Business Meetings and Professional Learning Opportunities

The Business Services Team offers both in-person and online meetings and workshops that provide technical information on special education funding and content to help build effective program-business teams.

- SpEd Business 101
- Buzz Sessions
- Year End Workshop
- Fiscal Committee

The business side of special education in California is unique. The Charter SELPA conducts in-person, half-day workshops in late summer designed to prepare special education program/business teams for the new school year. For travel and calendar convenience, four SpEd Business 101 workshops are held around the state. The agenda consists of:

- SpEd Business 101 Workshop Registration: August 12, 2020
- SpEd Business 101 Workshop Registration: August 14, 2020

TODAY'S PRESENTATION
Charter SELPA website.
Business Office Support page.
Scroll down to this section.
Introductions

Bob Steponovich
Business Services Director
Charter SELPA

Erin Finnell
Business Services Manager

Ginese Quann
Director
Charter SELPA
Introductions

Continuing SELPA member

New SELPA member

Poll
Today’s Topics

• SpEd Funding Big Picture
• Charter SELPA Allocation Plan
• State SpEd Funding
• Federal SpEd Funding
• Mental Health Funding
• SpEd Expenditure Considerations
• Federal Funding Compliance
• Significant Disproportionality

• Bonus Content
  • Website Navigation
  • Fiscal Portal Navigation

Links throughout presentation to SELPA & CDE guidance & resources
AB602 funding in California consists of federal and state SpEd dollars.

Each SELPA’s governance committee is composed of the LEA members of the SELPA. The governance committee adopts an Allocation Plan to manage AB602 dollars.

The Allocation Plan defines the methodology for passing through SpEd revenue to each LEA.

The Allocation Plan dictates funds that are pooled to share risk among SELPA members.
Special Education Funding

El Dorado Charter Allocation Plan

For most charter schools, special education revenue does not cover the total cost of special education programs.
The Local contribution “balances” the costs of your program by transferring funds from your LCFF revenue.
Unspent Funds

Statewide – 60+% local contribution to SpEd expenses

Building capacity

Variance in student populations

Annual Review of SpEd Expenditures

often due to...

>25% unspent state funds = following year: may not be eligible for federal funds, reimbursement funding

<25% unspent state funds = next year budget justification for federal funds determination
• Organization Partners may “reallocate” income to other SELPA member charters in the network.
• Federal Maintenance of Effort (MOE) compliance
• Manage Unspent Funds
• Manage local contributions among network schools
• Organization must have authority to reallocate.
• Requires board action – sample resolution on the Charter SELPA website.

• Charters new to the Charter SELPA will not receive a cash disbursement until February, since the state’s Advance Apportionment payments (July to January) are based on prior year P-2 ADA while a partner in the Charter SELPA.

• Start-Up charters have not prior-year enrollment. Therefore, there is no basis upon which to calculate Federal Revenue. Consequently, start-up charters cannot receive federal revenue in the first year.

The cash advance program:

• 25% cash advance - 3% interest rate.

• Participation: notify us of your interest and provide a report of opening enrollment.

Administrative Fee

**Single Charter Partner**

- One Charter in the Charter SELPA
- Administrative fee based on date of Charter entry into the Charter SELPA
- One vote

**Organization Partner**

- More than one Charter School in the Charter SELPA
- Administrative fee based on date of CMO/Non-profit entry into the Charter SELPA.
- One vote per charter (CDS Code)

<table>
<thead>
<tr>
<th>Year</th>
<th>Fee</th>
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<tbody>
<tr>
<td>Year 1</td>
<td>5.5%</td>
</tr>
<tr>
<td>Year 2</td>
<td>4.5%</td>
</tr>
<tr>
<td>Year 3-4</td>
<td>3.5%</td>
</tr>
<tr>
<td>Year 5</td>
<td>3.0%</td>
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</tbody>
</table>
Federal Rate
El Dorado Charter SELPA

2020-21 FEDERAL RATE $125

- October 2019 Fall 1 enrollment count
- Less Admin Fee (5.5%, 4.5%, 3.5%, 3.0%)
- Eligible partners
- Reimbursement-Based: expenditure reports required for cash
- Recent delays from CDE

