

STEERING COMMITTEE AGENDA

December 4, 2019



Los Angeles

Anaheim Marriott

700 West Convention Way

Anaheim, CA 92802

10:00 am – 2:00 pm

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*

Robert Steponovich
Ginese Quann

Jen Parker

SELPA Updates

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

Data Team
Juliet Anyanwu
Jen Parker
Ginese Quann
All

Overview of Special Education in California



MAC TAYLOR • LEGISLATIVE ANALYST • JANUARY 3, 2013

AN LAO REPORT

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AN LAO REPORT

EXECUTIVE SUMMARY

Special education is the “catch-all” term that encompasses the specialized services that schools provide for disabled students. This report provides a comprehensive review of special education—conveying information on applicable laws, affected students, services, funding, and student outcomes.

Public Schools Must Provide Special Support for Disabled Students. Federal law requires schools to provide “specially defined instruction, and related services, at no cost to parents, to meet the unique needs of a child with a disability.” The law requires schools to provide disabled students with these special supports from age 3 until age 22, or until they graduate from high school, whichever happens first. These services are in addition to what a nondisabled student receives.

About One in Ten California Students Receives Special Education Services. About 686,000 students with disabilities (SWDs) receive special education services in California, comprising about 10 percent of the state’s public school enrollment. Specific learning disabilities—including dyslexia—are the most common diagnoses requiring special education services (affecting about 4 percent of all K-12 students), followed by speech and language impairments. While the overall prevalence of students with autism and chronic health problems still is relatively rare (each affecting 1 percent or less of all public school students), the number of students diagnosed with these disabilities has increased notably over the past decade.

Special Education Services Vary Based on Individual Student Needs. Federal law only requires schools to provide special education services to students with diagnosed disabilities that *interfere* with their educational attainment. To determine a student’s need and eligibility for special education, schools must conduct a formal evaluation process. If schools determine that general education programs cannot adequately meet a disabled student’s needs, they develop Individualized Education Programs (IEPs) to define the additional services the school will provide. Each student’s IEP differs based on his or her particular disability and needs. Specialized academic instruction is the most common service that schools provide. This category includes any kind of specific practice that adapts the content, methodology, or delivery of instruction to help SWDs access the general curriculum. Other commonly provided services include speech and language assistance and various types of therapies for physical and psychological needs that may be impeding a SWD’s educational attainment. Although federal law encourages schools to educate disabled students in mainstream settings, most (about three-quarters) of special education services are delivered in settings other than regular classrooms.

In General, the State Uses a Regional Structure to Organize Special Education. Because economies of scale often improve both programmatic outcomes and cost-effectiveness, special education funding and some services are administered regionally by 127 Special Education Local Plan Areas (SELPA) rather than by the approximately 1,000 school districts in the state. Most SELPA are collaborative consortia of nearby districts, county offices of education (COEs), and charter schools, although some large districts have formed their own independent SELPA, and three SELPA consist of only charter schools.

The Excess Costs Associated With Providing Special Education Services Are Supported by Federal, State, and Local Funds. Schools receive billions of dollars to provide a basic educational program—including teachers, instructional materials, academic support, and enrichment activities—for *all* students, including SWDs. The average annual costs of educating a SWD, however, are more than double those of a mainstream student—approximately \$22,300 compared to \$9,600. (It is important to note that most SWDs require less severe, less costly services, whereas some students require intensive interventions that cost notably more than \$22,300 per year.) Schools receive categorical funds to cover a portion of these additional, or “excess costs,” associated with addressing students’ disabilities. Because federal and state special education funds typically are not sufficient to cover the costs of all IEP-required services, however, schools spend from their local unrestricted general funds to make up the difference. In 2010-11, special education expenditures totaled \$8.6 billion. State special education categorical funds covered the largest share of these costs (43 percent), combined with spending from local general purpose funds (39 percent) and federal special education funds (18 percent). Over the past several years, a combination of increasing special education costs and relatively flat state and federal special education funding has resulted in local budgets covering an increasing share of these costs.

Special Education Funds Allocated to SELPAs Based on Overall Student Population, Not Number of Disabled Students. California relies primarily on a “census-based” funding methodology that allocates special education funds to SELPAs based on the *total* number of students attending, regardless of students’ disability status. This funding model implicitly assumes that SWDs—and associated special education costs—are relatively equally distributed among the general student population and across the state. The amount of per-pupil funding each SELPA receives varies based on historical factors. In 2011-12, the weighted statewide average per-pupil rate was \$645 per student (including both state and federal funds). After receiving its allocation, each SELPA develops a local plan for how to allocate funds to the school districts and charter schools in its region based on how it has chosen to organize special education services for SWDs.

Mixed Academic Outcomes for Disabled Students. Some performance indicators suggest SWDs generally are performing well, whereas other indicators are less encouraging. For example, performance on standardized tests (including those specifically designed for SWDs) has improved over the past several years, but a majority of SWDs still fail to meet state and federal achievement expectations. As SWDs near the end of their time receiving special education services, data show that about 60 percent of SWDs graduate on time with a high school diploma and about two-thirds of SWDs are engaged productively after high school (with about half enrolled in an institute of higher education and 15 percent competitively employed within one year after high school).

INTRODUCTION

Special education is the catch-all term that encompasses the specialized services that schools provide for disabled students. Policymakers might have several reasons for seeking a deeper understanding of the state’s approach to delivering special education. First, a notable share—roughly 10 percent—of California’s K-12 students receive special education services. As such, the effectiveness of these services relates directly to the academic outcomes of almost 700,000 of the state’s children. Second, special education is one of the most complicated and regulated areas of K-12 education, with multiple sets of federal and state laws governing how schools must provide services. Finally, special education is among the most

significant areas of K-12 expenditures, supported by a combination of the single largest state categorical allocation, one of the biggest federal education grants, and a substantial portion of local school budgets.

This report is intended to provide the Legislature and public with an overview of the state’s approach to educating disabled students. It provides a “primer-style” review—conveying information on special education laws, affected students, services, and funding. We also describe the academic outcomes of the students who receive these special services. Additionally, the end of the report includes a glossary defining some common terms related to special education.

WHAT IS SPECIAL EDUCATION?

Public Schools Must Provide Special Support for Disabled Students. Since 1975, federal law has required public schools to make special efforts to educate disabled students. Revised and reauthorized as the Individuals with Disabilities Education Act (IDEA) in 2004, federal special education law requires local educational agencies (LEAs) to provide “specially defined instruction, and related services, at no cost to parents, to meet the unique needs of a child with a disability.” (Throughout this report, we use the term “special education” to refer to both special instruction and related services, such as speech or behavioral therapy.) These services are in addition to what a nondisabled student receives. The IDEA requires schools to provide these special supports to children with disabilities from age 3 until age 22, or until they graduate from high school, whichever

happens first. (The IDEA also guarantees some early intervention services for infants and toddlers with developmental disabilities, but the state’s Regional Centers, not schools, typically are tasked with providing these services.)

Both Federal and State Laws Govern Special Education. Most special education requirements are contained in federal law, although the state Legislature also has passed some additional laws governing how California schools must serve disabled students. Generally, state special education laws make relatively minor additions to the more substantial federal requirements. For example, whereas the federal entitlement for services ends on a student’s 22nd birthday, California law extends services for 22-year-old students through the end of that school term.

WHO RECEIVES SPECIAL EDUCATION SERVICES?

Not all disabled children need special education services. Below, we discuss the process for identifying which students require special education services and the types of disabilities that commonly affect these students.

How Do Schools Decide Which Students Require Special Education Services?

Schools First Must Try to Meet Students' Needs Within the General Education Program.

A student cannot qualify to receive special education services until after the school has tried to meet his or her needs within the parameters of the general education program. Educators typically attempt a series of informal strategies to address struggling students' needs before employing the formal special education process. Two such approaches include Student Study Teams (SSTs) and Response to Intervention (RtI). The SST—a group that usually includes the student's school-site administrator, teacher, and parent—typically discusses the student's progress and identifies in-class strategies for the classroom teacher to try. The RtI is an instructional approach designed to identify struggling students and provide interventions explicitly targeted to meet their needs.

Schools Evaluate Whether Student Has Disability That Requires Special Education Services. If LEAs determine that general education programs cannot adequately meet a student's needs, they next refer the student for a professional evaluation to see if he or she qualifies to receive special education. Once the LEA makes the referral and the parent consents, the law requires that the evaluation be conducted within 60 days. The evaluator assesses whether the student has a disability and whether that disability

interferes with the student's education. Federal law only requires schools to provide special education services to students who meet both of these criteria.

Students' IEPs Define Their Special Education Services. Once an evaluator recommends that special education services would be appropriate, a team of stakeholders come together to prepare an IEP—an individualized written statement defining the services the LEA will provide for the student. Federal and state laws outline the IEP process, including setting timelines for completing and reviewing the plan (at least annually, but more frequently if a student's needs change); specifying what the plan should include (described in Figure 1); and designating required IEP team participants. An IEP team typically includes the student's parents, a school administrator, a special education teacher or service provider, the student's general education teacher, the evaluator who determined the student's eligibility for services, and—when appropriate—the student. The IEP becomes a legal document requiring the LEA to provide the services described for the SWD. (Throughout the remainder of this report, we use the term SWD to refer to disabled students who have formally qualified to receive special education services.)

Section 504 Plans Describe Noninstructional Accommodations. Some SWDs who need other special accommodations to fully participate in school activities may have a Section 504 Plan in addition to, or instead of, an IEP. Section 504 Plans, which also are federal entitlements for eligible students, typically cover noninstructional modifications like wheelchair ramps, blood sugar monitoring, or tape recorders for taking notes.

Figure 1

Required Components of Individualized Education Programs

- ✓ **Current Status.** The child's present level of academic achievement and functional performance.
- ✓ **Goals.** Measurable annual goals for the child's academic and functional performance.
- ✓ **Progress Measures.** How progress towards meeting annual goals will be measured.
- ✓ **Services to Be Provided.** Special education and related services to be provided, such as supplementary services and/or program modifications for the child. Details must include the projected beginning date, frequency, location, and duration of the services to be provided.
- ✓ **Inclusion in Mainstream Setting.** The extent to which the child will/will not participate with nondisabled children in the regular class.
- ✓ **Assessment Plan.** Accommodations necessary for child to participate in state and district assessments or alternate assessments necessary to measure the child's academic achievement and functional performance.
- ✓ **Additional Considerations.** As appropriate: employment or career goals, alternative course of study for grade promotion and high school graduation, plan for transitioning to general education or postsecondary activities, specialized equipment or transportation needs, goals for learning English, and/or extended school-year services.

Students Attending Private Schools Also Are Entitled to Special Education Services. Students with disabilities attending private schools also have the right to access publicly funded special education services. Those services, however, frequently are provided in the public school setting and may be less extensive than what would be available if the student opted to enroll in public school full time.

What Types of Disabilities Affect Students?

Federal Law Has 13 Disability Classifications. To be eligible for special education services under federal law, students must have a primary disability that falls into one of the 13 categories listed in Figure 2 (see next page). The figure shows that about 686,000 SWDs ages 3 to 22 receive special education services in California. About 618,000 are in grades K-12, comprising about 10 percent of the state's overall K-12 public school enrollment.

Learning Disabilities Are Identified Most Frequently. As shown in the figure, 41 percent of the state's SWDs and over 4 percent of all K-12 students are identified as having specific learning disabilities. These are disorders affecting one or more of the basic processes involved in understanding/using language or performing mathematical calculations. (Dyslexia is one commonly identified learning disability.) The next largest category—speech or language impairments—affects almost one-quarter of SWDs. Autism affects 10 percent of SWDs. Rarer disability categories include students who are blind, deaf, or have traumatic brain injuries. Students with these less common disabilities often require more intensive and expensive special education services.

