Steering Committee Meeting

Los Angeles
**State News**

- LAO projects Prop 98 minimum guarantee will yield $ over the state’s current obligations.
  - Additional COLA? – 3% projected revised to 1.79%
  - More pension paydowns?
  - SpEd funding injections?
- Three education funding initiatives; likely voter polling:
  - $15B statewide facilities bond – 47% of likely voters, down from 54%
  - “Millionaires’ Tax” – 56%
  - “Split Roll” property tax – 46% of likely voters, down from 47%
State Economic News
• October revenues behind projection, placing current year state revenue collection on target with May Revision forecast
• State cash position still strong
• Unemployment, poverty, jobs & housing indicators somewhat mixed
• California recession? When not if.

Federal Economic News
• Still under continuing resolution thru Dec 20th
• No appreciable increased education funding in site
Funding News

Legal Risk Pool

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

Low Incidence

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

DON’T WAIT
Start reimbursement requests as soon as you know.
## ERMHS Funding

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

*Considered required for receiving ERMHS services in IEP

**Primary or Secondary Designation
ERMHS Funding Timeline

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

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

**November**
- Preliminary Level 2 SEIS Service Count #3

**December**
- Final Level 2 SEIS Service Count
- Audit Reports Dec 17

**January**
- Level 2 Budget Due Jan. 15
- Report P-1 Jan 15
- Mid-Year Exp Report Jan. 17

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

**New Level 3 NPS & Residential Requests (budget, Master Contract & ISA) due within 30 days of placement.**
Governor’s proposed 2020 budget in January expected to include initiatives aimed at improving outcomes for SpEd students.

**LAO Report: Overview of Special Education in California (pg. 1 of package)**

- Adjusted for inflation, between 07–08 and 17–18, sped expenditures increased 28%: 1/3 to salary increases; 2/3 to increase in students with severe disabilities
- Local funding rising from 49% in 07–08 to 61% in 17–18
- The average annual cost of educating a SWD is $26,000 vs. $9,000 in 17–18
- The prevalence of severe disabilities has almost doubled since 2000–01, largely driven by the rise in autism which now affects about 1 in 50 students
- The majority of SWDs are in mainstream classrooms
- In California, SWDs are disproportionately low income and African American
- The suspension rate of SWDs is almost double the statewide average
- The average on state tests for SWDs in 2017 was the 18th percentile
Overview of Special Education in California

MAC TAYLOR • LEGISLATIVE ANALYST • JANUARY 3, 2013

*Denotes a handout
Charter School Toolkit*
# System of Support Events*

[Image of the System of Support Events page](https://www.cde.ca.gov/sp/se/ac/system-support-events.asp)

*Denotes a handout*
### CDE Calendar of Activities SY 19.20

<table>
<thead>
<tr>
<th>Aug</th>
<th>Oct</th>
<th>Nov</th>
<th>Dec</th>
<th>Jan</th>
<th>Feb</th>
<th>Mar</th>
<th>Apr</th>
<th>May</th>
<th>Jun</th>
<th>July</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dispro Notices sent to LEAs</td>
<td>Dispro Self-Study due to CDE</td>
<td>Moe due to CDE</td>
<td>Annual Determinations sent to LEAs</td>
<td>Dispro Corrective Actions due to CDE</td>
<td>PIR Notices sent to LEAs</td>
<td>PIR Assurances due to CDE</td>
<td>Dispro Prong II Student List Verification due to CDE</td>
<td>CALPADS Reporting Window Opens</td>
<td>PIR Plans due to CDE</td>
<td>CALPADS Reporting Window Closes</td>
</tr>
<tr>
<td>LEAs Notified of Dispro Corrective Actions</td>
<td>Sig Dis Notices sent to LEAs</td>
<td>Sig Dis Assurances due to CDE</td>
<td>PIR Meetings and Plan Development</td>
<td>Dispro Prong II Review</td>
<td>MOE Pre-Test due</td>
<td>PIR Meetings and Plan Development</td>
<td>Dispro Completion Notices sent to LEAs</td>
<td>Sig Dis Final Plans and Budget Reports due to CDE</td>
<td>Personnel Data Reports due to CDE</td>
<td></td>
</tr>
</tbody>
</table>

