Fall 1. LEAs, however, are strongly encouraged to continue submitting special education services data on an ongoing basis because this data is required for monitoring and Certification Report 16.5 will be part of the 2019–20 End-of-Year (EOY) 4 submission. For Fall 1, Report 16.5 will be removed from the *Certification Details – LEA* user interface and will be moved under *Additional Supporting Reports*.
- The certification validations related to the Student Services (SSRV) file, CERT140 (Missing Special Education [SPED] record for a student with a SSRV record) and CERT142 (Missing Special Education Service for Education Plan Type Code 100, 150, or 200), will be relaxed from a Fatal to a Warning.
- The CDE continues to encourage LEAs and SELPAs to complete their individual approvals by December 20, 2019, with the understanding they can utilize the Amendment Window through January 24, 2020 to further update data to ensure the accuracy of the Fall 1 data. The CDE, however, will use Fall 1 data that LEAs have approved by the December 20, 2019 certification deadline for the First Principal Apportionment (P1). For LEAs that fail to approve their Fall 1 data by the certification deadline, the CDE will use data from 2018–19 to issue P1. The CDE will continue to use data certified by January 24, 2020, the close of the Amendment Window, for P2 calculations.

With the rollout of this new functionality, the CDE understands the need to address the issues that arise as soon as possible, and to provide relief by loosening validations balanced with the need for quality data.

Viewing Fall 1 SPED Certification Errors

LEAs have been working diligently to resolve all Fall 1 errors related to input validation rules (IVRs) and certification validation rules (CVRs) in order to meet the approval and certification deadlines. Currently, only IVRs related to the SPED or SSRV files are sent back through the application programming interface (API) to the special education data system (SEDS) where they are easily visible to special education data coordinators. The special education-related CVR errors, however, are not being returned through the API to the SEDS and so the special education data coordinators are often not aware that these errors exist.

In order to see these errors, special education data coordinators must log on to CALPADS, go to the *Certification Status LEA Approval* page, and click on the *Total Error/Warnings* link. A Certification Error Report can also be obtained through the Reports menu and selecting *Snapshots*. Keep in mind that the Fall 1 Reports role is required to see the Certification Error Report.

CALPADS data coordinators are encouraged to be patient about having special education data coordinators resolve these CVR errors because many of them are still attempting to submit the SPED and SSRV records and resolve the associated IVR errors. Additionally, many of these CVR errors will resolve on their own once all of the SPED and SSRV records are submitted and posted to CALPADS.

We continue to encourage special education data coordinators to focus on the IVRs, and, only when those are resolved, to focus on the remaining fatal CVRs.

CALPADS Know Issues/Resolutions

As of 11.27.2019

CALPADS UPDATE

The CALPADS Delete feature is now live. Please note: When deleting Service transactions, there may be an extended delay. CALAPDS is aware of this and is working on correcting it. **The ETA for the fix is 12/3.**

CALPADS FIXED ISSUES

Please Note: For all fixed issues, the file will need to be resubmitted to have the errors removed. If a transaction was marked Do Not Report to bypass the error, the transaction would have to be restored and a new report would have to be generated to have the transaction included in the file.

Error: CERT140 - Missing SPED record for a student with a SSRV record (for Meeting Type 40 (Triennial) that was submitted with services) – **This fatal error was reduced to a Warning**

Error: CERT142 – Missing SSRV record for a student with a SPED record. **This fatal error was reduced to a Warning**

Errors: SPED0438 - Education Plan Amendment Date Mismatch – **Error has been disabled**

Error: SPED0005 – Invalid NPS School – **Error has been disabled**

Error: SSRV0005 – Invalid NPS School – **Error has been disabled**

Error: SPED0349 - Missing SPED Meeting or Amendment Identifier. For Pending Plan Type 300 students

Error: SPED0437 – Invalid Triennial Evaluation Type - **This fatal error was reduced to a Warning**

Error: SPED0441 - Missing Education Plan Amendment Date - **This fatal error was reduced to a Warning**

Error: SPED0443 – Invalid SELPA for Reporting LEA

Error: SSRV0446 – Duplicate service record within file for two distinct meeting dates/types

Error: SSRV0328 – Invalid Special Education Service Provider Code

CALPADS FIXED ISSUES THAT REQUIRE A DELETION OF DATA IN CALPADS

SPED0406 - Special Education Initial Entry Start Date does not equal to existing Initial Service Start Date in the ODS

For students that are receiving the **SPED0406** error, the CALPADS validation is checking the Initial Entry Start Date in that transaction compared to a transaction that has already posted to CALPADS. If the dates are different, the SPED0406 error will occur. The Initial Entry Start date should never be changed.

First thing to do is determine where the correction needs to be made. Does the transaction on CALPADS have the correct Initial Entry Start Date?

- If the Initial Entry Start Date is correct in CALPADS, then find that transaction in SEIS, fix the Initial Entry Start Date and resubmit the SPED file along with any additional SPED files for the student as all records must match.

- If the Initial Entry Start Date is incorrect in CALPADS, then the transaction would need to be deleted from CALPADS.

Here are the steps to delete the SPED transaction:

- Log into CALPADS
- Enter the student's SSID number into the **Student** field, under the Quick Search section of the left-hand navigation pane
- Expand the **Special Education** container
- Click the **Open** button on the SPED record that needs to be deleted
- Click the **Delete** button (this step may take a few seconds up to a minute depending on server load at the time of the request)

Once the transaction is deleted in CALPADS, the transaction(s) will need to be corrected in SEIS:

- Go to the **CALPADS Transactions** page
- Locate the student's transaction by filtering for All Transactions and entering the SEIS ID or SSID in the filter
- Edit the transaction and correct the **Initial Entry Start Date**
- Save the transaction
- Repeat this step for any reportable transaction for the student

Once the transaction is corrected, the transaction will need to be resubmitted to CALPADS

- This transaction can be submitted individually by checking the box next to the transaction(s) and clicking the Generate Report button.

SPED0375 - Duplicate SPED records exist for the same student

For students that are receiving the **SPED0375** error, the CALPADS validation is checking the SSID in that transaction compared to a transaction that has already posted to CALPADS, issue may stem from the retired SSID nightly process which occurs in CALPADS.

The steps to correct this error is delete the SPED transaction in CALPADS:

- Log into CALPADS
- Enter the student's SSID number into the **Student** field, under the Quick Search section of the left-hand navigation pane
- Expand the **Special Education** container
- Click the **Open** button on the SPED record that needs to be deleted
- Click the **Delete** button (this step may take a few seconds up to a minute depending on server load at the time of the request)

Once the transaction is deleted in CALPADS, the SSID will need to be verified in SEIS for each transaction:

- Go to the **CALPADS Transactions** page
- Locate the student's transaction by filtering for All Transactions and entering the SEIS ID or SSID in the filter
- Edit the transaction and **verify the SSID**
- Save the transaction
- Repeat this step for any reportable transaction for the student

Once the transaction is corrected, the transaction will need to be resubmitted to CALPADS

- This transaction can be submitted individually by checking the box next to the transaction(s) and clicking the Generate Report button.