State Funding

- $625/ADA State Target Rate - increased from $557
- No special education deficit (proration factor) going forward
- Charter Member Rate = $625
- SELPA funded on highest of current, prior, or prior-prior year total SELPA ADA
- SB 98’s ADA Hold Harmless
  - 2020-21 ADA equal to 2019-20 ADA
  - Start-Ups - ADA determined by CALPADS Fall 1 enrollment x statewide average attendance rate (by grade span)
  - No growth funding
  - “Signing Letter” urged targeted solutions for “planned growth”
Gov Newsom’s proposed targeted solution

- Nonclassroom-based charters not eligible for any growth funding.
- Growth for new charters remain as funded under SB 98.
- Growing classroom-based charter schools and districts receive funding for the lesser of:
  - 1) budgeted enrollment as reflected in their June 30, 2020 adopted budget; or
  - 2) actual Fall 1 2020 enrollment reported in CALPADS as of Census Day (10-7-20).
  - Converted to average daily attendance for funding (K-8 = 95.5% and 9-12 = 93.9%).
- Schools that had planned more growth may reduce enrollment to their funded enrollment.
- No funding adjustments for growth will be made during the year.
State Rate
El Dorado Charter SELPA

2020-21
STATE RATE
$625

• 2020-21 P-2 ADA (same as 2019-20)
• Less Admin fee (5.5%, 4.5%, 3.5%, 3.0%)
• Less Set-Aside Contribution (1st year only)
Cash Flow

- Deferral of 2019-20 June distributions has been paid
- No deferrals of 2020-21 July through January
- Cash flow posted July through January
- P-1 Certification in February
  - Verify ADA calculations
  - Publish cash flow incorporating deferrals
- California School Finance Authority (CSFA) TRAN webinar on 7/28/20

https://www.treasurer.ca.gov/csfa/webinar-information.asp
$100 million boost in Low Incidence (LI) funding
Per student rate will increase to ≈$2500 from ≈$465
Total annual revenue increase from $236K to ≈$1.5M
LI student count frozen @ 2019-20 counts
Allocation Plan currently contains $3K max – will address w/CEO Council
Low Incidence Pool

• Vision, Hearing or Orthopedic Impairment
• Reimbursement basis (per student)
• Minimum claim $600
• 2020-21 minimum reimbursement = $1,000
• Maximum = End of year determination
  • 2017-18 = $2,300
  • 2018-19 = $2,235
  • 2019-20 = $2,470
• File claims immediately!

Edcuationally Related Mental Health Services (ERMHS)
Allocation Plan - ERMHS

Funding based on need

Interactive process

“ERMHS”
MENTAL HEALTH SERVICES TO STUDENTS

Delivery of direct services

Level 2
Level 3
ERMHS Expenditures

IDEA Federal Law
- Related Services
- Psychological Services
- Social Work Services
- Counseling Services

California Law
- Related Services
- Psychological Services
- Social Work Services
- Counseling & Guidance Services
- Individual Counseling
- Parent Counseling & Training

Demystifying ERMHS
## Demystifying ERMHS

<table>
<thead>
<tr>
<th></th>
<th>CASEMS CODE</th>
<th>Licensed Educational Psychologist (LEP)</th>
<th>School Psychologist (PPS)</th>
<th>Licensed Clinical Psychologist</th>
<th>Marriage and Family Therapist (MFT)</th>
<th>Licensed Clinical Social Worker (LCSW)</th>
<th>Social Work (PPS)</th>
<th>School Counselor (PPS)</th>
<th>Licensed Professional Clinical Counselor (LPCC)</th>
<th>Board Certified Psychiatric</th>
<th>Special Education Instructional Credential</th>
<th>Health and Nursing Services Credential</th>
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<tr>
<td><strong>Individual Counseling</strong></td>
<td>510</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X*</td>
<td>X*</td>
<td>X</td>
<td>X*</td>
<td>X*</td>
<td>X</td>
<td></td>
<td></td>
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<tr>
<td><strong>Counseling and Guidance</strong></td>
<td>515</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X*</td>
<td>X*</td>
<td>X</td>
<td>X*</td>
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<tr>
<td><strong>Parent Counseling and Training</strong></td>
<td>520</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X*</td>
<td>X*</td>
<td>X</td>
<td>X*</td>
<td>X*</td>
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<td></td>
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<tr>
<td><strong>Social Work Services</strong></td>
<td>525</td>
<td></td>
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<td>X</td>
<td>X*</td>
<td>X*</td>
<td>X</td>
<td>X*</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
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<tr>
<td><strong>Psychological Services</strong></td>
<td>530</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X*</td>
<td>X*</td>
<td>X</td>
<td>X*</td>
<td>X</td>
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<td></td>
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</tbody>
</table>