- The full calendar of activities can be found in the Steering Packet
- The at-a-glance calendar is provided as a separate handout
SELPA Updates
CALPADS Update*
• Student Services Report (Report 16.5) is excluded from certification reports.
  • LEAs are asked to continue adding this data – don’t just ignore it!
  • This will be a mandatory report for End-of-Year submission (beginning May 11)

• Be sure to log into CALPADS as well as SEIS to review errors!
  • Not all errors are passed back to SEIS and are only visible in CALPADS
  • Use the Delete Button to fix out-of-order submissions

• When you are error free in SEIS be sure to tell your CALPADS admin
  • They have to hit the button to pass the report to SELPA
What does SELPA do?

• SELPA is asking for submission by December 13. What will we do?

  • Confirm all DNR have a reason

  • Confirm all affirm/attest dates (don’t leave IEPs unaffirmed/unattested for days, let alone months)

  • Review federal settings – particularly for pre-school

  • Review service codes – do they make sense? Are they applicable?
So, what’s next?
CALPADS Reporting 2019-20

CALPADS Reporting Timeline (Current Year)

Postsecondary Reporting
(Jan 7 – Mar 20)

End-of-Year (EOY 4) submission
- Everything we’ve been doing
## CALPADS SPED Discrepancy Extract

<table>
<thead>
<tr>
<th>SPED-Record Type Code</th>
<th>SPED-Transaction Record ID</th>
<th>SPED-Reporting LEA</th>
<th>SPED-Academic Year ID</th>
<th>SPED-SUID</th>
<th>SPED-Local Special Education Student ID</th>
<th>SPED-Reporting SELPA Code</th>
<th>SPED-District of Special Education Accountability Code</th>
<th>SPED-Special Education Meeting Type</th>
<th>SPED-Meeting or Amendment Identifier</th>
<th>SPED-Education Plan Type Code</th>
<th>SPED-Education Plan Amendment Date</th>
<th>SPED-Special Education Program End Date</th>
<th>SINF-Effective Start Date</th>
<th>SINF-Effective End Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED-D</td>
<td>12345</td>
<td>1234567</td>
<td>2019-2020</td>
<td>1234567890</td>
<td>554466</td>
<td>1230</td>
<td>1234567</td>
<td>10</td>
<td>20190810</td>
<td>1</td>
<td>100</td>
<td>20190601</td>
<td>20190601</td>
<td></td>
</tr>
<tr>
<td>SPED-D</td>
<td>12355</td>
<td>1234567</td>
<td>2019-2021</td>
<td>1112223334</td>
<td>445566</td>
<td>1230</td>
<td>1234567</td>
<td>20</td>
<td>20190915</td>
<td>2</td>
<td>100</td>
<td>2019061</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>SPED-D</td>
<td>12222</td>
<td>1234567</td>
<td>2019-2022</td>
<td>9988776655</td>
<td>221155</td>
<td>1230</td>
<td>1234567</td>
<td>10</td>
<td>20190815</td>
<td>3</td>
<td>150</td>
<td>2019062</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>SPED-Student Gender Code</td>
<td>SINF-Student Gender Code</td>
<td>SPED-Student Hispanic Ethnicity Indicator</td>
<td>SINF-Student Hispanic Ethnicity Indicator</td>
<td>Student Ethnicity Missing Indicator</td>
<td>SPED-Student Race 1 Code</td>
<td>SPED-Student Race 2 Code</td>
<td>SPED-Student Race 3 Code</td>
<td>SPED-Student Race 4 Code</td>
<td>SPED-Student Race 5 Code</td>
<td>SINF-Student Race Missing Indicator</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>M</td>
<td>N</td>
<td>Y</td>
<td>F</td>
<td>M</td>
<td>N</td>
<td>Y</td>
<td>F</td>
<td>M</td>
<td>N</td>
<td>Y</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