CURRENT CALPADS KNOWN ISSUES

Error: SPED0424 - Invalid SPED Meeting or Amendment identifier. For Pending Plan Type 300 students
Status: ETA of fix 12/3

Error: Cert137 – Late Triennial (WARNING)

Status: No ETA

Error: SSRV0419 - Student Age must be between 6-21 years for this Special Education Service Code
Status: CALPADS will be updating the age validation from age 22 to 23. This will allow users to submit data for students through the age 22.**ETA of fix 12/10**

Error: Cert145 – SPED record missing for student enrolled in Private School

Status: ETA of fix 12/4. CALPADS has made an update that fixed this error for most students. Please check your certification report to verify if the error has been resolved.

Error: Cert144 - SPED record missing for student enrolled in Private School

Status: ETA of fix 12/4

Error: SSRV0440 - Missing SPED Record for student with SSRV record

Error: SSRV0445 - Mismatch of Student Special Education Meeting or Amendment Identifier

Status: ETA 12/3

OTHER ERRORS

Error: GERR0005 - LEA does not have ownership of student enrollment to make update

Resolution: If you are receiving the GERR005 error, please contact CALPADS on how to fix this error, as research may be needed per student.

- If a student was not enrolled by your LEA/District this school year (if an SENR enrollment record was not created/submitted by your SIS to CALPADS) due to the student transferring OUT of your LEA/district or Exiting SpEd program, these records SHOULD NOT be reported to CALPADS. On the CALPADS Transactions page, mark these student records as Do Not Report.
- If the student is dual enrolled in separate LEAs, the SPED record must be submitted by the LEA that holds the primary enrollment record.

Error: SPED0364 - Student Age must be between 2-6 years for this Special Education Program Setting Code

Resolution: This error is caused by a discrepancy in the students Birth Date from what was submitted to CALPADS by the SIS vs. what was submitted in the SPED file. Verify the Birth Date listed in CALPADS and make the correction to the Birth Date in the SIS and/or the SPED record.

Error: SPED0405 - Student Age must be between 5-21 years for this Special Education Program Setting Code

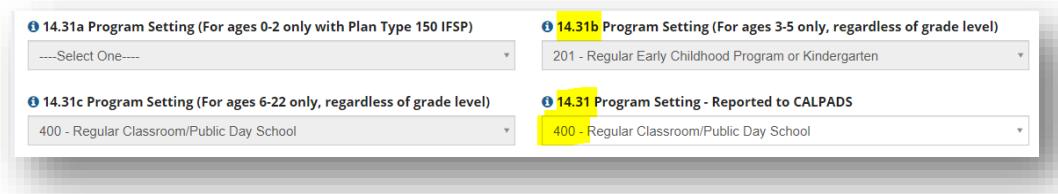
Resolution: Issue is appearing mainly for Triennial Meeting Types (Code 40) as the CASEMIS software validated the program setting based on age as of 06/30/2019 while CALPADS is validating program

setting on age as of Meeting Date. Based on the meeting date, if the age was 3-5 at their triennial, error SPED0405 will appear.

In order to correct this error, on the CALPADS Transactions page (or when correcting an error via the Wrench on your homepage/dashboard errors list), review the code in field:

14.31b Program Setting (For ages 3-5 only, regardless of grade level) and CHANGE the code in field:

14.31 Program Setting - Reported to CALPADS to reflect the code from the 3-5 age range:



Else, review the student's historical IEP to determine what Program Setting code had been selected for the triennial meeting and update field **14.31 Program Setting - Reported to CALPADS** to reflect the code from the 3-5 age range on the CALPADS Transactions page/Wrench Fix Errors page.

ADDITIONAL INFORMATION

For students that were marked Do Not Report for the 6/30 report, a transaction was not created. In order to create a transaction in the district, the student must be unmarked Do Not Report and the last IEP must be re-affirmed.

Submitting files to CALPADS and the status in CALPADS is **File Failed**

When users click on the File they receive this alert: **Source file \\\prd-vm-app-rs1\\LandingZone\\Inbox\\22300556_CALPADSExtract.csv is empty**

- Users are not able to send files via the API when logged into IE and Safari for MAC.

CDS Codes to use for schools that do not have a CDS code.

To avoid the SPED00002 Warning, the CDS code in SEIS must match the CDS code in the SIS.

- **NPS:** 9999999
- **Private Schools:** 0000002
 - If the Private school does have a CDS code
 - Enter the real CDS (and receive the warning)
OR
 - Enter the real CDS code and enter 0000002 as the CDS Conversion (to avoid the Warning)
- **Schools such as Home School or State Preschools:** Use the district portion of the CDS code as the school CDS code. Please Note: The school must be added under the same in district in SEIS as in the SIS, in order to have the same full CDS code and avoid the Warning.

CDE Webinar on 10/8 - Validation Rule Changes

An ETA was not provided these updates. As updates are made, we will add to the Fixed Issues list.

Validation Rule Changes

- Disable SPED0400 - Invalid Student Age for Education Plan Type Code 150 (IFSP) duplicate of SPED0386
- Rename SPED0399 - Missing Infant Regional Center Services Eligibility Indicator
- Modify SPED0438 – Education Plan Amendment Date Mismatch-Fatal to add 2 more fields for comparison and requires new SPED record at new LEA (duplicate of previous LEA record)
- Modify SPED0378-SPED0385 - Postsecondary IVRs, Student Age Trigger Logic to Less Than 13 years
- Modify SPED IVR severity to Warning (from Fatal):
SPED0425, Meeting Delay Code Should Not be Populated
SPED0428, Missing Meeting Delay Code for Annual Evaluation
SPED0429, Missing Meeting Delay Code for Subsequent Triennial Evaluation
SPED0430, Missing Meeting Delay Code for First Triennial Evaluation
SPED0436, Invalid Annual Education or Service Plan Meeting Type
SPED0437, Invalid Triennial Evaluation Type
- Disable CERT143 – Missing SENR record for a student with a SPED record – This CERT will trigger for LEAs when the student fails to show up at another LEA.
- Reduce severity of CERT 132 from a fatal to a warning - Missing SPED record for Enrolled Student at Reporting LEA. Keeping as a warning will give the LEAs a heads up the student has a SPED record at another LEA.

October 2019 CIM 33

QUICK TIPS

CALPADS Home page: <https://www.cde.ca.gov/ds/sp/cl/>

CALPADS Listservs: <https://www.cde.ca.gov/ds/sp/cl/listservs.asp>

CALPADS System Documentation: <https://www.cde.ca.gov/ds/sp/cl/systemdocs.asp>

SEIS system updates/informational guidance is constantly uploaded to the Help Center → Training Materials Please check this page periodically.

The screenshot shows the SEIS Help Center interface. At the top, there is a navigation bar with links for Students, Searches, Reports, Goals, Reference, Administration, Service Tracker, and Help Center. The Help Center dropdown is open, showing options: Contact Help Desk, FAQ, Training Materials (which is highlighted with a blue box), Training Videos, and Terms of Use.