Prevalence of Some Disabilities Has Changed Over Past Decade. Figure 3 (see next page) displays the number of California students identified in various disability categories over the past ten years.

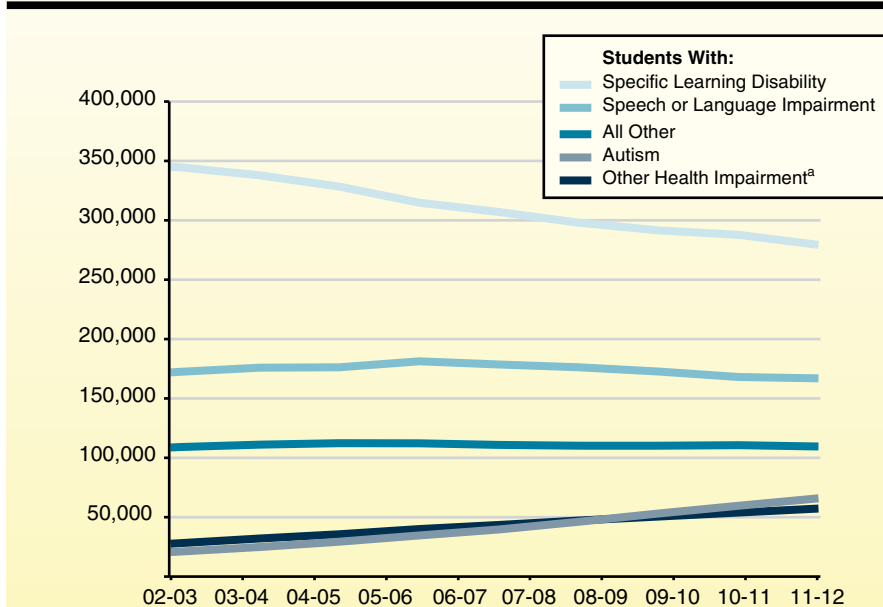
Figure 2
About 10 Percent of California Students Have Disabilities Affecting Their Education

2011-12

Disability	Number of SWDs ^a	Percent of SWDs	Percent of Total K-12 Population
Specific learning disability ^b	278,698	41%	4.4%
Speech or language impairment	164,600	24	2.1
Autism	71,825	10	1.0
Other health impairment ^c	61,843	9	0.9
Mental retardation	43,303	6	0.5
Emotional disturbance	25,984	4	0.4
Orthopedic impairment	14,261	2	0.2
Hard of hearing	9,991	1	0.1
Multiple disability	5,643	1	0.1
Visual impairment	4,327	1	0.1
Deaf	3,946	1	0.1
Traumatic brain injury	1,771	— ^d	— ^e
Deaf and blind	160	— ^d	— ^e
Totals	686,352	100%	9.9%

^a Reflects students with disabilities (SWDs) ages 3 to 22 receiving special education services.
^b Includes disorders resulting in difficulties with listening, thinking, speaking, reading, writing, spelling, or doing mathematical calculations.
^c Includes having chronic or acute health problems (such as a heart condition, asthma, epilepsy, or diabetes) that adversely affect educational performance.
^d Less than 0.5 percent.
^e Less than 0.05 percent.

Figure 3
Prevalence of Some Disabilities Has Changed Over Past Decade



^a Includes chronic or acute health problems that adversely affect educational performance.

The figure shows that while the prevalence of many disabilities has stayed relatively constant, the number of students identified with specific learning disabilities has dropped by almost 20 percent. In contrast, while the overall prevalence of autism and other health impairments still is relatively rare, the number of students diagnosed with these disabilities has increased notably over the past decade—by 241 percent and 120 percent, respectively. While California’s identification rates vary somewhat from other states, these general trends also are visible across the nation. Experts believe these changes are partially related to evolving diagnoses and instructional practices. For example, some children who might previously have been classified with learning disabilities now are receiving early and intensive instructional interventions and avoiding special education designations. Some of the trends—such as the dramatic growth in autism—remain more difficult to explain.

WHAT SPECIAL EDUCATION SERVICES DO STUDENTS RECEIVE?

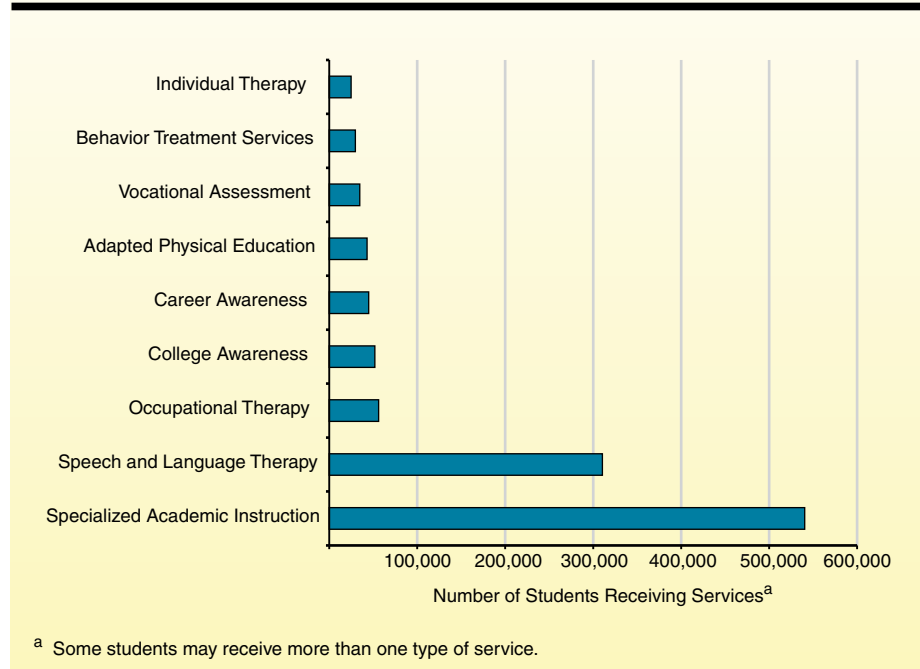
Services for SWDs Vary Based on Individual Student Needs. Figure 4 displays the most frequently provided special education services. As shown, specialized academic instruction is the most common service. This category includes any kind of specific practice that adapts the content, methodology, or delivery of instruction to help SWDs access the general curriculum. Examples include one-to-one tutoring, specialized instruction in a separate classroom, or modified assignments. Other commonly provided services include speech and language assistance, career and college awareness activities, and various types of therapies for physical and psychological needs that may be impeding a SWD's educational attainment.

Older SWDs Receive Services to Help Transition to Adulthood. One of the IDEA's goals is to prepare SWDs for success in life after high school, when the federal entitlement to

Federal Law Encourages LEAs to Educate SWDs in Mainstream Settings. Federal law requires that SWDs be educated in separate

Figure 4

Most Common Special Education Services Provided to Students With Disabilities



special education services typically ends. As such, beginning when students are age 16, LEAs are required to develop specific services in IEPs to help SWDs prepare for the transition to postsecondary activities. Transitional services typically include vocational and career readiness activities, college counseling, and training in independent living skills. The state provides some funding specifically targeted for these types of activities, including the "WorkAbility" program and specialized Regional Occupational Center/Program services.

WHERE ARE SPECIAL EDUCATION SERVICES PROVIDED?

settings only when the nature or severity of their disabilities is such that the regular educational environment is not practical, even with the use of

supplementary aids and services. Educating SWDs alongside their nondisabled peers often is referred to as “inclusion” or “mainstreaming.” Based on this principle of the “least restrictive environment” (LRE), around half of California’s SWDs spend at least 80 percent of their time in regular classrooms. This rate is somewhat lower, however, than most other states. On average, about 60 percent of SWDs across the country spend at least 80 percent of their instructional time in regular classrooms. Accordingly, California’s annual federal performance review for special education has set a goal of increasing inclusion rates even further—to at least three-quarters of SWDs being in the regular classroom for 80 percent of the day.

Most SWDs Receive Specialized Services in Settings Other Than the Regular Classroom.

Rather than focusing on student time, a somewhat different but related metric focuses on the extent to which special education services are delivered in the regular classroom. One reason California fails to meet federal LRE targets is that only about

one-quarter of its special education services are delivered in the regular classroom. By comparison, about half of specialized services are delivered at SWDs’ regular schools but in separate classrooms. These latter services consist of part-day “pull-outs” from or supplements to regular classroom instruction (for students with less severe needs) as well as “special day” classes (for students who need more intensive accommodations). Students in special day classes typically spend most or all of their days in a specially designed instructional setting. The remaining one-quarter of special education services are provided at locations other than the regular school. For students with very severe disabilities, services sometimes are offered at district-operated disability centers, specially certified nonpublic schools, or residential facilities. Other typical off-site locations include therapists’ offices. Teachers and service providers who work with SWDs must hold—or be supervised by someone who holds—special credentials from the California Commission on Teacher Credentialing.

HOW IS SPECIAL EDUCATION ORGANIZED IN CALIFORNIA?

In General, State Uses Regional Structure to Organize Special Education. Providing individualized services for SWDs—particularly for students with severe or low-incidence disabilities—can be costly and difficult for individual LEAs, especially small LEAs with limited fiscal and staffing resources. Because economies of scale often improve both programmatic outcomes and cost-effectiveness, special education funding and some services typically are administered regionally rather than by individual school districts or charter schools. The state distributes special education funding to 127 SELPAs, rather than to the approximately 1,000 LEAs in the state. State

law requires that every school district, COE, and charter school belong to a SELPA.

SELPAs Organized in One of Four Ways. As shown in Figure 5, LEAs have arranged themselves into four distinct types of SELPA configurations. Most (81) are consortia of nearby districts, COEs, and charter schools. In these consortia, one entity—often the COE—is designated to receive funding, facilitate coordination, and meet state and federal data reporting requirements. In contrast to the consortia model, 42 school districts, including many of the state’s largest, have opted to form their own independent SELPAs. (A LEA must provide one-year notice if it plans to leave one SELPA and

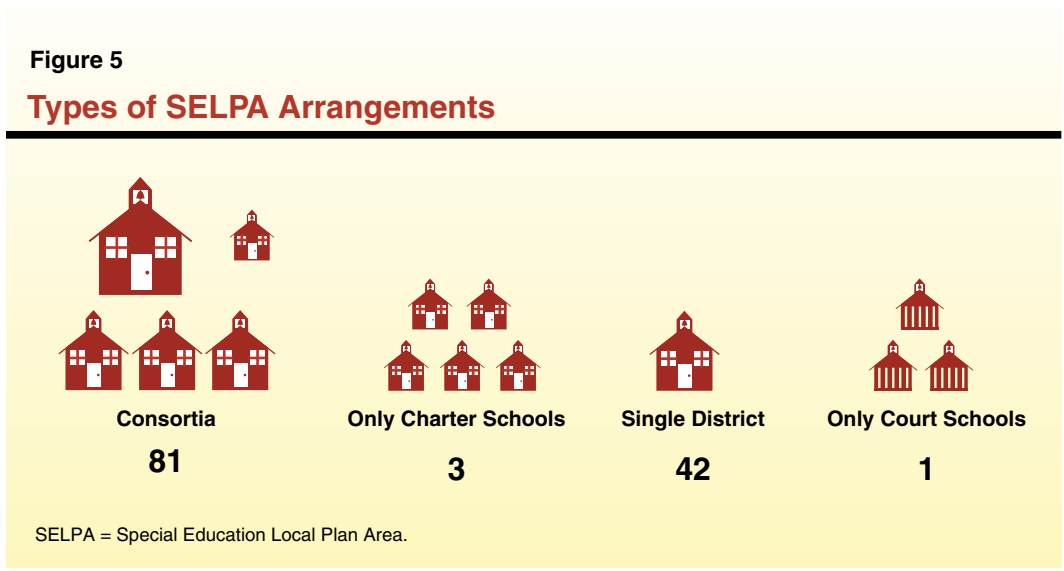
join another, and it must receive approval from the state in order to establish a new SELPA.) Three SELPAs—run out of COEs in El Dorado, Los Angeles, and Sonoma counties—consist exclusively of charter schools. Finally, one SELPA consists solely of court schools in Los Angeles County. The state’s SELPAs vary notably in size. In 2011-12, the state’s largest SELPA (Los Angeles Unified) served almost 82,300 SWDs, while the smallest (Sierra County SELPA) served 44 SWDs.