[https://documentation.calpads.org/Extracts/SPEDDiscrepancyExtract/](https://documentation.calpads.org/Extracts/SPEDDiscrepancyExtract/)
Service Tracker
Service Tracker

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

4. Service Tracking

- Service Tracking - Admin Training (PDF)
- Service Tracking - Bulk Delivery
- Service Tracking - Teacher Training (PDF)
- Service Tracking User Manual
<table>
<thead>
<tr>
<th>Permission</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assign Providers</td>
<td>Can assign providers to grant access to student record/IEP</td>
</tr>
<tr>
<td>Can Affirm Progress Reports</td>
<td>Can affirm progress reports regardless of Case Manager status</td>
</tr>
<tr>
<td>Can Affirm/Attest IEP</td>
<td>Can affirm/attest IEP regardless of Case Manager status</td>
</tr>
<tr>
<td>Change Eligibility Status</td>
<td>Can update eligibility status for student (Pending/Eligible/Not Providing Services)</td>
</tr>
<tr>
<td>Edit Discipline Info</td>
<td>Can add/edit/delete student disciplinary actions</td>
</tr>
<tr>
<td>Edit IEPs</td>
<td>Can edit future IEPs</td>
</tr>
<tr>
<td>Edit Student Record</td>
<td>Can edit information on student record (Required to Affirm IEPs)</td>
</tr>
<tr>
<td><strong>Service Tracking</strong></td>
<td>Can track Services and Assessments</td>
</tr>
</tbody>
</table>
• Run Updates to CALPADS Regularly – The base recommendation is to do this at least once a month, but for those LEAs with a large student population; a population with very active IEPs; or during testing/reporting windows, this will need to be more often

• *Early and Often – CALPADS can be SLOW!*
Additional Links

SEIS District Level User: Understanding CALPADS and SEIS Reporting
• https://youtu.be/x825wxQaios

CALPADS Learning Resource
• https://csis.fcmat.org/calpads-learning
Equality vs. Equity

California developed assessments, including CAASPP, ELPAC, CAST, CSA, and CAA which strive to provide every student with a positive and productive assessment experience, generating results that are a fair and accurate estimate of each student’s achievement.

Accessibility Resource Types

• Universal Tools
• Designated Supports
• Accommodations

Accessibility Categories

• Resources that support students to remain engaged with the assessment.
• Resources that support students by allowing them to respond through various actions & expressions.
• Resources that support students by varying the way the assessment is presented.


*Denotes a handout
Statewide Assessments – ISAAP Tool*

1. Identify Key Staff
2. Provide Information and Training
3. Identify Students
4. Select Accessibility Resources
5. Enter Resources into TOMS
6. Perform Pre-Administration Check
7. Confirm Delivery

*Denotes a handout
# Statewide Assessments – Resources*

![Chart for 2019-20 California Student Assessment Accessibility Graphic for English Language Arts/Literacy]

<table>
<thead>
<tr>
<th>Embedded</th>
<th>Universal Tools</th>
<th>Non-Embedded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Breaks</td>
<td>Keyboard navigation</td>
<td>Scratch paper</td>
</tr>
<tr>
<td>Digital notepad</td>
<td>Line reader</td>
<td>Thesaurus (W)</td>
</tr>
<tr>
<td>English dictionary (W)</td>
<td>Mark for review</td>
<td>Writing tools</td>
</tr>
<tr>
<td>English glossary</td>
<td>Spellcheck (W)</td>
<td>(specific items)</td>
</tr>
<tr>
<td>Expandable Items</td>
<td>Strikethrough</td>
<td>Zoom (in/out)</td>
</tr>
<tr>
<td>Expandable passages</td>
<td>Thesaurus (W)</td>
<td></td>
</tr>
<tr>
<td>Global notes (W)</td>
<td>Writing tools (specific items)</td>
<td></td>
</tr>
<tr>
<td>Highlighter</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- **Available to All Students**