*Services may be provided by a qualified intern under the direct supervision of an individual who holds the appropriate credential authorization (5 CCR §3051).*
• LEAs may opt to contract service providers with public agencies (other LEAs, county mental health agencies) or non-public agencies (NPAs).

• If an LEA opts to contract a service provider via a public agency (i.e. another charter school, school district or COE) they will complete a Memorandum of Understanding (MOU) between their LEA and the public agency.

• If an LEA opts to contract a service provider (i.e. private agency) via an NPA or NPS they must:
  • Refer to the CDE’s approved list of NPA/NPS service providers to select a CDE-certified NPA/NPS.
  • Complete a Master Contract between the LEA and the NPA/NPS.
  • Complete an Individual Service Agreement (ISA) for each student that the NPA/NPS serves.

Sample MOUs and Current Year Master Contract/ISA: https://charterselpa.org/fiscal/
CDE’s NPA/NPS Requirements: http://www.cde.ca.gov/sp/se/ac/reqsecuresrvcs.asp
https://www.cde.ca.gov/sp/se/ds/npsacrtapp.asp
CDE’s Current Certification List: https://www.cde.ca.gov/sp/se/ds/
ERMHS
Location of Services

• To allow students to access education and practice ERMHS goals in the educational setting.
• It is suggested that the ERMHS services be provided at school during the course of the school day.
• Should an IEP Team determine ERMHS services would be provided outside of the school day they must consider:
  • Transportation
  • What to do when a service is missed
  • Have a clear reason documented in the IEP as to why a student would need a service to work on an educational goal outside of the educational setting

Educationally Related Mental Health Services Funding (ERMHS)

- Mental health funds available for all mental health-related services (not necessarily required by IDEA)
- Behavior Intervention OK
- Likely includes spending on Gen Ed
- ADA used to determine SELPA funding frozen @ 2019-20 P-2
- Plan on current Level 2 & 3 formulas
- Healthy reserve of $2.5+M moving into 2020-21
- Monitor guidance and adjust if appropriate/necessary
## ERMHS Funding 2020-21

<table>
<thead>
<tr>
<th>Description</th>
<th>Level 2</th>
<th>Level 3 Site-Based</th>
<th>Level 3 NPS - ERMHS</th>
<th>Level 3 NPS-Residential</th>
</tr>
</thead>
<tbody>
<tr>
<td>ERMHS delivered to SpEd students</td>
<td>Structured Therapeutic ERMHS Program</td>
<td>ERMHS delivered to NPS Students</td>
<td>Room and Board Needed for ERMHS</td>
<td></td>
</tr>
<tr>
<td>Special Education Eligibility</td>
<td>Any Eligibility</td>
<td>ED</td>
<td>ED</td>
<td>ED</td>
</tr>
<tr>
<td>Allocation Formula</td>
<td>80% of the lesser of: 1) $3,000 per service or 2) Budget Request</td>
<td>80% of ERMHS Allowed Costs</td>
<td>90% of ERMHS Allowed Costs</td>
<td>100% of Room &amp; Board Costs</td>
</tr>
</tbody>
</table>

Initial budget parameters established October 2020 for 2020-21. Percentage of reimbursement may fluctuate based on sufficiency of funding.
ERMHS Funding Timeline