An Increasing Number of Charter Schools Participate in Charter-Only SELPAs. Charter schools can choose to organize special education services in three different ways: as a school of its authorizing school district, as an independent LEA member of a consortia SELPA, or as a LEA member of one of the three charter-only SELPAs. Charter schools that opt for LEA status—either within a consortia SELPA or as a member of a charter-only SELPA—assume legal responsibility for ensuring their SWDs receive the special services to which they are entitled under federal law. Charter schools increasingly are opting for the third option. The El Dorado County charter-only SELPA grew from 23 charter school members in 2008-09 to 138 charter school members in 2011-12. These schools are located across the state, not just in El Dorado County. The California Department of Education (CDE) also is anticipating increased membership in the two more newly

established charter-only SELPAs in Los Angeles and Sonoma counties.

Consortia SELPAs Frequently Offer Some Regionalized Services. While single-district SELPAs typically serve all of their SWDs directly, consortia SELPAs often pool resources to offer some regionalized special education services on behalf of member LEAs. For example, consortia SELPAs frequently organize professional development for teachers, preschool programs, and services for students with low-incidence disabilities at the regional level. Even if members of consortia SELPAs decide to provide some special education services on a regional basis, federal law still holds each LEA ultimately responsible for ensuring SWDs are served appropriately.

Charter-Only SELPAs’ Service Model Typically Differs From Regional Consortia SELPAs. Because charter-only SELPAs can include charter schools from across the state, their service model typically differs from those of traditional consortia SELPAs, which contain members from the same geographic region. Specifically, individual members of charter-only SELPAs typically run their own special education services, by either hiring or contracting with qualified staff. Some charter schools do seek economies of scale by



forming special education service collaboratives outside of the traditional SELPA structure, either with other charter schools or nearby school districts. Unlike with traditional SELPAs, however,

the COEs that administer charter-only SELPAs typically do not organize such collaborative arrangements.

HOW IS SPECIAL EDUCATION FUNDED IN CALIFORNIA?

Special education is among the most significant areas of K-12 expenditures. Below, we discuss the sources that fund special education, how much special education services cost to provide, how the state distributes funds to SELPAs, and how SELPAs distribute funds to LEAs.

Which Funding Sources Support Special Education?

Services Supported by Federal, State, and Local Funds. Special education services are subsidized by a combination of three funding sources—federal, state, and local. Federal IDEA and state funds each are provided through discrete special education categorical grants. The state grant (which is comprised of both state General Fund and local property tax revenues) counts towards the Proposition 98 school funding requirement. The “local contribution” represents spending from LEAs’ unrestricted general funds.

How Much Do Special Education Services Cost?

Dedicated Special Education Funds Intended to Support the Excess Costs of Educating SWDs. Local educational agencies are allocated billions of dollars to provide an educational program—including teachers, instructional materials, academic support, and enrichment activities—for all students, including SWDs. To the degree their disabilities cause SWDs to require additional services beyond what mainstream students receive, LEAs use federal IDEA and state special education

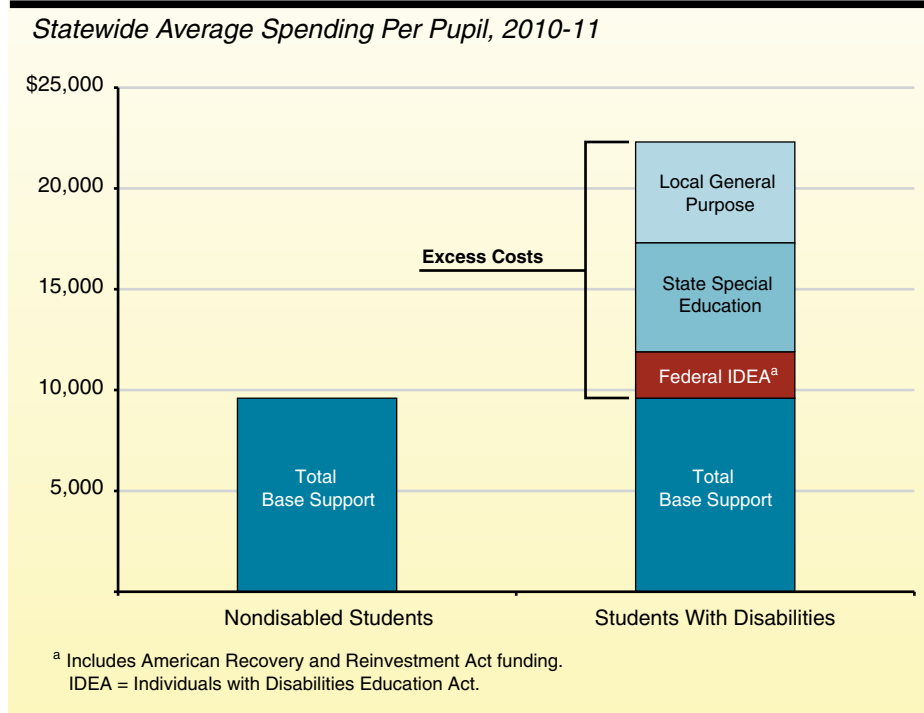
categorical funds to provide such services. That is, federal and state special education funds are not intended to support the *full* costs of educating a SWD—just the excess costs resulting from the need to address his or her disabilities. (See the nearby box for a discussion of this and another common misconception regarding local special education expenditures.) Because federal and state special education funds typically are not sufficient to cover the costs of all IEP-required services, local LEAs spend from their local unrestricted general funds to make up the difference.

Average Costs of Educating SWDs More Than Double Those of Mainstream Students. Figure 6 illustrates the concept of excess costs. The figure shows that in 2010-11, LEAs spent an average of roughly \$9,600 in total funds per nondisabled student and more than twice as much, about \$22,300, per SWD. The additional \$12,700 to provide special IEP-required services for SWDs was supported by an average of about \$2,300 in federal funds, about \$5,400 in state funds, and about \$5,000 local funds. While \$12,700 was the approximate statewide *average* excess cost for an SWD, it is important to note that most SWDs require less severe, less costly services, whereas some students require intensive interventions that cost notably more than \$12,700 a year.

Excess Costs of Educating SWDs Have Slowly Increased Over Past Several Years. Figure 7 (see next page) displays total special education expenditures from federal, state, and local funds

between 2004-05 and 2010-11, adjusted for inflation. (While these data are self-reported by LEAs and may contain some inconsistencies, they represent the best available proxy for calculating the excess costs associated with educating SWDs.) In 2010-11, total special education expenditures were covered by \$3.7 billion in state funds (including local property tax revenues), \$3.4 billion in local general purpose funds, and \$1.6 billion in federal funds. As illustrated in the figure, inflation-adjusted expenditures increased by an average of

Figure 6
Special Education Funds Support the “Excess Costs” Of Educating Students With Disabilities



2 percent annually over the period, growing by a total of about 9 percent. The increases likely are

Misconceptions About “Encroachment”

Some local educational agencies (LEAs) complain that local contributions for special education “encroach” upon their general education programs, sometimes implying that *any* local dollar spent towards educating a student with disabilities (SWD) imposes unfair expenditure requirements on their general purpose budgets. This argument, however, is a mischaracterization of both federal and state laws. Federal Individuals with Disabilities Education Act (IDEA) and state special education categorical funds never were intended to cover the *full* costs of educating a SWD—instead the bulk of the “regular” education costs are intended to be covered using local revenue limit and categorical funding, just as for nondisabled students. Moreover, federal IDEA and state special education categorical funds never were intended to *fully* cover the *excess* costs of educating a SWD—the special education funding model always has been predicated on a three-way cost-sharing model, including local sources. Despite this basic design of the funding model, LEAs sometimes express frustration that their local share of special education costs is too high. This frustration tends to increase as their local share of special education costs increases, as this leaves them with fewer resources to serve other students.

due to a variety of factors, including the increasing prevalence of students with severe disabilities like autism who require more intensive and expensive services. Notably, adjusted expenditures dropped slightly—by 3 percent—between 2009-10 and 2010-11. The figure also shows that the federal government provided additional short-term funds for special education through the American Recovery and Reinvestment Act (ARRA) in 2009-10 and 2010-11.

Local Budgets Have Covered an Increasing Share of Special Education Costs. Figure 8 compares the proportion of special education expenditures covered by local, state, and federal funds in 2004-05 and in 2010-11. As shown in the figure, the share of overall costs funded through local contributions grew from 32 percent to 39 percent, while the shares covered by state and ongoing federal funds each declined. This is due to the combination of increasing overall costs and relatively flat state and federal funding. Moreover,

even if costs have remained flat in 2011-12 and 2012-13 (years for which data are not yet available), the local share of costs likely has grown since LEAs have had to backfill for the expiration of short-term federal ARRA funds.

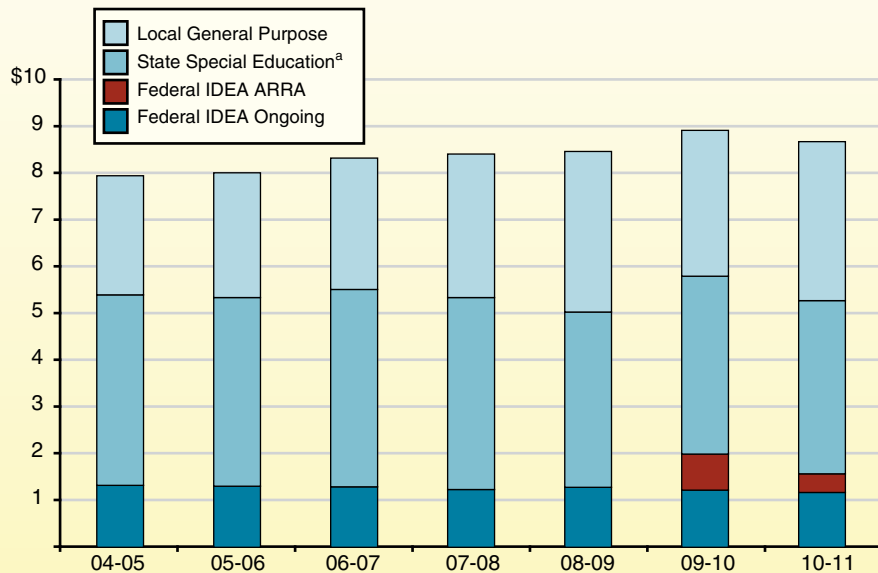
Federal Share Has Never Reached Intended Contribution Level. As shown in Figure 8, federal IDEA funds typically cover less than 20 percent of overall special education expenditures. This is notably lower than the amount the federal government originally committed to provide in support of special education services. The IDEA expresses intent to appropriate funding for each SWD up to 40 percent of the national average expenditure level per K-12 pupil, which would equate to roughly 40 percent of California’s overall special education expenditures. The federal budget, however, has never come close to providing states with this amount. We estimate that California would receive roughly \$2 billion more annually if the federal government were to “fully fund” the

intended level articulated in the IDEA.