The main content area is titled "Training Materials". It contains an "Instructions" section with the text: "Click on the name of the manual to download. The manual will open in a new browser window." Below this is a "Manual List" with the following items:

1. Admin Materials
2. Teacher Materials
3. CALPADS (highlighted with a blue box)
4. Service Tracking
5. System Updates (highlighted with a blue box)

Service Tracker

Administrator Manual



Benefits for Admin Users

- Quickly and easily document delivery of services and assessments for providers
- Access DNQ/Exited Students for delivering services and assessments for providers
- Run a report of all services and assessments for any provider
- Real Time Data Analysis
 - As data is entered into SEIS, it will generate up-to-date rosters and reports
- This feature monitors the total amount of minutes provided to the student and can report to districts, when services are being over-delivered or under-delivered
- Automated export of data for SEIS Billing customers, for LEA Medi-Cal Reimbursement



Menu Options

Make sure your user type is set up correctly. As a **District** or **SELPA** level user you will see the below options in the **Service Tracker** dropdown menu.

Click on **Service Tracker** from the upper navigation bar

Use the Service Tracker drop down to navigate between **Reports**, **Providers**, **Exited** and **DNQ/Not Providing Services**

The screenshot shows the SEIS application interface. At the top, there is a green header with the SEIS logo. Below the header is a black navigation bar with various menu items: Students, Searches, Reports, Goals, Reference, Administration, Service Tracker (which is currently selected and has a dropdown arrow), and Help Center. A dropdown menu is open under the Service Tracker item, listing four options: Reports, Providers, Exited, and DNQ/Not Providing Services. The main content area below the navigation bar displays the SEIS BILLING logo. In the bottom right corner of the content area, there is a small number '3'.

Provider Selection Page

The screenshot shows the 'Service Tracker Providers' page. On the left side, there is a callout box with the text: 'Use the Provider Filter to Select the Provider. Filters include Provider Type and Last Name'. Below this, another callout box says 'Select Provider' with a pencil icon. The main content area contains a table titled 'Service Tracker Providers' with the following columns: Provider, Provider Type, Eligible, Pending, Case Manager For, and Total Students. The table lists several providers with their respective details. At the bottom of the page, there is a footer with the SEIS BILLING logo and a small number '4' in the bottom right corner.

Provider	Provider Type	Eligible	Pending	Case Manager For	Total Students
Alma Guerrero	Teacher - Spec Ed Academic Instruction - Resource Specialist	17	17	7	34
Billy Blaue	Teacher - Behavior Intervention - Behavior Intervention Specialist	17	73	54	90
Brian Jones	Teacher - Spec Ed Academic Instruction - Teacher of Deaf/Hard of Hearing	10	18	18	28
Carlyn O'Rourke	Teacher - Spec Ed Academic Instruction - Special Ed. Teacher	2	3	2	5
Caseload1 Caseload1	Teacher - Occupational Therapy - Occupational Therapist	49	107	1	156
Caseload12 Caseload12	Teacher - Speech Therapy - Licensed Speech-Language Pathologist	49	106	0	155

Provider Dashboard - Deliveries

Service Tracker Provider Dashboard

Provider: Caseload12 Caseload12

[« Return to Providers](#)

Provider Dashboard

Provider Type: Teacher - Speech Therapy - Licensed Speech-Language Pathologist
 Eligible: 49
 Pending: 106
 Case Manager For: 0
 Total Students: 155

[Deliveries](#) [Assessments/TCM](#) [Rosters](#) [Reports](#)

Click the **Deliveries** button



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Delivery Summary Page

Deliveries

Filter

Last Name:	First Name:	Service Code:
School of Attendance:	Eligibility:	Minutes/Session:
<input type="checkbox"/> Don't Include Ended Services		
Service Type:		

Show All Find

Groups: [Bulk Delivery To Group](#) [Add to Group](#) [Manage Groups](#)

Search Results: A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Show 50 per page Displaying 1 to 50 of 160 record(s)

Actions	Name	Service	Start Date	End Date	Sessions / Frequency	Total Minutes (min/year)	Total Delivered
	Dear, John	330 Specialized Academic Instruction (IG)	01/01/2015	01/01/2016	60 min Daily	21900 min/year	30/21900
	Demo, PA	330 Specialized Academic Instruction (IG)	08/03/2016	08/03/2017	60 min x 5 Times = 300 min Weekly	15600 min/year	110/15600

Total Delivered calculates the total minutes that have been delivered vs. the total minutes needed for the IEP year. (based on Start/End dates and frequency/duration)

View IEPs List Page

View Student Profile

Deliver Service

Service Information pulls from the Future IEP



6

Delivered Services

Clicking the **Delivery** icon will display all deliveries for that Service

Service Tracker – Deliveries

Name: Jones Ellison
Birthday: 03/19/1998

Date	Attendance Code	Delivery	Minutes Delivered	District to Bill	School of Attendance	Date Added	Last Modified By	Billed
09/19/2017	Delivered	Individual	0	Demo Unified	Demo Roosevelt	09/25/2017 Caseload12 Caseload12	Caseload12 Caseload12 09-25-2017 08:51 AM	X
09/18/2017	Delivered	Individual	0	Demo Unified	Demo Roosevelt	09/25/2017 Caseload12 Caseload12	Caseload12 Caseload12 09-25-2017 08:51 AM	X

[Add Service](#) [Cancel](#)

Edit delivery
 Delete delivery
 View comments
 View case notes

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Adding a Delivery

Edit Delivery

Provider: Caseload12 Caseload12
[« Return to Deliveries](#)

New Delivery

Name: John Dear
Visit Date(s): *

Attendance Code: *

Diagnostic Code: F80.9 SLP RegisterTreatment

District to Bill: *

Written prescription on file? Yes No

Comments:

I certify under my professional license/credential, the documented services have been performed. I understand that it is my sole responsibility to maintain a hard copy record with my signature according to the Business and Professions Code regulations thru the participation in the LEA Medi-Cal Billing Option.

Sessions / Frequency: 30 min Daily

Plan Type: * IEP IFSP

Delivery: * Individual Group Consult Individual - Telehealth (Speech ONLY) Group - Telehealth (Speech ONLY)

Total Minutes Provided:

School of Attendance: Demo Lincoln

[Save](#) [Cancel](#)

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Bulk Delivery

Start by managing your Groups

Actions	Name	Service	Start Date	End Date	Sessions / Frequency	Total Minutes (min/year)	Total Delivered
	Dear, John	330 Specialized Academic Instruction (G1)	01/01/2015	01/01/2016	60 min Daily	21900 min/year	30/21900

SEIS BILLING

Creating a new Group

Click Add Group to add a new Group

SEIS BILLING

Creating a new Group

SEIS

Edit Service Group

Group Name:

Service Code: Select One

Delivery:

Return to Helpdesk | Upload Guide

SEIS BILLING

11

Group Options

SEIS

Bulk Delivery

Provider:	Group Name	Service	Delivery
<input type="button" value="Return to Deliveries"/>	monday 3 pm	415 Language and speech	Group

SEIS BILLING

12

Adding Students to a Group

The student list is filtered by the Service Code selected for the Group

All students in to the group will display here

Click the **Return to Bulk Delivery** button to return to the Bulk Delivery page

Check the box next to the students to be added to the group, then click the **Add to Group** button

Action	Name	Service	Delivery	Start Date	End Date	Sessions / Frequency	Total Minutes (min/year)	Total Delivered
<input type="checkbox"/>	Castle, Richard	415 Language and speech	I	10/10/2017	10/10/2017	100 min Monthly	100 min/year	0/100
<input type="checkbox"/>	Castle, Richard	415 Language and speech	G	10/12/2017	10/12/2018	60 min Weekly	3120 min/year	514/3120
<input type="checkbox"/>	Donovan, Landon	415 Language and speech		03/13/2018	03/13/2019	30 min x 2 Times = 60 min Weekly	3120 min/year	75/3120
<input type="checkbox"/> Check/Uncheck All								
<input type="button" value="Add to Group"/>								