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

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

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

**December**
- Final Level 2 SEIS Service Count*  
  *Component of Level 2 Eligibility Formula

**January**
- Level 2 Budget Due Jan. 15*

**By May**
- Finding of Sufficiency determines final rates and funding percentages

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

## 2020-21 Allocation Plan At-A-Glance

### Allocation Plan Element

<table>
<thead>
<tr>
<th>Element</th>
<th>Basis of Funding</th>
<th>Gross Rate</th>
<th>Additional Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. State Funding</td>
<td>Current Year ADA</td>
<td>$675</td>
<td>2020-21 P-2 ADA. Note: SBE's ADA Hold Harmless provision establishes that 2020-21 ADA is equal to 2019-20 ADA.</td>
</tr>
<tr>
<td>2. Federal Funding</td>
<td>Prior Year Enrollment</td>
<td>$125</td>
<td>Must have operated in prior year and prior year enrollment count must be tradable to current year COS code.</td>
</tr>
</tbody>
</table>

### Total Gross Base Funding

| Total Gross Base Funding | $750 | Rate before administrative fee holdback, which is unique to each charter. First-year charters contribute one-time $5 per current year ADA to set-aside risk pool. |

### Executive Summary

<table>
<thead>
<tr>
<th>Element</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. SpEd Deficit/Rate Smoothing Pool</td>
<td>Our understanding is that there will no longer be a deficit (proration factor) applied to special education funding. Therefore, no funds from this pool would be required.</td>
</tr>
<tr>
<td>4. Partner Definition</td>
<td>Single Partner = 1 charter in the Charter SELPA Organization Partner = 2 or more charters in the Charter SELPA under one organization (CMO/Non-Profit) Year of entry of partner, determines Admin Fee %.</td>
</tr>
<tr>
<td>5. Charter SELPA Administration Fee</td>
<td>Funds SELPA services to partners: % of total gross base funding. Year 1 = 5.5%. Year 2 = 4.9%. Year 3 = 3.5%. Year 5 = 3.0%. Reduction in Years 3 &amp; 5 contingent on good standing.</td>
</tr>
<tr>
<td>6. Set-Aside Risk Pool</td>
<td>Reserve for unrecoverable funding. All charters in first year of Charter SELPA membership contribute a one time non-refundable $5.00 per current year P-2 ADA.</td>
</tr>
<tr>
<td>7. Unspent Funds</td>
<td>If more than 25% of funding is unspent at year end, following year funding will be reimbursement based. Eligibility for federal revenue in following year may be impacted.</td>
</tr>
<tr>
<td>8. Income Re-Allocation</td>
<td>Income may be shifted from one charter to another. If the umbrella organization has the board/organization authority to re-allocate dollars.</td>
</tr>
<tr>
<td>9. Educationally Related Mental Health Services (ERMHS)</td>
<td>Level 2: funding determined by formula. Level 3: funding determined by budget submission (may include INPS ERMHS services, transportation and room &amp; board for residential placements).</td>
</tr>
<tr>
<td>10. Legal Risk Pool</td>
<td>Due to lack of a consistent funding source, this pool was suspended indefinitely by CEO Council beginning in 2020-21.</td>
</tr>
<tr>
<td>11. Low Incidence Funding</td>
<td>Low incidence services and material allowable reimbursements ($600 minimum claim) are funded at a minimum of $1,000 up to a calculated maximum based on available dollars.</td>
</tr>
<tr>
<td>12. Cash Flow</td>
<td>Special education funding is subject to the same deferrals as LCTF revenue. Specific policy guidance re: standard SELPA cash flow to charters is found in this section of the Allocation Plan.</td>
</tr>
</tbody>
</table>
Direct Instruction & Administration of Special Ed
- SpEd Administrators, Teachers, Admin Support, Aides (Salaries + Benefits), Contracted Services
- Books, Supplies
- Capital Outlay

Peripheral but Related to SpEd Instruction
- Principal, Librarian, School Secretary, Nurse, Maintenance, Transportation
- CSAM Guidelines: FTE, Classroom Units, Students Transported
- Reasonable