Figure 7

Special Education Expenditures Have Slowly Increased

(In Billions, Inflation-Adjusted 2010-11 Dollars)



^a Includes local property tax revenues.

IDEA = Individuals with Disabilities Education Act; ARRA = American Recovery and Reinvestment Act.

How Are Funds Distributed to SELPAs?

Two Distribution Models Exist. Across the nation, states generally use one of two approaches to distribute special education funding to the local level. Some use a “cost-based” model, with funding allocations driven by how many SWDs are served or the magnitude of special education costs incurred. In contrast, other states rely primarily on a census-based funding

methodology that is not linked to particular SWDs. Under this model, the state allocates special education funds based on the *total* number of students enrolled, regardless of students’ disability status. This funding model implicitly assumes that SWDs—and associated special education costs—are relatively equally distributed among the general student population and across the state. While the majority of federal special education funds are distributed using a census-based model, the IDEA formula does allocate a small portion (typically around 10 percent) of funds based on counts of economically disadvantaged students, on the assumption that this group contains a greater proportion of SWDs.

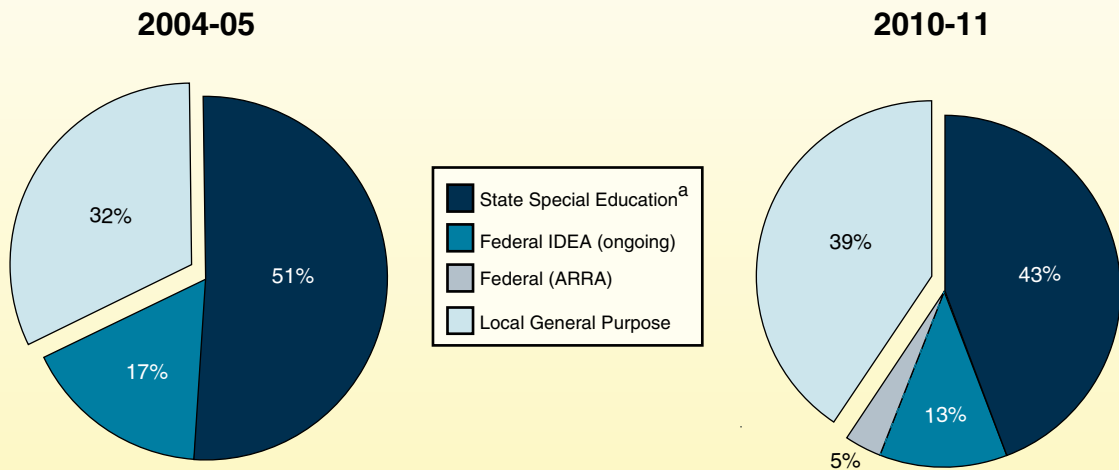
California Now Uses Census-Based Model. Beginning in 1998-99, California switched from a cost-based to census-based allocation model, which is commonly referred to as the “AB 602” formula after the authorizing legislation. Since that change, more than three-quarters of state special education funds are allocated based on a SELPA’s

total average daily attendance (ADA), with the remainder distributed based on specific students and circumstances. In general, data support the incidence assumptions underlying the census-based approach—that is, most SELPAs do report serving proportionally similar numbers and types of SWDs. (Charter-only SELPAs, however, tend to serve proportionally fewer SWDs than most traditional consortia or single-district SELPAs.) While SELPAs receive AB 602 funds based on overall ADA counts, they use them to support the IEP-driven excess costs of educating SWDs.

The AB 602 Formula Blends State and Federal Funds to Provide Each SELPA a Unique Per-Pupil Rate. Each SELPA has a unique per-pupil special education funding rate consisting of both state and federal funds. These “AB 602 rates” vary across SELPAs from about \$500 per ADA to about \$1,100 per ADA, based primarily on what the SELPA received before the AB 602 legislation was adopted. (In prior years the state invested some funding to equalize AB 602 rates, but large discrepancies

Figure 8

Local Budgets Have Covered an Increasing Share of Special Education Costs



^a Includes local property tax revenue.

IDEA = Individuals with Disabilities Education Act; ARRA = American Recovery and Reinvestment Act.

remain.) In 2011-12, the weighted statewide average AB 602 rate was \$645 per ADA, with charter-only SELPAs having the lowest rates in the state. The exact mix of federal and state funds making up each SELPA's AB 602 rate varies based on a number of factors, however IDEA funds average about \$180 per ADA, with state funds making up the difference.

State and Federal Funds Also Support a Number of Discrete Special Education Subprograms. The AB 602 base allocation—which in 2012-13 includes about \$2.9 billion in state funds and \$1 billion in IDEA monies—is the largest source of funding SELPAs receive for special education. The SELPAs, however, also receive almost \$1 billion in additional state and federal special education funds targeted for more specific purposes. The largest of these special education “categorical” programs allocates over \$400 million for SELPAs to provide educationally necessary mental health services to SWDs. Other separately funded initiatives include services for infants and preschoolers with disabilities, vocational education programs for SWDs, and staff development. Some SELPAs also receive supplemental funding if they have sparse population density or if they are located near licensed children's institutions (based on the assumption that these “group homes” will have higher rates of SWDs). In addition to SELPA-level grants, state and federal funds support state-level special education activities, including compliance monitoring and technical assistance.

How Are Funds Distributed to LEAs?

Consortia SELPAS Determine How to Allocate Funding Amongst LEA Members. Each SELPA develops a local plan for how to allocate funds in its region, based on how it has chosen to organize services. This process is relatively straightforward in the 42 single-district SELPAs, as they receive funding directly from the state and offer or contract for services on their own. The two-thirds of SELPAs that contain multiple LEAs work internally to decide how best to divvy up funding for all the SWDs in their region. These allocation plans differ notably across SELPAs based on local preferences and the service plans they have adopted. In most cases, consortia members opt to reserve some funding at the SELPA level to operate some shared, regionalized services, then distribute the remainder to LEA members to serve their own SWDs locally. In a slightly different approach, some consortia SELPAs choose to allocate essentially all funding to member LEAs, then fund any regionalized services on a “fee for service” basis for those LEAs who choose to participate. (Because charter-only SELPAs do not usually offer regionalized services, they tend to distribute the bulk of AB 602 funds directly to member charter schools.) The SELPAs are not required to use the state's census-based AB 602 formula to distribute funding to member LEAs. Rather, internal SELPA allocation plans can be based on ADA, specific student populations (for example, counts or characteristics of SWDs), or any other local priority or consideration.

WHAT ARE THE STATE SPECIAL SCHOOLS?

State Uses Different Model to Serve Some Deaf and Blind Students. Like students with other disabilities, most hearing and visually impaired students attend and receive special education services from their local school district

or COE. The state, however, also operates three specialized residential schools for deaf and blind students. The California Schools for the Deaf in Riverside and Fremont each serve around 400 students ages 3 to 22, totaling about 6 percent

of the state's deaf and hard of hearing students. The California School for the Blind in Fremont serves around 70 students, or about 2 percent of the state's visually impaired students. Parents and IEP teams determine whether to send children to these schools in lieu of being served by their

local districts. In contrast to the SELPA funding model, these schools are funded through a direct state appropriation—not linked to the school's enrollment—at a rate that far exceeds the amount SELPAs receive to serve comparable students.

HOW ARE SPECIAL EDUCATION LAWS MONITORED AND ENFORCED?

Two Statutory Processes Help Ensure Compliance With Special Education Laws.

While the IDEA was established to ensure all SWDs receive the special support they need to benefit from their education, the best approach to meeting those goals for an individual SWD can be complicated, subjective, and contentious. Anticipating difficulties and disagreements, federal and state laws specify two detailed processes for enforcing compliance with the IDEA—one process to ensure LEAs include appropriate *content* and services in students' IEPs and another process to ensure LEAs appropriately *implement* IDEA processes and IEP-required services. Disputes regarding the former are handled by the state's Office of Administrative Hearings (OAH), whereas the latter is monitored and enforced by CDE. (The following paragraphs describe each process in more detail.) The federal government funds Family Empowerment Centers and Parent Training Institutes to educate and assist parents of SWDs in supporting their children and navigating the legal and logistical facets of the special education system.

Federal Law Provides Parents the Right to Dispute Which Special Education Services Their Child Is Entitled to Receive. Sometimes parents and LEAs disagree over the contents of a student's IEP. If parents fail to convince the IEP team that different or additional services are necessary

to ensure their child receives an appropriate education, they can file a formal complaint with the OAH to revise the IEP. Federal and state laws detail the dispute resolution process, typically beginning with dual-party resolution sessions, progressing to formal mediation sessions with an OAH facilitator, and ultimately—if necessary—to due process hearings with an OAH administrative law judge. Although the number of formal cases filed with OAH represents less than one percent of all SWDs, the dispute resolution process can be costly and contentious for both families and LEAs. Both parties therefore have incentives to avoid lengthy and litigious disagreements. Of the roughly 3,100 dispute cases filed with OAH in 2011-12, only 3 percent ultimately were decided through a due process hearing and legal ruling. The rest were resolved through mediation, settled before the hearing, or withdrawn. The state also provides small funding grants to some SELPAs to pursue alternative dispute resolution strategies and try to settle disagreements outside of the OAH process.

The CDE Monitors LEA Compliance With IDEA Requirements. The CDE is tasked with investigating and resolving allegations that a LEA is failing to comply with federal or state special education laws. Parents, students, or teachers might file individual complaints, or CDE might identify problems while conducting LEA reviews

and audits. Commonly cited complaints include LEAs failing to provide IEP-required services or failing to meet statutorily required timelines (such as timelines for evaluating students' eligibility

for services or holding IEP meetings). The CDE tries to correct findings of noncompliance by implementing corrective action plans and increasing monitoring.

HOW DO CALIFORNIA'S STUDENTS WITH DISABILITIES PERFORM ACADEMICALLY?

In addition to monitoring how well LEAs meet required special education *procedures*, federal and state laws also hold LEAs accountable for SWDs' academic *performance*. Below, we provide outcome data on how SWDs perform on state assessments and how prepared older SWDs are to transition to adult life.

How Do SWDs Perform on State Assessments?

Federal and State Accountability Systems Based on Standardized Assessments. The federal and state governments each have established systems to hold schools accountable for student achievement. While the two systems are somewhat different, both require schools to measure the academic performance of all students in grades 2 through 11—regardless of disability status—using standardized assessments based on state content standards. (California uses the Standardized Testing and Reporting, or STAR, assessments.) Additionally, each accountability system establishes performance expectations both for overall school performance and for the performance of specific student groups within the school, including SWDs. (The federal system also sets expectations for overall student performance and SWD performance at the LEA level.) The federal system sets Adequate Yearly Progress (AYP) benchmarks whereby progressively higher proportions of students must reach “academic proficiency” each year until 2014, at which point *all* students are to display proficiency. For example,

in 2011-12 the AYP target was for 78 percent of students to display proficiency. (In California, students meet federal proficiency requirements if they score at the “proficient” or “advanced” levels on the state's STAR assessments.) The LEAs and schools that fail to meet expectations for multiple years face increased monitoring and sanctions. In contrast to the federal system that sets the same annual proficiency requirement for all schools and LEAs, the state's accountability system—known as the Academic Performance Index (API)—requires individual schools to display annual *improvements* in student performance relative to their prior-year performance.