Show 50 per page Displaying 1 to 4 of 4 record(s)

Actions: First Previous Next Last

SEIS BILLING

13

Bulk Delivering to a Group

Provider: [« Return to Deliveries](#)

Click Bulk Deliver icon to Bulk Deliver to a Group

<input type="button" value="Edit"/>	<input type="button" value="Delete"/>	<input type="button" value="New"/>
Group Name: monday 3 pm Service: 415 Language and speech Delivery: Group		
<input type="button" value="+ Add Group"/>		

Actions: Print Email Recycle

Return to Helpdesk Upload Guide

SEIS BILLING

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Bulk Deliver to Group

The screenshot shows the 'Bulk Delivery to Group' form. Key fields highlighted include:

- Select one delivery date:** A callout points to the date selection dropdown.
- Written Prescription on File (OT and PT only):** A callout points to the 'Written prescription on file?' checkbox.
- Leave comments as necessary:** A callout points to the 'Comments' text area.
- Delivery Type:** A callout points to the 'Delivery' dropdown set to 'Group'.
- Attendance Code:** A callout points to the 'Attendance Code' dropdown.
- Total Minutes Provided:** A callout points to the 'Total Minutes Provided' input field.
- Diagnostic Code:** A callout points to the 'Diagnostic Code' dropdown.
- Save button:** A callout points to the 'Save' button with the text 'Click Save to Save your Delivery'.
- SEIS BILLING logo:** Located at the bottom left.

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Editing a Bulk Delivery

The screenshot shows the 'Bulk Delivery Log' table. A callout points to the first row:

The Bulk Delivery Log displays if the delivery was successful or not

To edit an bulk delivery for a specific student, click the Edit icon

Student ID	Name	DOB	Service Code	Delivery	Start Date	End Date	Result
965284	zany zebra	08/01/2002	415 Language and speech	I	09/16/2012		Service Type does not match the group's Delivery Type
1583337	andrea pirlo	12/06/2005	415 Language and speech	I	08/29/2017		Successfully delivered
556538	Hannah Alexandria	12/31/2009	415 Language and speech	I	04/19/2017		Successfully delivered

The SEIS BILLING logo is at the bottom left.

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Provider Dashboard - Assessments

Click the **Service Tracker** section of the upper navigation bar.

Click the **Providers** tab.

Choose the Provider on the Provider Selection page.

The screenshot shows the Service Tracker Provider Dashboard. At the top left, it says "Provider: Caseload12 Caseload12". Below that is a green button labeled "Return to Providers". A callout bubble points to this button with the text "Return to Providers navigates you back to the Provider selection page". To the right of the provider name, there's a "Provider Dashboard" section with statistics: "Provider Type: Teacher - Speech Therapy - Licensed Speech-Language Pathologist", "Eligible: 49", "Pending: 106", "Case Manager For: 0", and "Total Students: 155". At the top right, there are four tabs: "Deliveries", "Assessments/TCM", "Rosters", and "Reports". A callout bubble points to the "Assessments/TCM" tab with the text "Select the Assessments button". The bottom of the dashboard features the SEIS BILLING logo and the number 17.

Assessments

The screenshot shows the Assessments page. At the top left is a "Filter" section with fields for "Last Name", "School of Attendance", and "Eligibility". To the right are fields for "First Name", "Service Type", and buttons for "Show All" and "Find". A callout bubble points to the "Service Type" field with the text "Filter down results by: Name, School, Eligibility and Service Type". Below the filter is a table with columns: Actions, Name, District of Service, School of Attendance, Referral Date, Last IEP, Last Annual, and Last Evaluation. The table shows one entry: "Ackerman, Marjoram" from "Kirstins District 1" at "Cristys Fun School" with dates from 09/04/2011 to 03/08/2018. A callout bubble points to the "Actions" column with the text "Deliver Assessment". The bottom of the page features the SEIS BILLING logo and the number 18.

Adding an Assessment

Assessments									
 Download Print									
Assessments									
Name: Denise Davis Birthday: 06/08/1992									
Date	Assessment	Plan Type	Delivery	District to Bill	School of Attendance	Provider Name	Date Added	Last Modified By	Billed
09/14/2016	2 - Annual Assessment	IEP	Individual	Demo Unified	Demo Lincoln	Caseload2	09/20/2016 Caseload2 Caseload2	Caseload2	Caseload2 09-20-2016 01:40 PM

Click the
Add Assessment
button to add a
new Assessment



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Adding an Assessment

Edit Assessment

Provider: Caseload12 Caseload12

[Return to Provider Dashboard](#)

New Assessment

Assessment Date: *

Plan Type: * IEP IFSP

Assessment: *

Comments
 I certify under my professional license/credential, the documented services have been performed. I understand that it is my sole responsibility to maintain a hard copy record with my signature according to the Business and Professions Code regulations thru the participation in the LEA Medi-Cal Billing Option.

Su	Mo	Tu	We	Th	Fr	Sa
29	30	1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31	1	2
3	4	5	6	7	8	9

[Clear](#)

Delivery: * Individual Group Consult
 Individual - Telehealth (Speech ONLY)
 Group - Telehealth (Speech ONLY)

Diagnostic Code: F80.9 SLP RegisterTreatment

District to Bill: *

School: Demo Lincoln

[Save](#) [Cancel](#)

 SEIS
BILLING

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Provider Dashboard

Rosters & Reports

Click the **Service Tracker** section of the upper navigation bar.

Click the **Providers** tab

Choose the Provider on the Provider Selection page

Service Tracker Provider Dashboard

Provider: Caseload12 Caseload12

[« Return to Providers](#)

Return to Providers will navigate you back to the Provider selection page

Provider Dashboard

Provider Type: Teacher - Speech Therapy - Licensed Speech-Language Pathologist

Eligible: 49

Pending: 106

Case Manager For: 0

Total Students: 155

[Deliveries](#) [Assessments/TCM](#) [Rosters](#) [Reports](#)

Click on **Rosters** or **Reports** for the task you wish to perform



Rosters

Printed **Rosters** pull the information input into the Service Tracking feature and look like this.



Reports

Type of Reports

These are the available reports offered through Service Tracking:

- **Deliveries** – shows all of the services delivered for the student(s) by a provider.
- **Overdelivered** – shows any student / service where the total minutes delivered is above the number of minutes written into the IEP.
- **Absences** – shows all service deliveries that were not delivered due to a student's absence.
- **Unscheduled Time** – shows all deliveries marked as unscheduled time.
- **Assessments** – will pull assessments entered.
- **Deliveries with Case Notes** – shows all of the services delivered with case notes for student(s) by a provider.



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Reports

Reports will pull specific information for the date range selected and student(s) selected.