Schoolwide General Management
- Accounting, Payroll, HR, IT
- Assigned Rate - Set by CDE
- Ranges <2% to >10%
- Statewide Avg. = 5.25%
Program Cost Accounting
(CSAM Procedure 910)

Special Education Expenditures

Direct Costs
  - Instructional (direct instruction)
  - Support (peripheral to instruction)

Indirect Costs
  - Central Admin (school-wide)

Direct Charged (Documentation)
  - Assigned ICR

Allocated (FTEs, CUs, PTs)
Standardized Account Code Structure (SACS)
Per EC 41010, approved by the SBE and published in the CSAM

- A uniform, comprehensive, and minimum chart of accounts to improve statewide financial data collection, reporting, transmission, accuracy, and comparability.
- Meet federal compliance guidelines and increase the opportunities for California to receive federal funding for education programs.
- Ensure that school districts and COEs comply with GAAP as prescribed by GASB.
- Create a logical framework that can be used to determine where education funds come from and how they are used.
- Provide actionable data for use by administrators, parents, board members, students, legislators, and others interested in analyzing education through a fiscal lens.
Charter schools are **not required to** use SACS or the SACS reporting software. There is an optional **Charter Alternative Form** for reporting (Object only). However, there are some minimum recommended tracking requirements for special education reporting, and it is more effective and so much easier to manage what you measure.

Analyze by RESOURCE

$530,000

- State: $290,000
- Federal: $150,000
- ERMHS: $25,000
- LCFF: $65,000
Analyze by FUNCTION

- Ed Spec: $330,000
- Aides: $50,000
- NPA: $65,000
- NPS: $530,000

Total: $530,000
Time Accounting

- Any staff funded (partially or completely) from a restricted source (e.g. SpEd revenue) needs to have time documentation on record
  1. Substitute systems = sampling, schedule-based (CDE approval)
  2. STATE = State Documented Method (Activity Worksheets)
  3. Guidelines provided for federal funding OK to use for state funding
- Info and samples from CSAM in Year End Resource Guide
- See CSAM Procedure 905 for full details

Federal Requirements

Single Cost Objective
- Example: Ed Specialist who is full time special education, but part state part federal funded.
- Periodic Certification required at least semiannually
- State that the employee worked solely on that single cost objective during the period.

Multiple Cost Objective
- Example: Psychologist who is part time special education, part time general education.
- Personnel Activity Report (PAR) required monthly
- Report of daily activity spent in each objective.
Federal Funding Compliance
Local spending compliance requirement for federal SpEd funding

**Maintenance of Effort (MOE)**

**Supplement not Supplant**

- **Spend** as least as much from STATE AND LOCAL FUNDS in current year as was spent in last passing year (SEMA).
- **Budget** at least as much from STATE AND LOCAL FUNDS for next year as was spent in last passing year (SEMB).

- Failed MOE testing = forfeited federal funding

# Four MOE Tests

Must pass at least one test each year for SEMA & SEMB

1) State & Local
2) State & Local/Pupil
3) Local Only
4) Local Only/Pupil

<table>
<thead>
<tr>
<th>MOE Tests</th>
<th>State/Local Tests</th>
<th>Local Only Tests</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Year of Comparison</td>
<td>Year of Comparison</td>
</tr>
<tr>
<td></td>
<td>*</td>
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<tr>
<td></td>
<td>2017-18</td>
<td>2017-18</td>
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<td>Comparison Data</td>
<td>*</td>
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<tr>
<td></td>
<td>61,200</td>
<td>14,970</td>
</tr>
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<td>Allowable Exemptions (from below)</td>
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<tr>
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<td>61,200</td>
<td>14,970</td>
</tr>
<tr>
<td>Current Year State/Local</td>
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<tr>
<td></td>
<td>74,932</td>
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<td>Variance: Comparison Year to Current Year</td>
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<tr>
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</tr>
<tr>
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</table>

<table>
<thead>
<tr>
<th>State/Local Per Pupil Test (including Exemptions)</th>
<th>Local Only Per Pupil Test (including Exemptions)</th>
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<tbody>
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<td>Year of Comparison</td>
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<td>4,439</td>
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<td></td>
<td>-4,439</td>
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<td>If positive Met/If negative, Not Met</td>
<td>*</td>
</tr>
<tr>
<td></td>
<td>Not Met</td>
</tr>
</tbody>
</table>

* Per Subsequent Year Rule
1) The voluntary departure or departure for just cause of special education or related services personnel.