Three Options for SWDs to Participate in State's Assessment System. Because academic outcomes understandably may vary depending upon the nature and severity of a student's disability, both the federal and state accountability systems allow some SWDs to meet performance expectations using modified or alternate assessments. As shown in Figure 9, California has developed three different sets of STAR tests for SWDs to meet federal and state testing requirements—the California Standards Tests (CSTs), the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). Which assessment an individual SWD takes depends on the severity of his or her disability and the decision of the IEP team. The selected assessment must be clearly defined in the student's IEP. The figure shows

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that in 2011-12 almost half of special education students in grades 2 through 11 took the CSTs, although in many cases with IEP-specified accommodations or modifications. (Such accommodations might include assistive devices, such as audio recorders or calculators, or having an extended period of time to complete the test.) Slightly more than 40 percent of special education students, or about 4 percent of all students in grades 2 through 11, took the CMA. Only about 10 percent of SWDs—those with the most severe cognitive disabilities—took the CAPA.

The CMA Is a Unique Option for the State’s SWDs. California is one of only 15 states to have developed a special assessment for SWDs with moderate disabilities—the CMA. (Federal law requires states to develop an alternative assessment such as the CAPA for students with the most severe disabilities, but leaves it up to states whether to develop another alternative for SWDs.) While the CMA covers the same grade-level

content standards as the CSTs, questions are presented in a more accessible fashion, including fewer questions and fewer possible answers, simplified language, more pictures, and larger type. To qualify to take the CMA in lieu of the CSTs, the IEP team must determine that students’ cognitive disabilities *preclude* them from accurately demonstrating their knowledge and achieving proficiency on the CSTs, even with testing modifications. The state first administered CMA tests with proficiency level standards for grades 3 through 5 in 2008-09, introducing tests for additional grades in subsequent years. Correspondingly, an increasing number of SWDs have taken the CMA in lieu of the CSTs in recent years. (Specifically, 20 percent of SWDs in grades 2 through 11 took the CMA in 2008-09, compared to 42 percent in 2011-12.)

Federal Accountability System Seeks to Limit Over-Reliance on Alternative Assessments. In an effort to ensure SWDs are held to the same

Figure 9

Three Options for Assessing Students With Disabilities’ (SWDs’) Proficiency in Meeting California Content Standards

2011-12

Test	Description	Number of SWDs Tested ^a	Percent of Total SWDs (Grades 2-11)
California Standards Tests (CSTs)	Assess students’ proficiency in California content standards for grades 2 through 11. Taken annually by majority of students. Some SWDs allowed some test-taking accommodations or modifications.	236,000	47%
California Modified Assessment (CMA)	Covers same content standards as the CSTs but designed to be more accessible for SWDs (for example: fewer questions, simpler language, more pictures). Taken by students whose disabilities preclude them from achieving grade-level proficiency on the CSTs, even with accommodations.	210,000	42
California Alternate Performance Assessment	Presents a series of tasks designed to display proficiency on those portions of content standards accessible to students with severe cognitive disabilities. The K-12 standards are grouped into five grade-span levels, and the Individualized Education Program team decides which level is most appropriate for each student to take. Taken by students whose disabilities prevent them from participating in either the CSTs or CMA.	48,400	10
Totals		494,400	99%^b

^a Displays counts for English Language Arts exams.

^b As with nondisabled students, a small percentage of SWDs do not take assessments, due primarily to absences or disenrollments.

high standards as mainstream students, the federal government attempts to discourage states from having exceptionally high proportions of SWDs take alternative assessments. While federal law does not cap how many SWDs may *take* the alternative assessments, the percentage of *proficient scores* LEAs can count towards meeting federal AYP benchmarks is limited to 2 percent of all students for the CMA and 1 percent for the CAPA. (If greater numbers of students take the tests and score at the proficient level, their scores are counted as not proficient.) In contrast to the federal system, the state’s accountability system does not limit the share of students who may take the CMA or CAPA and have their associated scores count towards meeting annual API requirements.

Performance Has Improved, but Majority of SWDs Score Below Proficient Level on State Assessments. Figure 10 displays the percentage

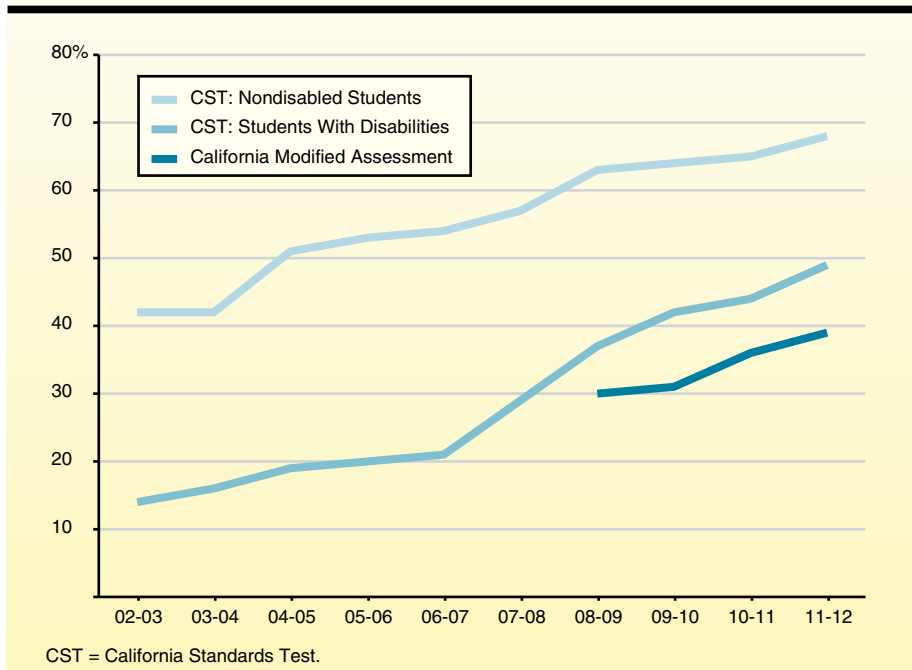
of fourth-grade SWDs and nondisabled students that met federally required proficiency targets in English Language Arts over the past several years. (The figure excludes results from the CAPA, as they are not based on grade-level specific standards and therefore are not comparable.) As shown, both groups have displayed improvements in recent years. Improvements for SWDs in recent years may be partially due to increasing proportions of students taking the CMA in lieu of the CSTs. A majority of SWDs, however, still fail to meet federal performance standards with either test. In 2011-12, only 49 percent of SWDs who took the CSTs scored at the proficient or advanced levels. This compares to 68 percent of nondisabled students. Moreover, only 39 percent of the students who took the CMA—which is specially tailored for SWDs—met proficiency targets.

Many Schools and Districts Struggle to Meet Performance Targets for SWDs. As might

be expected given the performance levels displayed in Figure 10, a majority of LEAs are failing to meet federal proficiency requirements for their SWDs. In 2011-12, only 11 percent of LEAs met federal AYP benchmarks (that 78 percent of students score proficient or advanced in both English Language Arts and Mathematics) for their disabled student groups. This compares to 29 percent of LEAs that met this AYP

Figure 10

Percent of Students Scoring Proficient or Advanced On Fourth Grade English Language Arts Assessments



benchmark for their overall student population. Schools perform somewhat better on the state's accountability system, but SWD gains still lag. In 2011-12, 52 percent of schools met state API growth targets for their SWDs, compared to 67 percent that met the targets for their overall student populations. As described in the nearby box, however, these statistics exclude about half of the state's LEAs (for AYP) and almost 90 percent of schools (for AYP and API), as their populations of SWDs are deemed too small to report as discrete groups for accountability calculations.

What Happens to SWDs After High School?

Even With Exemption From Exit Exam Requirement, Many SWDs Struggle to Complete High School. To meet federal testing requirements, all students—including SWDs—must take the California High School Exit Exam (CAHSEE) in 10th grade. State law also requires that most students pass the CAHSEE in order to graduate from high school. However, in 2011-12 only about 40 percent of SWDs passed the exit

exam as 10th graders, compared to 87 percent of nondisabled students. For the class of 2012, only 56 percent of SWDs had passed the CAHSEE by the end of 12th grade, compared to 95 percent of nondisabled students. Because of such low passage rates (and an associated lawsuit), state law was changed in 2009-10 to allow certain SWDs to receive diplomas without passing the CAHSEE. Specifically, students' IEPs or Section 504 Plans can explicitly exempt them from the requirement to pass CAHSEE if they meet all other local graduation requirements. The state currently is investigating alternative measures for SWDs to demonstrate the same content knowledge as the CAHSEE, but no new requirements have yet been adopted. Even with the CAHSEE exemption, Figure 11 (see next page) shows that only 59 percent of SWDs graduate on time and almost one-fifth drop out of school.

Data Suggest More Than Half of SWDs Successfully Transition to College or Career Activities. As discussed earlier, the IDEA requires that LEAs offer plans and services to

Size Thresholds Mean Majority of Districts and Schools Not Held Accountable for Disabled Student Group Performance

Because a majority of the state's local educational agencies (LEAs) and schools serve smaller populations of students, many of them are not subject to federal and state accountability requirements and performance benchmarks for students with disabilities (SWDs). Specifically, to be held accountable for SWD group performance under both the federal and state systems, LEAs and schools must have valid test scores from either (1) at least 50 SWDs who make up at least 15 percent of the total number of valid scores *or* (2) at least 100 SWDs. If a school or LEA does not meet these thresholds, state law deems its SWD population too small to be numerically significant for federal Adequate Yearly Progress (AYP) and state Academic Performance Index (API) calculations. In 2011-12, 521 of the state's 1,016 LEAs (51 percent) did not have numerically significant groups of SWDs for AYP calculations. Even more notably, 8,759 schools out of 9,905 schools (88 percent) did not meet the threshold for calculating AYP or API targets for their SWDs. Thus, just over half of the state's LEAs and almost nine out of ten schools did not face achievement targets, monitoring, or sanctions related to how their SWDs performed.

help prepare SWDs for life after high school. While comprehensive information on these efforts is somewhat limited, data suggest many SWDs are successfully transitioning to postsecondary education and careers (some even without a high school diploma). Specifically, CDE estimates that about half of SWDs enroll in an institute of higher education after high school. The CDE estimates an additional roughly 15 percent of

SWDs are competitively employed within one year of leaving high school.

Figure 11
Students With Disabilities (SWDs)
Struggle to Complete High School

Cohort Data for Class of 2010-11

	All Students	SWDs
Graduate high school in four years	76%	59%
Drop out before completing high school	14	18
Remain enrolled past expected graduation date	9	19
Receive GED or certificate of completion ^a	1	4
Totals	100%	100%

^a Certificates of completion are offered to SWDs who have not met the requirements to receive a high school diploma, but have completed prescribed alternative courses of study or met the goals of their Individualized Education Programs. Students with certificates of completion do not qualify for admission to postsecondary educational institutions.
 GED = General Educational Development—the high school equivalency test.

CONCLUSION

Developing a more thorough understanding of how California’s disabled students are served is the first step towards improving their educational outcomes. In this report, we provide a high-level review of special education laws, services, delivery

models, funding formulas, and outcomes. In almost all of these areas, special education is characterized by the complex interplay of policies and practices at the federal, state, and local levels.