Download Reports

Type of Report:

Start Date: _____

For:

End Date: _____

Search: _____

Download Report

Students

Show 50 entries

Select the Type of Report from the drop down. Then enter a Start and End date

Report will default to all students unless specific students are selected

Click the Download Report button to produce report



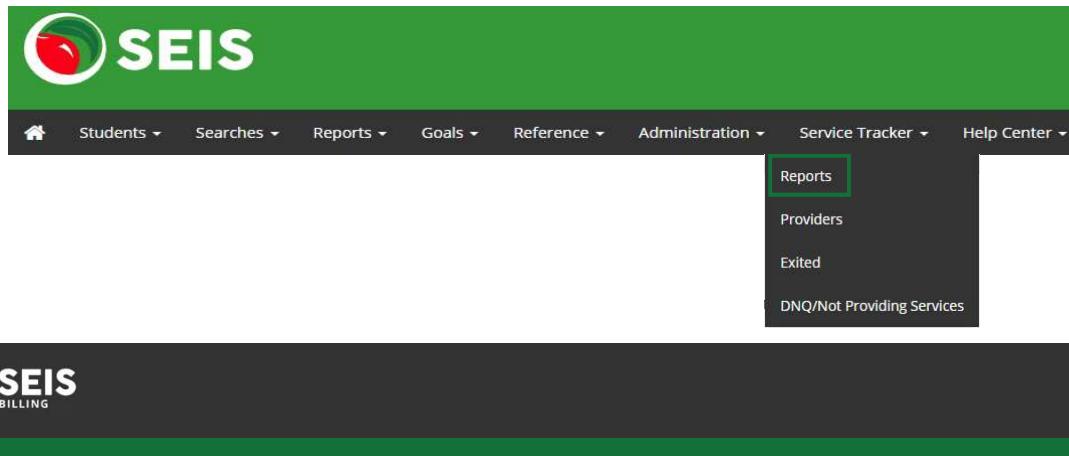
24

Admin Reports

(These reports can only be pulled when logged in your District/SELPA level account)

Click the **Service Tracker** section of the upper navigation bar

Click on **Reports**



Admin Reports

Service Tracker Reports

Reports

Report Type:

Complete Export

Start Date:

08/08/2017

End Date:

05/08/2018

Export Report

Select a Start Date and End Date

Select the Report Type

Click the Export Report button to produce the Excel report. The report will contain all deliveries and assessments entered into Service Tracking.



Service Tracking

Provider Level Training



Benefits

Quickly and easily document delivery of services

Real time analysis on delivery of services

Service tracker alleviates double entry

Real Time Data

- As data is entered into SEIS, it will generate up-to-date registers and reports

The Service Tracking feature allows users to enter the amount of time they delivered each service

- Because this is done through SEIS, all pertinent information such as services on the IEP Caseloads, Provider Types, and Service Frequency / Duration information is already in place.

This feature monitors the total amount of minutes provided to the student and can report to districts, when services are being over-delivered or under-delivered

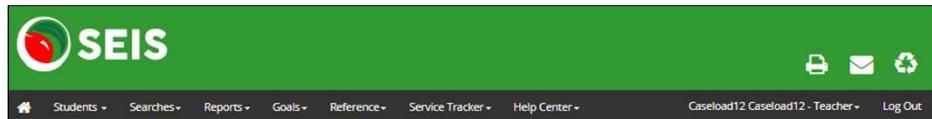
Automated export of data to SEIS Billing for LEA Medi-Cal Reimbursement



Contact
1.866.468.2891
<http://beta.seis.org>

Is your User Account set up correctly?

This is the User Type that will determine if your provider type is billable to Medi-Cal and the rate at which the delivery of services will be billed at. If incorrect, contact your district administrators. They will be able to update your User Type.



Contact
1.866.468.2891
<http://beta.seis.org>

Is Your Caseload Correct?

Do you have access to all of the students to whom you provide services?

Click the Caseload link in the **Students** section of the upper navigation bar to verify.

Caseload

Caseload																																																																																			
Caseload12 Caseload12 Licensed Search-Language Pathologist																																																																																			
		Bigbie		Sanding		Case Manager		School		School2																																																																									
		149		156		Total Students		155																																																																											
Teacher Caseload																																																																																			
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Contact
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<http://beta.seis.org>

Menu Options

Click on **Service Tracker** from the upper navigation bar

Use the Service Tracker drop down to navigate between **Deliveries, Assessments, Rosters and Reports**

The screenshot shows the SEIS homepage with a green header containing the SEIS logo. Below the header is a navigation bar with links: Home, Students, Searches, Reports, Goals, Reference, Service Tracker (which is currently selected and has a dropdown arrow), and Help Center. The Service Tracker dropdown menu is open, displaying four options: Delivery, Assessments/TCM, Rosters, and Reports.



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Delivery Summary Page

The screenshot shows the SEIS Delivery Summary Page. On the left, there is a sidebar with three buttons: "View IEPs List Page", "View Student Record", and "Deliver Service". A callout bubble points to these buttons with the text "Filter your results. Filters include Name, Service Code, School, Eligibility, and Frequency". The main content area is titled "Deliveries" and contains a "Filter" section with fields for Last Name, First Name, Service Code, School of Attendance, Eligibility, Minutes/Session, and Service Type. It also includes "Groups" and "Search Results" sections. The search results table shows two entries:

Actions	Name	Service
	Dear, John	330 Specialized Academic Instruction (IG)
	Demo, PA	330 Specialized Academic Instruction (G)

A callout bubble points to the "Service" column with the text "Service Information pulls from the Future IEP". Another callout bubble points to the "Total Delivered" section with the text "Total Delivered calculates the total minutes that have been delivered vs. the total minutes needed for the IEP year." The "Total Delivered" section shows a table with two rows:

Start Date	End Date	Sessions / Frequency	Total Minutes (min/year)	Total Delivered
01/01/2015	01/01/2016	60 min Daily	21900 min/year	30/21900
08/03/2016	08/03/2017	60 min x 5 Times = 300 min Weekly	15600 min/year	110/15600



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Delivered Services

Clicking the **Delivery** icon will display all deliveries for that Service

Click the **Add Service** button to add a new delivery

Service Tracker - Deliveries

Name: Jones Ellison
Birthday: 03/19/1998

Date	Attendance Code	Delivery	Minutes Delivered	District to Bill	School of Attendance	Date Added	Last Modified By	Billed
09/19/2017	Delivered	Individual	0	Demo Unified	Demo Roosevelt	09/25/2017 Caseload12 Caseload12	Caseload12 Caseload12 09-25-2017 08:51 AM	x
09/18/2017	Delivered	Individual	0	Demo Unified	Demo Roosevelt	09/25/2017 Caseload12 Caseload12	Caseload12 Caseload12 09-25-2017 08:51 AM	x

Edit delivery **Delete delivery** **View comments** **View case notes**

Add Service **Cancel**



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Adding a Delivery

Select up to 10 days at a time for delivery

Select the student's Attendance Code

Prescription on file only for OT and PT Services

Leave any comments as necessary

New Delivery

Visit Date(s): *

Attendance Code: *

Diagnostic Code: F80.9 SLP RegisterTreatment

District to Bill: Demo Unified

Written prescription on file? Yes No

Comments

By checking this box and typing my name below, under my professional license/credential I certify the documented services.
Name

Plan Type: * IEP IFSP

Delivery: * Individual Group Consult
 Individual - Telehealth (Speech ONLY)
 Group - Telehealth (Speech ONLY)