<table>
<thead>
<tr>
<th>Embedded</th>
<th>Designated Supports</th>
</tr>
</thead>
<tbody>
<tr>
<td>Color contrast</td>
<td>Noise buffers</td>
</tr>
<tr>
<td>Masking</td>
<td>Read aloud (not reading passages)</td>
</tr>
<tr>
<td>Mouse pointer</td>
<td>Scribe (L, R)</td>
</tr>
<tr>
<td>(size and color)</td>
<td>Separate setting</td>
</tr>
<tr>
<td>Streamline</td>
<td>Simplified test directions</td>
</tr>
<tr>
<td>Text-to-speech (not reading passages)</td>
<td>Translated test directions</td>
</tr>
<tr>
<td>Turn off any universal tool</td>
<td></td>
</tr>
</tbody>
</table>

*Denotes a handout*
<table>
<thead>
<tr>
<th>Date</th>
<th>Start Time</th>
<th>End Time</th>
<th>Title</th>
<th>Registration Link</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/17/2020</td>
<td>9:00</td>
<td>12:00</td>
<td>SEIS 101</td>
<td><a href="https://qr.go.page.link/RvmCP">https://qr.go.page.link/RvmCP</a></td>
</tr>
<tr>
<td>1/21/2020</td>
<td>2:00</td>
<td>4:00</td>
<td>Part 3 Understanding Evidence-Based Practices for Students with Autism Spectrum Disorder</td>
<td><a href="https://qr.go.page.link/fdQ7U">https://qr.go.page.link/fdQ7U</a></td>
</tr>
<tr>
<td>1/28/2020</td>
<td>2:00</td>
<td>4:00</td>
<td>Writing Compliant IEPs Ensuring Educational Benefit</td>
<td><a href="https://qr.go.page.link/FWsulL">https://qr.go.page.link/FWsulL</a></td>
</tr>
<tr>
<td>3/10/2020</td>
<td>9:00</td>
<td>12:00</td>
<td>Fostering Independence and Self-Advocacy through Student-led IEPs</td>
<td><a href="https://qr.go.page.link/iTgQqb">https://qr.go.page.link/iTgQqb</a></td>
</tr>
<tr>
<td>4/9/2020</td>
<td>9:00</td>
<td>12:00</td>
<td>A Person-Centered Approach to Transition</td>
<td><a href="https://qr.go.page.link/z8gkb">https://qr.go.page.link/z8gkb</a></td>
</tr>
</tbody>
</table>
• The overarching goal of California’s system of support is to help local educational agencies (LEAs) and their schools meet the needs of each student they serve, with a focus on building local capacity to sustain improvement and to effectively address disparities in opportunities and outcomes.

• Calendar of System of Supports viewable at:
  • https://www.cde.ca.gov/sp/se/ac/system-support-events.asp
SELPA Resource Lead Agency System

- SELPA System Improvement Leads
  - El Dorado County SELPA
  - Riverside County SELPA
  - West San Gabriel SELPA

- SELPA Content Leads
  - Marin County SELPA—in partnership with the California Autism Professional Training and Information Network (CAPTAIN) to scale up the use of Evidence Based Practices
  - Placer County SELPA—Open Access Project (focus on Universal Design for Learning, Assistive Technology, and Augmentative Alternative Communication strategies)
  - South County SELPA—Disproportionality
  - Imperial County SELPA—Students with Disabilities and English Language Learners
INSPIRATION TO ACTION

February 20, 2020

http://charterselpa.org/symposium/
Bay Area
1/24/20 | 8:30 a.m. - 3:00 p.m.
The Waterfront Hotel
10 Washington Street
Oakland, CA 94607

Orange County/Anaheim
1/31/20 | 8:30 a.m. - 3:00 p.m.
DoubleTree Anaheim Resort Convention Center
2085 S Harbor Blvd.
Anaheim, CA 92802

Topics
• New Legislation
• Legally Defensible Assessment Reports
  • IEP Notetaking
  • Who’s the Parent?
• Hot Cases and Federal Guidance
  • Q & A

https://charterselpa.org/legal-forum/
Upcoming Steering Meeting

Online via Zoom
10:00 a.m. – 12:30 p.m.
January 15, 2020

Register here:
https://edcoe.zoom.us/webinar/register/WN_J9Sh5z6MRJ2WB92B8i9mKg
Questions & Answers