GLOSSARY OF COMMON TERMS RELATED TO SPECIAL EDUCATION

Term	Acronym	Description
Assembly Bill 602 funding model	AB 602	California legislation passed in 1997 that implemented a “census-based” special education funding model. The formula allocates funding based on total K-12 student counts rather than on the number of students identified to receive special education services.
Behavioral Intervention Plan	BIP	A written document developed for students with serious behavior problems that significantly interfere with implementing IEP goals. The BIP becomes part of the IEP.
California Alternate Performance Assessment	CAPA	State assessment designed for students with severe cognitive disabilities that preclude them from taking the California Standards Tests (CSTs) or California Modified Assessment.
California Modified Assessment	CMA	State assessment designed for students whose disabilities preclude them from achieving grade-level proficiency on the CSTs, even with accommodations.
Child Find		Federal requirement that school districts identify, locate, and assess all children in need of special education services, regardless of school setting or disability. Also referred to as “search and serve.”
Due process		Due process requirements specific to special education outline the right of parents to participate in—and challenge—their children’s special education assessments, identifications, and placements. These requirements specify processes for handling disputes, including resolution sessions, mediation sessions, and hearings.
Encroachment		Colloquial term referring to expenditures local school districts make from their general funds to serve SWDs.
Excess costs		The difference between the average expenditures for a SWD and those for a general education student.
Extraordinary Cost Pools	ECPs	Two allocations of supplemental state funding available to: (1) SELPAs that incur disproportionately high costs for students whose IEPs require placement in nonpublic schools and (2) exceptionally small SELPAs that incur high costs for students whose IEPs require placements based on educationally related mental health needs.
Free and Appropriate Education	FAPE	Federal requirement that eligible students have the right to special education and related services at no cost to the parent.
Individualized Education Program	IEP	A written statement describing the education program, including special services or accommodations, that a SWD shall receive. Pursuant to federal law, the IEP is a legal document entitling the student to receive the services and accommodations it describes.
Individualized Education Program team	IEP team	Group typically consisting of a student’s parents, school administrator, special education teacher or service provider, general education teacher, the evaluator who assessed the student’s eligibility for services, and—when appropriate—the student. Convened to develop, review, and revise an IEP.

(Continued)

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Term	Acronym	Description
Individual Family Service Plan	IFSP	Similar to an IEP but describes early intervention services for infants or toddlers with disabilities and their families.
Individuals with Disabilities Education Act	IDEA	Federal law governing how states and public agencies must provide services to children with disabilities. Part B requires special education and related services for children ages 3 to 22. Part C requires early intervention services for children ages birth to 2 and their families.
Least restrictive environment	LRE	Federal requirement that, to the maximum extent appropriate, SWDs should be educated alongside nondisabled children. Incorporating SWDs into regular classrooms also is referred to as “inclusion” and “mainstreaming.”
Licensed children’s institution (group home)	LCI	Residential facilities licensed by the state to serve six or more youth. Residents typically include foster youth (dependents of the state), wards of the court, and/or youth with serious emotional disturbances. Because children living in LCIs frequently require special education and related services, SELPAs that contain LCIs within their region receive additional funding.
Low-incidence disability	LID	Less commonly occurring disabilities such as hearing impairments, vision impairments, and severe orthopedic impairments.
Nonpublic school or nonpublic agency	NPS/NPA	Private schools and other entities that are certified by the state to provide services to SWDs.
Office of Administrative Hearings	OAH	State agency designated to provide mediation and hearing services in special education due process cases.
Referral		Formal request to identify and assess a child’s possible special education needs. A referral may be made by a parent, teacher, medical personnel, or anyone with specific knowledge of the child. Triggers federally required timelines for conducting assessments and holding IEP meetings.
Related services		Developmental, corrective, and other supportive services as required to assist SWDs in benefiting from special education. Services can include (but are not limited to): speech-language pathology and audiology services, psychological services, physical and occupational therapy, and counseling.
Response to Intervention	RtI	Tiered process of instruction designed to identify struggling students early—before referrals to special education—and provide targeted instructional interventions.
Section 504 Plan		Individualized plans detailing accommodations necessary to meet the special needs of disabled students. Unlike IEPs, which govern the provision of specialized educational services, Section 504 plans (required under the federal Rehabilitation Act, not IDEA) typically concern noninstructional accommodations.
Special education		Specially designed instruction to meet the unique needs of a SWD.
Special Education Local Plan Area	SELPA	Collaborative of one or more school districts, county offices of education, and/or charter schools that coordinate to provide special education services for SWDs in their service area.
Special day class	SDC	Special classes that serve pupils with severe disabilities whose more intensive educational needs cannot be met in regular classrooms. Typically located on a regular school campus.

(Continued)

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Term	Acronym	Description
Specific learning disability	SLD	Disorder affecting one or more of the basic processes involved in understanding/using language or performing mathematical calculations. Most common disability diagnosis for students receiving special education services. Dyslexia is one commonly identified SLD.
State Special Schools	SSS	Three state-run residential schools for deaf and blind students: the California Schools for the Deaf in Riverside and Fremont, and the California School for the Blind in Fremont.
Students with disabilities	SWDs	Term used to refer to disabled students who have formally qualified to receive special education services covered under the IDEA.
Student Success Team or Student Study Team	SST	A team of educators convened at the request of a classroom teacher, parent, or counselor, that designs in-class interventions to meet the needs of a particular student prior to a special education referral or development of an IEP.
Transition services		Federal requirement that IEPs for SWDs ages 16 and older include a coordinated set of services to improve the transition from secondary education to postsecondary education, work programs, and/or independent living.
WorkAbility Program		State vocational education program that provides grants to about 300 middle and high schools to offer pre-employment skills training, employment placement, work-site training, and follow-up services for SWDs.

LAO Publications

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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

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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. CARNet 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 <p>OR</p> <ol style="list-style-type: none"> 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 measureable increases in academic achievement, as defined by at least one year’s progress for each year in school; <p>OR</p> <ol style="list-style-type: none"> 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; <p>AND</p> <ol style="list-style-type: none"> 2. The closure is in the best interest of the pupils; <p>AND</p> <ol style="list-style-type: none"> 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 <p>OR</p> <ol style="list-style-type: none"> 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; <p>AND</p> <ol style="list-style-type: none"> 2. There is clear and convincing evidence, demonstrated by verified data, showing either: <ol style="list-style-type: none"> a. The school achieved measureable increases in academic achievement, as defined by at least one year’s progress for each year in school; <p>OR</p> <ol style="list-style-type: none"> b. Strong postsecondary outcomes equal to similar peers.
<p>For charter schools satisfying the criteria in this column:</p> <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 	<p>For charter schools satisfying the criteria in this column:</p> <ul style="list-style-type: none"> > 5 year renewal term > Verified data considered for the next two subsequent renewals until January 1, 2026 	<p>For charter schools satisfying the criteria in this column:</p> <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.

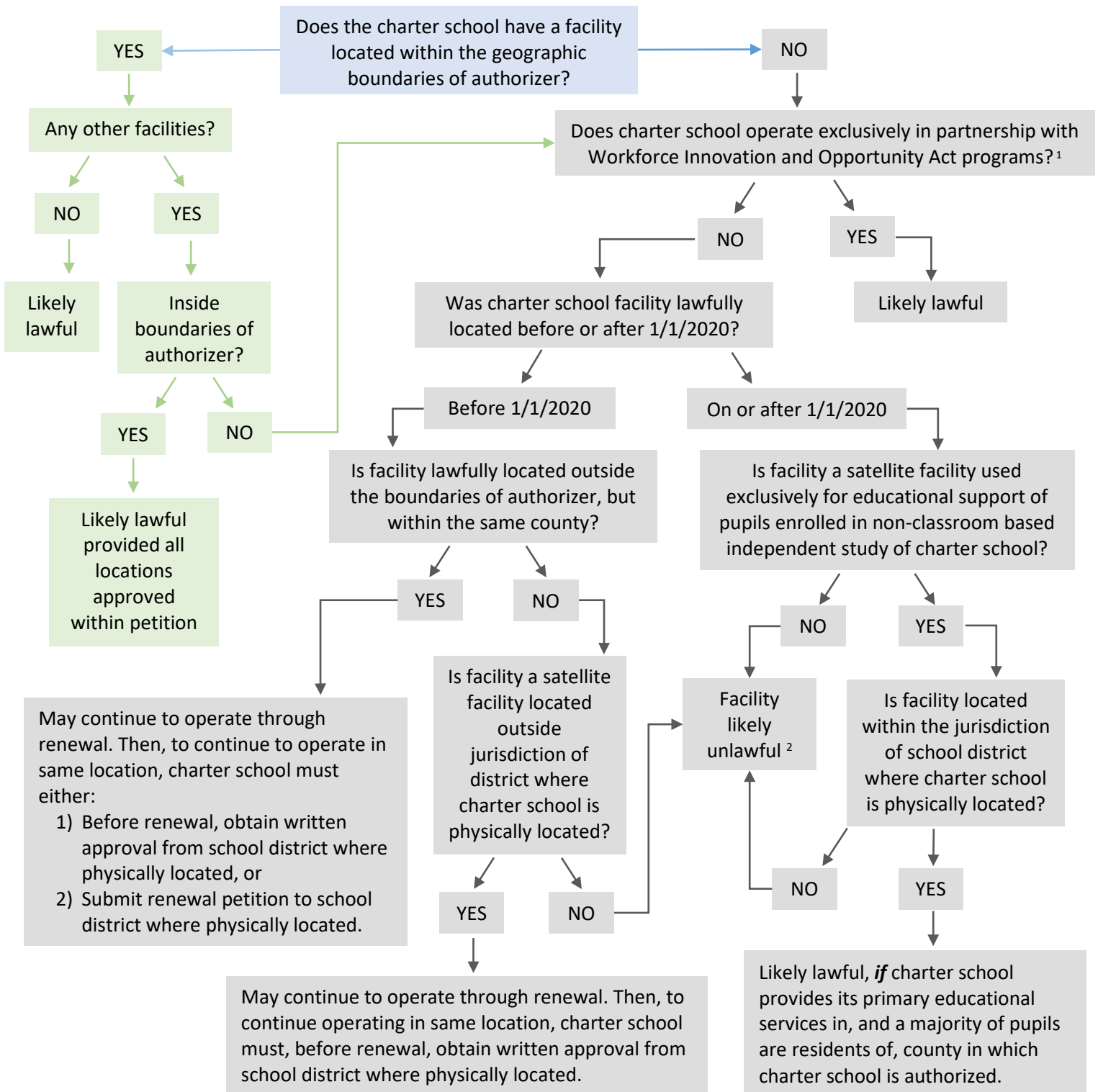
1 Schools with Dashboard Alternative School Status (DASS) are reviewed under alternative criteria.

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 SELPLEADS@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.

November 22, 2019

Page 2 of 2

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. CALPADS 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 students 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 students 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:

The screenshot shows four dropdown menus for program settings. The first two are for ages 0-2 and 3-5. The last two are for ages 6-22 and 'Reported to CALPADS'. The 14.31b and 14.31 dropdowns are highlighted in yellow.

Field ID	Field Description	Selected Value
14.31a	Program Setting (For ages 0-2 only with Plan Type 150 IFSP)	---Select One---
14.31b	Program Setting (For ages 3-5 only, regardless of grade level)	201 - Regular Early Childhood Program or Kindergarten
14.31c	Program Setting (For ages 6-22 only, regardless of grade level)	400 - Regular Classroom/Public Day School
14.31	Program Setting - Reported to CALPADS	400 - Regular Classroom/Public Day School

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 \\pr-dm-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.

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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 CALPADS Help Center interface. At the top, there is a navigation bar with various menu items: Students, Searches, Reports, Goals, Reference, Administration, Service Tracker, and Help Center. The 'Help Center' dropdown menu is open, showing options like 'Contact Help Desk', 'FAQ', 'Training Materials', 'Training Videos', and 'Terms of Use'. The main content area is titled 'Training Materials' and contains instructions for downloading manuals. Below the instructions is a 'Manual List' with five entries: 1. Admin Materials, 2. Teacher Materials, 3. CALPADS, 4. Service Tracking, and 5. System Updates. The 'CALPADS' and 'System Updates' entries are highlighted with blue boxes.