2) The termination of costly expenditures for long-term purchases, such as the acquisition of equipment or the construction of facilities.

3) Up to 50% of any increase in federal funds over the prior year.

4) A decrease in the enrollment of children with disabilities. The SELPA no longer has the obligation to provide one or more exceptionally costly special education programs to student(s) because they:
   - Have left the jurisdiction of the SELPA; or
   - Have reached the age at which the SELPA is no longer required to provide free appropriate public education (FAPE) to the student(s); or
   - No longer need the program of special education.
## MOE Tests

<table>
<thead>
<tr>
<th>State/Local Tests</th>
<th>Local Only Tests</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>State/Local Test (including Exemptions)</strong></td>
<td><strong>Local Only Tests (including Exemptions)</strong></td>
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<td>Year of Comparison *</td>
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<td>Current Year Local Only</td>
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<tr>
<td>74,932</td>
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<td>74,932</td>
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<td>If positive Met/If negative, Not Met</td>
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<td>Met</td>
<td>Met</td>
</tr>
</tbody>
</table>

## State/Local Per Pupil Test (including Exemptions)

<table>
<thead>
<tr>
<th>State/Local Only Per Pupil Test (including Exemptions)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>State/Local Test (including Exemptions)</strong></td>
</tr>
<tr>
<td>Year of Comparison *</td>
</tr>
<tr>
<td>2012-13</td>
</tr>
<tr>
<td>Comparison Data *</td>
</tr>
<tr>
<td>4,429</td>
</tr>
<tr>
<td>Pupil Count</td>
</tr>
<tr>
<td>141</td>
</tr>
<tr>
<td>Adjusted Comparison Data</td>
</tr>
<tr>
<td>0</td>
</tr>
<tr>
<td>Current Year State/Local per Pupil</td>
</tr>
<tr>
<td>3,815</td>
</tr>
<tr>
<td>Variance: Comparison Year to Current Year</td>
</tr>
<tr>
<td>-3,815</td>
</tr>
<tr>
<td>If positive Met/If negative, Not Met</td>
</tr>
<tr>
<td>Not Met</td>
</tr>
</tbody>
</table>

* Per Subsequent Year Rule
MOE Decision Tree

TESTING

PASS AT LEAST ONE TEST
- Review the percentage of increase
- Review budget year
- Can we pass more tests?

DON’T PASS
- Use of allocated/indirect costs
- Application of allowable exemptions
- Income Reallocation
MOE Considerations

Decreasing expenditures?
• Reasonable cost reductions by pursuing efficiencies are positive
• Just consider carefully the implications around MOE.

Important things to consider:
• Allowable federal exemptions
• Use of direct support/indirect costs
• Decline in SpEd population – e.g. costs declined 5%, but SpEd pupil count declined 5% (MOE includes a per student cost comparison)
Federal Excess Costs

- Federal law requires that federal special education funds (IDEA Part B) are to be spent for “Excess Costs”.

- Requirement to spend (on special education students) from state and local resources an amount equal to what is spent on general education, prior to spending federal SpEd dollars.
The elements of the calculation for excess costs include the following:

- **General Ed Expenditures/Total Enrollment = General Ed Cost per Student**
  - $3,000,000 Gen Ed expenditures
  - 500 students
  - $3,000,000/500 = $6,000/Gen Ed student

- **Special Education Student FTE (full time enrollment) using SEIS data on time spent in SpEd.**
  - 40 SpEd students
  - Each student is in SpEd 10% of the day
  - 40 students x 10% (.10) = 4.0 FTE

- **SpEd Student FTE x Gen Ed Cost per Student**
  - 4.0 x $6,000 = $24,000
  - Excess Cost Floor
• Excess Cost Floor = minimum spent on SpEd from State and Local funds before Federal SpEd funds can be spent.