Total Minutes Provided:

School of Attendance: Demo Roosevelt

Fill in Plan Type, Delivery, Total Minutes Provided, and District to Bill

Diagnostic Code and School of Attendance will default automatically

Leave any Case Notes as necessary

Click the Save button to Save your Delivery

Save **Cancel**



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Bulk Delivery

Filter

Last Name:	First Name:	SEIS ID:
School of Attendance:	Eligibility:	Service Code:
<input type="checkbox"/> Don't Include Ended Services	Service Type:	Minutes/Session:

Show All Find

Bulk Delivery

Search results

Action	Name	Delivery	Start Date	End Date	Sessions / Frequency	Total Minutes (min/year)	Total Delivered	Med-Cal Billing Consent
Filter	Last Name:	First Name:	SEIS ID:	Service Code:	Minutes/Session:			
School of Attendance:	<input type="checkbox"/> Don't Include Ended Services							

Show All Find

Bulk Delivery

Search results

Action	Name	SEIS ID	Service	Delivery	Start Date	End Date	Sessions / Frequency	Total Minutes (min/year)	Total Delivered	Med-Cal Billing Consent
Show 50 per page	Displaying 1 to 50 of 73 records									
Filter	Last Name:	First Name:	SEIS ID:	Service Code:	Minutes/Session:					
School of Attendance:	<input type="checkbox"/> Don't Include Ended Services									

Start by managing your Groups



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<http://beta.seis.org>

Creating a new Group

SEIS

Students ▾ Searches ▾ Reports ▾ Goals ▾ Reference ▾ Service Tracker ▾ Help Center ▾ Caseload12 Caseload12 - Teacher ▾ Log Out

Bulk Delivery

Provider: [Return to Deliveries](#)

+ Add Group

Group Name	Service	Delivery

Click Add Group to add a new Group



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<http://beta.seis.org>

Creating a new Group

Edit Service Group

Group Name:

Service Code:

Delivery:

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Group Options

Group Name	Service	Delivery
monday 3 pm	415 Language and speech	Group

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<http://beta.seis.org>

Adding Students to a Group

The student list is filtered by the Service Code for the Group

All students in to the group will display here

Click the Return to Bulk Delivery button to return to the Bulk Delivery page

Check the box next to the students to be added to the group, then click the Add to Group button

Manage Service Group Students					
Group Name: monday 3 pm		Service: 415 Language and speech		Delivery: Group	
Student	Birthdate	Grade	District of Service	Attendance School	
<input type="checkbox"/>	Richard Castle	07/01/2000	Twelfth grade	Kirstins District 1	Spartan High
Return to Bulk Delivery Delete Student(s)					
A B C D E F G H I J K L M N O P Q R S T U V W X Y Z A-Z					
Show <input type="button" value="50"/> per page Displaying 1 to 4 of 4 record(s)					
Actions	Name	Service	Delivery	Start Date	End Date
<input type="checkbox"/>	Castle, Richard	415 Language and speech	I	10/10/2017	10/10/2017
<input type="checkbox"/>	Castle, Richard	415 Language and speech	G	10/12/2017	10/12/2018
<input type="checkbox"/>	Donovan, Landon	415 Language and speech		03/13/2018	03/13/2019
<input type="checkbox"/>	Name	Service	Delivery	Start Date	End Date
Sessions / Frequency Total Minutes (min/year) Total Delivered Check/Uncheck All					
Add to Group					

First Previous 1 Next Last

SEIS

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<http://beta.seis.org>

Bulk Delivering to a Group

Click Bulk Deliver icon to Bulk Deliver to a Group

Bulk Delivery			
Provider: Return to Deliveries			
	Group Name	Service	Delivery
	monday 3 pm	415 Language and speech	Group
+ Add Group			

SEIS

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<http://beta.seis.org>

Bulk Deliver to Group

Select one delivery date

Leave any comments as necessary

Fill in Plan Type, District of Service, Attendance Code, and Total Minutes Provided

Written Prescription on File (only for OT and PT services)

Diagnostic Code information will default automatically

Contact
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<http://beta.seis.org>

Editing a Bulk Delivery

Student ID	Name	DOB	Service Code	Delivery	Start Date	End Date	Result
965284	zany zebra	08/01/2002	415 Language and speech	I	09/16/2012		Service Type does not match the group's Delivery Type
1583337	andrea pirlo	12/06/2005	415 Language and speech	I	08/29/2017		Successfully delivered
556538	Hannah Alexandria	12/31/2009	415 Language and speech	I	04/19/2017		Successfully delivered

To edit an bulk delivery for a specific student, click the Edit icon

The Bulk Delivery Log displays all students in the group, and if the delivery was successful or not

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Assessment Tracking

Click the **Service Tracker** section of the upper navigation bar.

Click the **Assessments** tab.

The screenshot shows the SEIS software interface. At the top, there is a green header bar with the SEIS logo. Below it is a navigation bar with links: Students, Searches, Reports, Goals, Reference, Service Tracker (which is currently active and expanded), Help Center, Caseload12, Caseload12 - Teacher, and Log Out. The main content area has a sidebar titled 'Deliveries' containing 'Filter' and dropdown menus for Last Name, First Name, and Service Code. The main panel shows a list of items under 'Assessments/TCM' with columns for Referral Date, Last IEP, Last Annual, and Last Evaluation. A red callout box points to the 'Assessments/TCM' link in the sidebar.



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Assessments

The screenshot shows the SEIS Assessments page. At the top left is a 'Filter' section with fields for Last Name, School of Attendance, and Eligibility. Below it is a grid of letters from A to Z for filtering. The main area displays a table of assessment data with columns: Actions, Name, District of Service, School of Attendance, Referral Date, Last IEP, Last Annual, and Last Evaluation. A green callout box points to the 'Actions' column, which contains a blue icon for 'Deliver Assessment'. Another green callout box points to a speech bubble containing text about filtering results.

Actions	Name	District of Service	School of Attendance	Referral Date	Last IEP	Last Annual	Last Evaluation
	Ackerman, Marjoram	Kirstins District 1	Cristys Fun School	09/04/2011	03/20/2018	03/08/2018	03/08/2018



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Adding an Assessment

Assessments

Assessments

Name: Denise Davis
Birthday: 06/08/1992

Date	Assessment	Plan Type	Delivery	District to Bill	School of Attendance	Provider Name	Date Added	Last Modified By	Billed
09/14/2016	2 - Annual Assessment	IEP	Individual	Demo Unified	Demo Lincoln	Caseload2 Caseload2	09/20/2016	Caseload2 Caseload2 Caseload2	09-20-2016 01:40 PM

Add Assessment Cancel

Click the Add Assessment button to add a new Assessment



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Adding an Assessment

Select the Assessment Date

Edit Assessment

New Assessment

Assessment Date:

Plan Type: IEP IFSP

Assessment:

Comments

Leave any comments as necessary

Delivery:

Diagnostic Code: F80.9 SLP RegisterTreatment

District to Bill: Demo Unified

School: Demo Lincoln

By checking this box and typing my legal name below, under my professional license/credential, I certify the documented services have been performed. I understand that it is my sole responsibility to maintain a hard copy record with my signature according to the Business and Professions Code regulations thru the participation in the LEA Medi-Cal Billing Option.