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

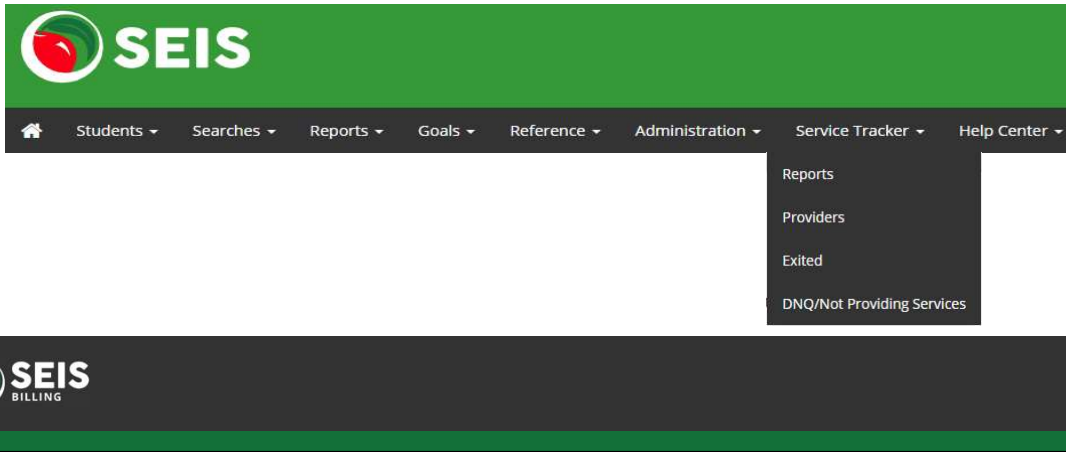


Menu Options

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**



Provider Selection Page

Use the Provider Filter to Select the Provider.
Filters include Provider Type and Last Name

Select Provider

Service Tracker Providers

Provider Filter

Provider Type Last Name

Search Results

Show 50 per page (Displaying 1 to 50 of 85 records)

Provider	Provider Type	Eligible	Pending	Case Manager For	Total Students
Alma Guerrero	Teacher - Spec Ed Academic Instruction - Resource Specialist	17	17	7	34
Billy Bluke	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

Return to Providers navigates you back to the Provider page

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



Delivery Summary Page

Filters the Results Name, Service Code, School, Eligibility, and Frequency

Deliveries

Filter

Last Name: First Name: Service Code:

School of Attendance: Eligibility: Minutes/Session:

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](#) [AZ](#)

Show 50 per page (Displaying 1 to 50 of 160 records)

Actions	Name	Service	Start Date	End Date	Sessions / Frequency	Total Minutes (min/year)	Total Delivered
	Dear, John	330 Specialized Academic Instruction (IG1)	01/01/2015	01/01/2016	60 min Daily	21900 min/year	302/1900
	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

- View IEPs List Page
- View Student Profile
- Deliver Service

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)

Service Information pulls from the Future IEP



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

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

	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	✘
	09/18/2017	Delivered	Individual	0	Demo Unified	Demo Roosevelt	09/25/2017 Caseload12 Caseload12	Caseload12 Caseload12 09-25-2017 08:51 AM	✘

- Edit delivery
- Delete delivery
- View comments
- View case notes



Adding a Delivery

Edit Delivery

Provider: Caseload12 Caseload12

[Return to Deliveries](#)

New Delivery

Name: John Dear

Visit Dates: *

Attendance Code: *

Diagnostic Code: F80.9 SLP Register/Treatment

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.

[Save](#)

- Select up to 10 days
- Select the student's Attendance Code
- Prescription on file: for OT and PT only
- Leave comments as necessary

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

Diagnostic Code and School of Attendance will default to what is on the IEP

Leave Case Notes as necessary

Click **Save** to Save your Delivery



Bulk Delivery

Start by managing your Groups

Filter

Last Name: First Name: Service Code: 415 Language and speech

School of Attendance: Eligibility: Minutes/Session:

Don't Include Ended Services Service Type:



Show All Find

Bulk Delivery

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 A-Z

Show 50 per page Displaying 1 to 50 of 160 records

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



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Creating a new Group

SEIS

Students - Searches - Reports - Goals - Reference - Service Tracker - Help Center - Caseload2_Caseload12 - Teacher - Log Out

Bulk Delivery

Provider: [Return to Deliveries](#)

[Add Group](#)

Group Name Service Delivery

Click **Add Group** to add a new Group



10

Creating a new Group

The screenshot shows the 'Edit Service Group' form in the SEIS application. The form includes the following fields and buttons:

- Group Name:** A text input field with a callout: "Enter a Group Name".
- Service Code:** A dropdown menu with a callout: "Select a Service Code".
- Delivery:** A dropdown menu with a callout: "Select Delivery Type".
- Buttons:** "Cancel" and "Save" buttons. A callout for the "Save" button says: "Click Save to add the new Group".

Additional UI elements include the SEIS logo, navigation menu (Students, Searches, Reports, Goals, Reference, Service Tracker, Help Center), user information (Caselead12 Caseload12 - Teacher), and Log Out link.



11

Group Options

The screenshot shows the 'Bulk Delivery' page in the SEIS application. It features a table with the following data:

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

Below the table, a callout box lists the following management options:

- Edit Group Name / Info
- Bulk Deliver to Group
- Manage Students in Group
- Delete Group

Additional UI elements include the SEIS logo, navigation menu, user information, and Log Out link.



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

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 Students**

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

Actions	Name	Service	Delivery	Start Date	End Date	Sessions / Frequency	Total Minutes (min/year)	Total Delivered
<input type="checkbox"/> 	Castle, Richard	415 Language and speech	IJ	10/10/2017	10/10/2017	100 min Monthly	100 min/year	0/100
<input type="checkbox"/> 	Castle, Richard	415 Language and speech	GJ	10/12/2017	10/12/2018	60 min Weekly	3120 min/year	514/3120
<input type="checkbox"/> 	Donovan, Landon	415 Language and speech		09/19/2018	09/19/2019	30 min x 2 Times = 60 min Weekly	3120 min/year	75/3120
<input type="checkbox"/> 	Name	Service	Delivery	Start Date	End Date	Sessions / Frequency	Total Minutes (min/year)	Total Delivered

Add to Group



Bulk Delivering to a Group


SEIS

Students Searches Reports Goals Reference Service Tracker Help Center Caseload 12 Caseload 12 - Teacher Log Out

Bulk Delivery **Return to Helpdesk** **Upload Guide**

Provider: **Return to Deliveries**

Add Group

Group Name	Service	Delivery
<input type="checkbox"/>  monday 3 pm	415 Language and speech	Group

Click **Bulk Deliver** icon to Bulk Deliver to a Group



Bulk Deliver to Group

Callouts:

- Select one delivery date
- Written Prescription on File (OT and PT only)
- Leave comments as necessary
- Select: Plan Type, District of Service, Attendance Code, and Total Minutes Provided
- Diagnostic Code will default
- Click Save to Save your Delivery

Form Fields:

- Provider: Caseload12 Caseload12
- Return to Provider Dashboard
- Group Name: Monday 10:30
- Visit Date: *
- Plan Type: *
- District to Bill: *
- Written prescription on file? *
- Comments
- Delivery: Group
- Attendance Code: *
- Total Minutes Provided:
- Diagnostic Code: *
- Save



Editing a Bulk Delivery

Callouts:

- The Bulk Delivery Log displays if the delivery was successful or not
- To edit a 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		09/16/2012		Service Type does not match the group's Delivery Type
1583337	andrea piro	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



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.

Service Tracker Provider Dashboard

Provider: Caseload12 Caseload12

« Return to Providers

Return to Providers navigates 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

Select the Assessments button



17

Assessments

Filter

Last Name:

First Name:

School of Attendance:

Service Type:

Eligibility:

Filter down results by: Name, School, Eligibility and Service Type

Show All Find

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 AZ

Show 50 entries

Search:

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

Deliver Assessment



18

Adding an Assessment

Assessments

Download Print

Name: Denise Davis
 Birthday: 06/08/1992

Add Assessment Cancel

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 Linclon	Caseload2 Caseload2	09/20/2016 Caseload2 Caseload2	Caseload2 09-20-2016 01:40 PM	✘

Click the Add Assessment button to add a new Assessment



Adding an Assessment

Edit Assessment

Provider: Caseload12, Caseload12
 Return to Provider Dashboard

New Assessment

Assessment Date: *

Plan Type: *
 IEP IFSP

Assessment: *
 1A - Initial Assessment/Evaluation of Speech Flu

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

Diagnostic Code: FB0.9 SLP Register/Treatment

District to Bill: *
 Demo Unified

School: Demo Linclon

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.

Save Cancel

Select the Assessment Date

Select Plan Type, Assessment Type, and District to Bill

Leave comments as necessary

Delivery, Diagnostic Code and School will default to what is on the IEP

Click Save to save the assessment



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.



23

Reports

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

The screenshot shows the 'Download Reports' form with the following elements and callouts:

- Type of Report:** A dropdown menu is open, showing options: Deliveries, Overdelivered, Absences, Unscheduled time, Assessments, TCH, and Deliveries with Case notes. A callout box points to this menu with the text: "Select the Type of Report from the drop down. Then enter a Start and End date".
- Start Date:** An empty text input field.
- End Date:** An empty text input field.
- For:** A dropdown menu currently set to "All Students". A callout box points to this menu with the text: "Report will default to all students unless specific students are selected".
- Download Report:** A green button located at the bottom right of the form. A callout box points to this button with the text: "Click the Download Report button to produce report".
- Students:** A section with a "Show 50 entries" dropdown and a "Search:" input field.



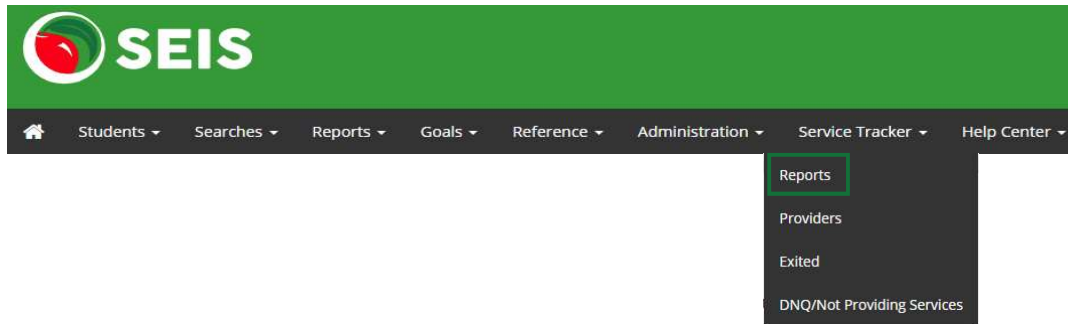
24

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**



25

Admin Reports

Service Tracker Reports

Reports

Report Type:

Start Date: End Date:

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.