Minimum required SpEd Expenses from State & Local prior to federal

$24,000

$345,000

Actual SpEd Expenses from State & Local prior to federal

• Charter SELPA will perform this annual calculation on your behalf

• CDE now requires the CFO/CBO of each LEA sign the calculation and the SELPA will submit to CDE.
$1.5M in Learning Loss Mitigation funds
- Based on the 2019–20 Fall 1 enrollment count of SWDs
- Not restricted special ed funding
- Estimated at ≈$1,900 per pupil

Think twice about using these funds to offset your special education local contribution.
- If using these federal resources decreases the expenditure of state and local resources on special education, it would be supplanting vs. supplementing. Your school may risk failing MOE testing.
- Swapping in one-time funds to support ongoing spending does not resolve long-term spending issues.
- Paying ongoing expenditures with one-time learning loss mitigation money could weaken the connection to the intent of the funding.
Additional Budget Provisions

• IEPs will need to be updated to describe how services will be provided under emergency conditions

• LEAs must have plans to ensure special education services are provided if distance learning is offered

Significant Disproportionality
Significant Disproportionality

Definition

- LEA disproportionality refers to the “overrepresentation” of a particular racial or ethnic group in one of four areas:
  - Special Education in general
  - Special Education within a specific disability category
  - Discipline
  - Least Restrictive Environment (LRE)
Methodology

- LEAs can be identified as having significant disproportionality by the following criteria:
  - Identified disproportionate by both measures (E-formula and Alternate Risk Ratio) defined as:
    - Identified disproportionate in the same cell (disability by ethnicity):
  - In the current year, and in at least two of the previous three years.
Consequences

- Any LEA that is found to have disproportionate representation will be subject to state monitoring to ensure that the LEA’s policies, procedures, and practices are compliant and do not lead to inappropriate identification.

If found Significantly Disproportionate, LEAs are required to use 15% of IDEA funds for Coordinated Early Intervening Services (CEIS).

https://spptap.org/significant-disproportionality/sd-ceis-guidance-documents-and-forms/
Coordinated Early Intervening Services (CEIS)

- The IDEA allows – **sometimes requires** – expenditure of federal funds on CEIS.
- CEIS are for nondisabled students (i.e., currently not identified as needing special education).
- Based on research about the effectiveness of early intervention.
- Examples:
  - Behavioral interventions to nondisabled students, perhaps as a part of a PBIS initiative
  - Reading or math specialists for nondisabled students who have not reached grade-level proficiency
  - After-school tutoring for nondisabled students who score below standard on statewide assessments
Coordinated Early Intervening Services (CEIS)

- Federal dollars directed to CEIS must supplement not supplant other funding (state, local, & other federal funding sources).

- May not:
  - Provide services that are otherwise required by federal, state or local law.
  - Provide services that were paid for with other funds in a prior year (e.g., IDEA funds are used to provide services that were paid for with ESEA funds in the prior year.).

Disproportionality Prevention

• Implement and monitor systems for correct data entry and regular examination of data to ensure data integrity between student information systems (SIS, SEIS, and CALPADS).
• Implement and monitor processes and procedures for systemic behavior interventions, i.e. PBIS.
• Implement and monitor disciplinary policies, processes, and procedures that minimize suspensions and expulsions.
• Explore programs and practices that support alternatives to suspension and expulsion, i.e. Restorative Practices.
• Move towards inclusive practices to maximize opportunities for special education students in general education settings.
Final Thoughts
• Program/Business Buzz Sessions (web)
  • 30-minute sessions
  • You set the agenda
  • Email charterselpabusiness@edcoe.org to schedule.

• Fiscal Committee Meetings (web)
  • Tuesday, October 20, 2020
  • Thursday, June 03, 2021
CONTACT SELPA BUSINESS TEAM

- Unspent Funds
- Help with MOE
- Cash Discrepancies
- Any Other Questions