Name:

Save Cancel

Fill in Plan Type, Assessment Type, and District to Bill

Delivery, Diagnostic Code and School information will default automatically



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<http://beta.seis.org>

Rosters

Click the **Service Tracker** section of the upper navigation bar

Click on **Roster**

The screenshot shows the SEIS Service Tracker interface. The top navigation bar includes links for Students, Searches, Reports, Goals, Reference, Service Tracker (which is highlighted), Help Center, Caseload12, Caseload12 - Teacher, and Log Out. A green sidebar on the left contains Local News, Import/Export, Delivery, Assessments/TCM, and a menu with Rosters and Reports selected. The main content area displays a summary of requests submitted to the District/SELPA, categorized into Add Requests, Exit Requests, and Record Changes, each with counts of 0. To the right, there are links for Eligible/Providing Svcs, DNZ/Not Providing Svcs, and Address Changes, all with counts of 0.



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Rosters

Pull an Attendance Roster for the selected month and selected student(s)

Print the **Roster** each month and turn into your district administrator

This will include the information input into the Service Tracking feature

Select the month and year.
Roster will default to all students
unless specific students are selected

Click the Print button to
generate roster

The screenshot shows the SEIS Rosters page. At the top, there's a 'Roster Lookup' section with fields for Last Name, Eligibility (dropdown), Month/Year (September 2017), and School (All Schools). Below this is a 'Students' table with columns: Check/Uncheck, All, LastName, FirstName, DOB, Gender, and District of Service. The table lists four students: Denise Davis (Female, Demo Unified), John Dear (Male, Demo Unified), and Stacey Delgado (Female, Demo Unified). At the bottom of the page are buttons for Show All, Find, and Print.



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Rosters

Printed Rosters pull the information input into the Service Tracking feature and look like this.

Attendance Register																																				
Student	DOB	M/F	District of Residence	StudentID	Attendance Codes																															
					M 1	T 2	W 3	T 4	F 5	S 6	S 7	F 8	M 9	T 10	W 11	T 12	F 13	M 14	T 15	W 16	T 17	F 18	S 19	F 20	M 21	T 22	W 23	F 24	S 25	F 26	T 27	W 28	F 29	S 30	M 31	Total
Jones Ellison	9/18/1998	M	Demo Unified	082708	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	0
Blank Forms	1/1/2003	M	Demo Unified	1017819	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	0
Grant Garrison	7/9/1995	M	Demo Unified	094095	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	0

CERTIFICATION
TO THE BEST OF MY KNOWLEDGE AND BELIEF THIS STATE SCHOOL REGISTER PAGE HAS BEEN KEPT AS REQUIRED BY LAW AND IN ACCORDANCE WITH THE INSTRUCTION OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION.

Signature _____ Date _____
Administrator signature _____ Date _____

Sign and date Roster on a monthly basis.

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Reports

Reports will pull specific information for the date range selected and student(s) selected.

Download Reports

Type of Report:

Start Date: _____

End Date: _____

For:

Report will default to all students unless specific students are selected

Students

Show 50 entries

Select the type of report from the dropdown menu as well as a start and end date

Report will default to all students unless specific students are selected

Click the Download Report button to generate report

Download Report

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<http://beta.seis.org>



Type of Reports

These are the available reports offered through Service Tracking:

- **Deliveries** – shows all of the services delivered for the student(s) by a provider.
- **Overdelivered** – shows any student / service where the total minutes delivered is above the number of minutes written into the IEP.
- **Absences** – shows all service deliveries that were not delivered due to a student's absence.
- **Unscheduled Time** – shows all deliveries marked as unscheduled time.
- **Assessments** – will pull assessments entered.
- **Deliveries with Case Notes** – shows all of the services delivered with case notes for student(s) by a provider.



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2019–20 California Student Assessment Accessibility Graphic for English Language Arts/Literacy

Unless noted in parentheses, the listed resources may be used in all domains: Listening (L), Reading (R), and Writing (W).

Available to All Students

Universal Tools

Embedded Breaks	Keyboard navigation	Non-Embedded Breaks
Digital notepad	Line reader	English dictionary ¹ (W)
English dictionary ¹ (W)	Mark for review	Scratch paper
English glossary	Spellcheck (W)	Thesaurus ¹ (W)
Expandable items	Strikethrough	
Expandable passages	Thesaurus ¹ (W)	
Global notes ¹ (W)	Writing tools (specific items)	
Highlighter	Zoom (in/out)	

Designated Supports

Embedded Color contrast	Non-Embedded Amplification	Noise buffers
Masking	Bilingual dictionary ¹ (W)	Read aloud (not reading passages)
Mouse pointer (size and color)	Color contrast	Scribe (L, R)
Streamline	Color overlay	Separate setting
Text-to-speech ² (not reading passages)	Magnification	Simplified test directions
Turn off any universal tool	Medical supports (restricted settings)	Translated test directions

Available to Students with an Individualized Education Program (IEP) or Section 504 Plan

Accommodations

Embedded American sign language ² (L)	Non-Embedded Alternate response options
Audio transcript ² (L) (includes braille transcript)	Braille (special form)
Braille ²	Large-print special form (as available)
Closed captioning ² (L)	Print on demand
Text-to-speech ² (R) (reading passages)	Read aloud (R) (reading passages)
	Scribe (W)
	Speech-to-text
	Word prediction

Resources for the California Alternate Assessment

All eligible students shall have any instructional supports and/or accommodations, including the language of instruction, used in their daily instruction in accordance with each student's IEP.

The administration of the California Alternate Assessments (CAAs) to eligible students shall be one-on-one (test examiner to student), according to the California Assessment of Student Performance and Progress (CAASPP) manual. Depending on the student's disability or needs, the CAAs may or may not include the student's independent use of the testing interface. Because the CAAs are given to students one-on-one by a test examiner, some embedded resources are not provided. For example, while a braille version of the test is not provided, the test may be presented using an embosser or a refreshable display.

¹ Available only for full-write performance tasks.

² Resource not available for the CAAs.

2019–20 California Student Assessment Accessibility Graphic for Science

Available to All Students

Universal Tools

Embedded	Line reader	Non-Embedded
Breaks	Mark for review	Breaks
Calculator ^{1,2}	Math tools (i.e., embedded ruler, embedded protractor)	Scratch paper
Digital notepad		
English glossary		
Expandable items	Science charts	
Expandable passages	Science tools	
Highlighter	Strikethrough	
Keyboard navigation	Writing tools	
	Zoom (in/out)	

Designated Supports

Embedded	Non-Embedded	Noise buffers
Color contrast	100s number table	Read aloud
Masking	Amplification	Science charts (state-approved)
Mouse pointer (size and color)	Calculator ¹	Scribe
Streamline	Color contrast	Separate setting
Text-to-speech ²	Color overlay	Simplified test directions
Translations ² (glossary)	Magnification	Translated test directions
Translations ² (Spanish stacked)	Medical supports (restricted settings)	
Turn off any universal tool	Multiplication table	

Available to Students with an Individualized Education Program (IEP) or Section 504 Plan

Accommodations

Embedded	Non-Embedded
American sign language ²	Abacus
Audio transcript (includes braille transcript)	Alternate response options
Braille ²	Large-print special form (as available)
Closed captioning ²	Print on demand
	Speech-to-text
	Word prediction

Resources for the California Alternate Assessment

All eligible students shall have any instructional supports and/or accommodations, including the language of instruction, used in their daily instruction in accordance with each student's IEP. The administration of the California Alternate Assessments (CAAs) to eligible students shall be one-on-one (test examiner to student), according to the California Assessment of Student Performance and Progress (CAASPP) manual. Depending on the student's disability or needs, the CAAs may or may not include the student's independent use of the testing interface. Because the CAAs are given to students one-on-one by a test examiner, some embedded resources are not provided. For example, while a braille version of the test is not provided, the test may be presented using an embosser or a refreshable display.