26

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

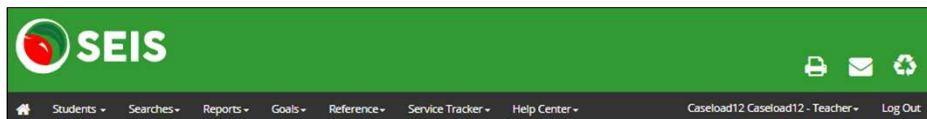
Automated export of data to SEIS Billing for LEA Medi-Cal Reimbursement



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

Caseload12 Caseload12 89 Case Manager 0
 Licensed Speech-Language Pathologist 156 Total Students 156

Teacher Caseload

Show entries Excel PDF Search:

Student	Gender	Birthdate	Age	Grade	Eligibility	Disability	Case Manager	School	School2	DOS	DOR	Next Annual	Next Triennial
Mitchell, Sany	F	08/07/2003	14		Yes		Billy Bluu	Gateway Elementary		Contra Costa Training	Contra Costa Training	09/03/2014	09/03/2016
Anthes, Bail	M	02/10/2000	17		Pending		Billy Bluu	Gateway Elementary		Contra Costa Training	Contra Costa Training		
Arcasian, John	M	01/15/1999	18	06	Yes	Intellectual Disability (ID) 210	Billy Bluu	Gateway Elementary	Demo Lindon	Contra Costa Training	Contra Costa Training	08/26/2014	11/25/2014

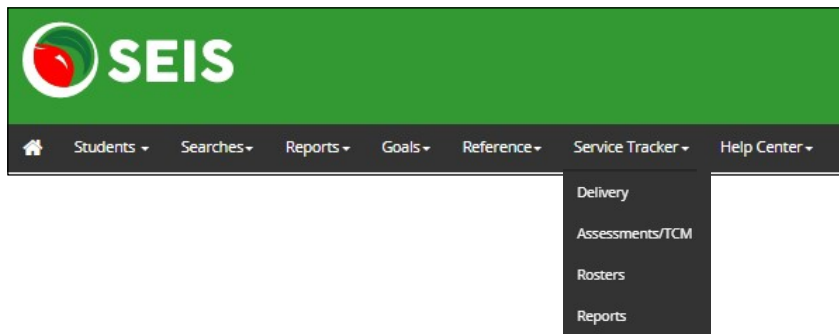


Contact
1.866.468.2891
<http://beta.seis.org>

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**



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

Delivery Summary Page

Filter your results.

Filters include Name, Service Code, School, Eligibility, and Frequency

View IEPs List Page

View Student Record

Deliver Service

Deliveries

Filter

Last Name: First Name: Service Code:

School of Attendance: Eligibility: Minutes/Session:

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 AZ

Show 50 per page Displaying 1 to 50 of 160 records

Actions	Name	Service	Start Date	End Date	Sessions / Frequency	Total Minutes (min/year)	Total Delivered
	Dear, John	330 Specialized Academic Instruction (IS)	01/01/2015	01/01/2016	60 min Daily	21900 min/year	3021900
	Demo, PA	330 Specialized Academic Instruction (IS)	08/03/2016	08/03/2017	60 min x 5 Times = 300 min Weekly	15600 min/year	11015600

Service Information pulls from the Future IEP

Total Delivered calculates the total minutes that have been delivered vs. the total minutes needed for the IEP year



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

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	<input checked="" type="checkbox"/>
	09/18/2017	Delivered	Individual	0	Demo Unified	Demo Roosevelt	09/25/2017 Caseload12 Caseload12	Caseload12 Caseload12 09-25-2017 08:51 AM	<input checked="" type="checkbox"/>



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

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

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



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

Bulk Delivery

Filter

Last Name: First Name: SEIS ID:
 School of Attendance: Eligibility: Service Code:
 Don't Include Ended Services Service Type: Minutes/Session:

[Show All](#) [Filter](#)

Bulk Delivery

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 AZ

Show: per page - Displaying 1 to 20 of 21 records

Actions	Name	Delivery	Start Date	End Date	Sessions / Frequency	Total Minutes (int/year)	Total Delivered	Medi-Cal Billing Consent

Filter

Last Name: First Name: SEIS ID:
 School of Attendance: Eligibility: Service Code:
 Don't Include Ended Services Service Type: Minutes/Session:

[Show All](#) [Filter](#)

Bulk Delivery

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 AZ

Show: per page - Displaying 1 to 20 of 21 records

Actions	Name	SEIS ID	Service	Delivery	Start Date	End Date	Sessions / Frequency	Total Minutes (int/year)	Total Delivered	Medi-Cal Billing Consent

Start by managing your Groups



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

Creating a new Group

SEIS

Students - Searches - Reports - Goals - Reference - Service Tracker - Help Center - Caseload112 Caseload112 - Teacher - Log Out

Bulk Delivery

Provider: [Return to Deliveries](#)

[+ Add Group](#)

Group Name	Service	Delivery

Click Add Group to add a new Group



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

Creating a new Group

The screenshot shows the 'Edit Service Group' form in the SEIS application. The form has three main input fields: 'Group Name', 'Service Code', and 'Delivery'. Below each field is a callout box with a green arrow pointing to the field:

- Group Name:** A text input field with a callout box labeled 'Enter a Group Name'.
- Service Code:** A dropdown menu with '---Select One---' selected, with a callout box labeled 'Select a Service Code'.
- Delivery:** A dropdown menu with a callout box labeled 'Select Delivery Type'.

At the bottom left of the form are 'Cancel' and 'Save' buttons. At the top right are 'Return to Helpdesk' and 'Upload Guide' buttons. The SEIS logo is in the top left corner.



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

Group Options

The screenshot shows the 'Bulk Delivery' page in the SEIS application. It features a table with the following data:

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

Below the table is a callout box with four icons and their corresponding actions:

- Edit Group Name / Info
- Bulk Deliver to Group
- Manage Students in Group
- Delete Group

The SEIS logo is in the top left corner. At the top right are 'Return to Helpdesk' and 'Upload Guide' buttons. Below the table is an 'Add Group' button.



Contact
1.866.468.2891
<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	Kirstina District 1 Spartan High

Return to Bulk Delivery Delete Students

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 AZ

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

Actions	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

Check/Uncheck All Add to Group



Contact
1.866.468.2891
http://beta.seis.org

Bulk Delivering to a Group

SEIS

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

Bulk Delivery Return to Helpdesk Upload Guide

Provider: Return to Deliveries

Add Group

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

Click Bulk Deliver icon to Bulk Deliver to a Group



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

Editing a Bulk Delivery

Return to Bulk Deliveries

Student ID	Name	DOB	Service Code	Delivery	Start Date	End Date	Result
965284	zany zebra	08/01/2002	415 Language and speech		09/16/2012		Service Type does not match the group's Delivery Type
 1583337	andrea pirlu	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

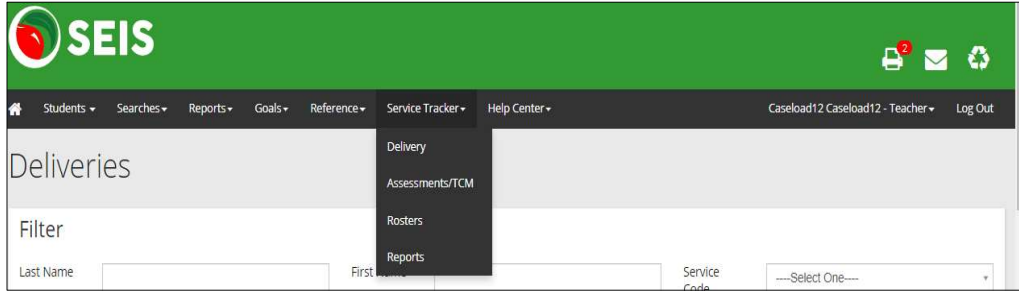


Contact
 1.866.468.2891
<http://beta.seis.org>

Assessment Tracking

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

Click the **Assessments** tab.



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

Assessments

Filter

Last Name:

School of Attendance:

Eligibility:

First Name:

Service Type:

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 AZ

Show 50 entries

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

Filter down results displayed below. Filters include: Name, School, Eligibility and Service Type

Deliver Assessment



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

Adding an Assessment

Assessments

Download Print

Assessments

Name: Denise Davis
 Birthday: 06/08/1992

Add Assessment Cancel

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 Lincion	Caseload2 Caseload2	09/20/2016 Caseload2 Caseload2	Caseload2 Caseload2 09-20-2016 01:40 PM	*

Click the **Add Assessment** button to add a new Assessment



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

Adding an Assessment

Select the Assessment Date

SEIS

September 2017

Su Mo Tu We Th Fr Sa

27 28 29 30 31 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

1 2 3 4 5 6 7

Clear

Tracker Help Center Caseload12 Caseload12 - Teacher Log Out

Edit Assessment

New Assessment

Assessment Date: *

Plan Type: *

Assessment: *

Comments

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

Delivery: *

Diagnostic Code: F80.9 SLP Register/Treatment

District to Bill: Demo Unified

School: Demo Lincion

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

Delivery, Diagnostic Code and School information will default automatically

Leave any comments as necessary

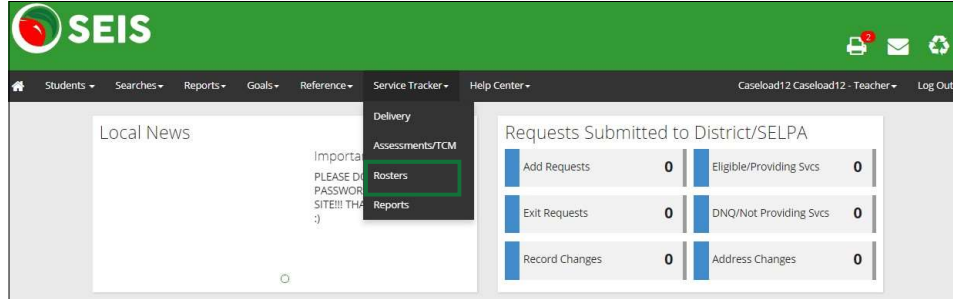


Contact
 1.866.468.2891
<http://beta.seis.org>

Rosters

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

Click on **Roster**



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

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

Rosters

Roster Lookup

Last Name: First Name:

Eligibility: --Select One-- Service Type: --Select One--

Month: Year:

School:

For:

Sort:

Students

Show 33 entries

Check/Uncheck	LastName	FirstName	DOB	Gender	District of Service
<input type="checkbox"/>	Davis	Denise	06/08/1992	Female	Demo Unified
<input type="checkbox"/>	Dear	John	06/02/2002	Male	Demo Unified
<input type="checkbox"/>	Delgado	Stacey	01/11/1991	Female	Demo Unified

Click the Print button to
generate roster



Contact
1.866.468.2891
<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.



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

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

Designated Supports

Embedded	Non-Embedded	
Color contrast	100s number table	Noise buffers
Masking	Amplification	Read aloud
Mouse pointer (size and color)	Calculator ¹	Science charts (state-approved)
Streamline	Color contrast	Scribe
Text-to-speech ²	Color overlay	Separate setting
Translations ² (glossary)	Magnification	Simplified test directions
Translations ² (Spanish stacked)	Medical supports (restricted settings)	Translated test directions
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	Expandable passages	Strikethrough
Breaks	Highlighter	Writing tools (specific items)
Calculator ¹ (grades 6–8 and 11)	Keyboard navigation	Zoom (in/out)
Digital notepad	Line reader	Non-Embedded
English glossary	Mark for review	Breaks
Expandable items	Math tools (i.e., embedded ruler, embedded protractor)	Scratch paper

Designated Supports

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

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.

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	Non-Embedded
Highlighter	Breaks
Keyboard navigation	Scratch paper

Designated Supports

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

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)	

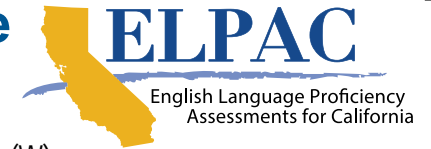
Unlisted Resources

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

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