¹ Basic calculator for grade five; scientific calculator for grade eight and high school.

² Resource not available for the CAAs.

Refer to the Matrix One web page at <https://www.cde.ca.gov/ta/tg/ai/caasppmatrix1.asp> for additional information.

2019–20 California Student Assessment Accessibility Graphic for Mathematics

Available to All Students

Universal Tools

Embedded Breaks	Expandable passages	Strikethrough
Calculator ¹ (grades 6–8 and 11)	Highlighter	Writing tools (specific items)
Digital notepad	Keyboard navigation	Zoom (in/out)
English glossary	Line reader	
Expandable items	Mark for review	
	Math tools (i.e., embedded ruler, embedded protractor)	Non-Embedded Breaks
		Scratch paper

Designated Supports

Embedded	Translations ¹ (Spanish stacked)	Noise buffers
Color contrast	Turn off any universal tool	Read aloud
Illustration glossaries		Read aloud for Spanish stacked translation
Masking		Scribe
Mouse pointer (size and color)		Separate setting
Streamline		Simplified test directions
Text-to-speech ¹		Translated test directions
Translated test directions ¹ (Spanish stacked)		Translations (glossary)
Translations ¹ (glossary)		

Available to Students with an Individualized Education Program (IEP) or Section 504 Plan

Accommodations

Embedded	Calculator (specific items, grades 6–8 and 11)
American sign language ¹	Large-print special form (as available)
Braille ¹	Multiplication table (grade 4 and up)
Non-Embedded	Print on demand
100s number table (grade 4 and up)	Speech-to-text
Abacus	Word prediction
Alternate response options	
Braille (special form)	

Resources for the California Alternate Assessment

All eligible students shall have any instructional supports and/or accommodations, including the language of instruction, used in their daily instruction in accordance with each student's IEP.

The administration of the California Alternate Assessments (CAAs) to eligible students shall be one-on-one (test examiner to student), according to the California Assessment of Student Performance and Progress (CAASPP) manual. Depending on the student's disability or needs, the CAAs may or may not include the student's independent use of the testing interface. Because the CAAs are given to students one-on-one by a test examiner, some embedded resources are not provided. For example, while a braille version of the test is not provided, the test may be presented using an embosser or a refreshable display.

¹ Resource not available for the CAAs.

Refer to the Matrix One web page at <https://www.cde.ca.gov/ta/tg/ai/caasppmatrix1.asp> for additional information.

2019–20 California Student Assessment Accessibility Graphic for the California Spanish Assessment

Unless noted in parentheses, the listed resources may be used in all domains: Listening (L), Reading (R), and Writing Mechanics (W).

Resources Available to All Students

Universal Tools

Embedded	Line reader
Breaks	Mark for review
Digital notepad	Strikethrough
Expandable items	Zoom (in/out)
Expandable passages	
Highlighter	
Keyboard navigation	

Non-Embedded

Breaks
Scratch paper

Designated Supports

Embedded	
Color contrast	
Masking	
Mouse pointer (size and color)	
Streamline	
Text-to-speech (items only)	
Turn off any universal tool(s)	

Non-Embedded	
Amplification	
Color contrast	
Color overlay	
Magnification	
Medical supports (restricted settings)	
Noise buffers	

Read aloud (not reading passages)
Scribe (L, R)
Separate setting
Simplified test directions

Resources Available to Students with an Active Individualized Education Program (IEP) or Section 504 Plan

Accommodations

Embedded	Non-Embedded
Braille (embossed and refreshable)	Alternate response options
Closed captioning (L)	Print on demand
Spanish audio transcript (L) (including braille transcript)	Read aloud (R) (reading passages only)
Text-to-speech (R) (reading passages)	

Unlisted Resources

To obtain approval to use an unlisted resource, an LEA may submit a request in the Test Operations Management System (TOMS) on behalf of a student with a disability, prior to test administration.

Resources

All eligible students shall have any instructional supports and/or accommodations, including the language of instruction, used in their daily instruction in accordance with each student's IEP.

2018–19 California Student Assessment Accessibility for the English Language Proficiency Assessments for California



Unless noted in parentheses, the listed resources may be used in all domains: listening (L), speaking (S), reading (R), and writing (W).

Available to All Students

Universal Tools

- Breaks, including those that extend testing over more than one day, between the contractor-identified test sections
- Oral clarification, in English, of test directions by the test examiner
- Student use of highlighter(s) in the test book for grades two through twelve
- Student use of marking in the test book for grades three through twelve (no highlighter use)
- Scratch paper
- Sufficient time to complete test

Designated Supports

- Adjustments to setting, including:
 - Audio amplification equipment
 - Most beneficial time of day
 - Special lighting or acoustics
 - Special or adaptive furniture
 - Testing in a separate room, provided that the student is directly supervised by an employee who has signed the ELPAC Test Security Affidavit
- Audio or oral presentation of test directions in English, which may be repeated as requested by the student
- Color overlay

Covered overlay, masks, or other means to maintain visual attention to the test consistent with the test contractor's test directions

Magnification

Manually Coded English or American Sign Language (ASL) to present test directions for administration (does not apply to test questions)

Noise buffers

Available to Students with an Individualized Education Program (IEP) or Section 504 Plan

Accommodations

- | | | |
|--|--|---|
| Braille test materials provided by contractor | Pause or replay the audio during the administration of test questions for Summarize an Academic Presentation (S) | Supervised breaks within a section of the test |
| Dictation by the student of responses, including all spelling and language conventions, to a scribe, audio recorder, or speech-to-text converter (W) | Presentation of, and responses to, questions using Manually Coded English or ASL (L, S, W) | Test questions enlarged through electronic means |
| Large print versions reformatted from regular print version | Responses dictated to a scribe for selected response items, including multiple choice items (L, R, W) | Testing at home or in the hospital by a test examiner |
| Pause or replay the audio during the administration of test questions (L) | | Transfer of student responses marked in the test booklet to the answer book by a scribe who has signed an ELPAC Test Security Affidavit (L, R, W) |
| | | Use of an assistive device that does not interfere with the independent work of the student (L, S, W) |
| | | Use of written scripts by the test examiner for students for whom streamed audio is not accessible (L) |
| | | Use of word processing software with the spell and grammar check tools turned off (W) |

Unlisted Resources

To obtain approval to use an unlisted resource, an LEA may submit a request to the California Department of Education (CDE) on behalf of a student with a disability, prior to administering the Initial or Summative ELPAC.

Domain Exemption(s)

The IEP or Section 504 team may decide to exempt a student from a domain if there are no available resources or unlisted resources that provide the student access to that domain.