Professional Learning Network Series
Instructions

Please raise your hand and we will call on you.

- **Windows**: You can also use the `Alt+Y` keyboard shortcut to raise or lower your hand.
- **Mac**: You can also use the `Option+Y` keyboard shortcut to raise or lower your hand.
## Fiscal Update

- **Final ERMHS Reimbursement Levels**

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3 Site-Based</th>
<th>Level 3 NPS</th>
<th>Level 3 NPS-Residential</th>
</tr>
</thead>
<tbody>
<tr>
<td>Any Student</td>
<td>IEP Based ERMHS Services</td>
<td>Structured Therapeutic ERMHS Program</td>
<td>ERMHS in NPS</td>
<td>Room and Board for ERMHS Services</td>
</tr>
<tr>
<td>$10/ADA</td>
<td>80% 95% of the lesser of: $3,000 per service Budget Request</td>
<td>80% 95% of ERMHS Allowed Cost</td>
<td>95% of ERMHS Allowed Cost</td>
<td>100% of Room &amp; Board Costs</td>
</tr>
</tbody>
</table>
Fiscal Update

Low Incidence
• Vision, Hearing or Orthopedic Impairment
• Reimbursement basis (per student) - Minimum claim $600
• Maximum = End of year determination
• Increased Funding! ($/LI Student)
  • 2019-20 = $466
  • 2020-21 = $3,050

Calendar Items
• Due 4/15/2021 – ADA/Enrollment Report #3
• Due 4/21/2021 – Federal Expenditure Report #2
• Wednesday 4/28/2021 – Year-End Fiscal Workshop
  • 10 am to Noon
  • Registration [link]
Fiscal Update

• **State** (January proposal)
  - 1.5% COLA: Increase from $625.00 to $634.38/ADA
  - No “Super COLA” (make up of 2.31% from last year) = $649.00
  - No further structural changes to AB 602 funding model

• **Federal** (President’s discretionary budget request)

  All children—including those with disabilities—should be provided with the services and support they need to thrive in school and graduate ready for college or a career.

  To this end, the discretionary request provides $15.5 billion for Individuals with Disabilities Education Act (IDEA) grants that support special education and related services for students with disabilities in grades PreK through 12. This historic $2.6 billion increase would, **for the first time in eight years, increase the Federal share of the cost of providing services to students with disabilities**, and is a significant first step toward fully funding IDEA.
The President’s 2022 discretionary request includes a 41% increase in funding for the Department of Education, including:

- $20 billion increase to Title I funding
- $2.6 billion increase to Individuals with Disabilities Education Act (IDEA) state grants and $250 million increase to IDEA Part C, infant and toddler grants
- $1 billion to increase the number of counselors, nurses, and mental health professionals in schools
- $413 million increase for community schools
- $100 million for a new grant program to address segregation and help communities develop and implement strategies that would build more diverse student bodies
- $1.5 billion increase for the Child Care and Development Block Grant
- $1.2 billion increase for Head Start
- $200 million increase for the Preschool Development Grants program
Questions?

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CALPADS Overdue Initial and Annuals Update

• Original CDE letter to field on **9.22.20**: Notification to LEAs; expectation of 20% reduction monthly
• **11.23.20**: CDE provided an update to SELPAs (data pulled from CALPADS on October 23). SELPA shared with LEAs on Nov. 30
• **1.8.21**: CDE provided an additional update to SELPAs on this topic and the result of their ongoing data collection
• **1.25.21**: CDE pulled data again, but this time **only for overdue Initials**. This was shared directly from CDE to the LEAs. LEAs were notified that they had 45 days to reduce late Initials and that a failure to reduce the late Initials would result in individual determinations of enforcement.
• CDE will pull data again in April- To Be Continued
CALPADS Overdue Initial and Annuals Update

• What we know about consequences for overdue Initials and Annuals:
  • LEAs with lots of overdue assessments and IEPs will climb to the top of the pyramid
  • LEAs unable to hold IEPs and assessments will climb to the top of the pyramid
  • LEAs with students that have LONG overdue IEPS and assessments will climb to the top of the pyramid
CALPADS Overdue Initial and Annuals Update

• The data may not align with what is in SEIS for the following reasons:
  • IEPs have been held since the latest data pull
  • New information has been uploaded into CALPADS
  • Errors have been corrected in either the SEIS or CALPADs systems

• To confirm your LEA’s IEP timeliness status as seen by CDE, work with your CALPADS admin to pull an Accountability/Monitoring Report
  • 16.7 "Students with Disabilities – Monitoring Counts” for numbers of overdue items
  • 16.8 "Students with Disabilities – Monitoring Student List” for a detailed report of which students show as overdue
• What we DO know:
  • Due to COVID, there were no new calculations conducted for Spec Ed Monitoring. As such, LEAs will remain in the same tier of Spec Ed Monitoring that they were identified for in the 2019-20 monitoring cycle. For instance, if an LEA was in "Targeted Review" during the 2019-20 monitoring cycle, they will remain in that tier for this current 2020-21 cycle
  • The only exception to this is if an LEA is being identified as "Significantly Disproportionate" for the first time in the 2020-21 monitoring cycle. In that case, the LEA will shift into "Intensive Review"
  • LEAs will NOT be required to develop new SEPs for the 2020-21 cycle. However, CDE has indicated that they will need to update their current SEP to reflect the activities they have implemented
[Mini] Mega Letters

• What we **DO** know:
  • LEAs identified as Sig Dis, will work through the Sig Dis process accordingly, and work towards developing a CCEIS plan (it doesn’t appear that there have been substantive changes to this process)
[Mini] Mega Letters

• What we DO NOT know:
  • What the "Updates" to the SEP will look like
  • What SELPAs' involvement will be
  • When these updates will be due
Disproportionality

• What we **DO** know:
  • Disproportionality for the 2021-22 monitoring cycle will move from next Fall, to this Spring. Notifications to LEAs are set to flow from CDE on May 3rd.
  • Disproportionality reviews will be completed by June.
  • LEAs will receive notification of corrective actions in July.
  • Corrective Actions will be due in the Fall of 2021.
  • CDE will host informational webinars on May 4th and 11th at 2 PM. Sessions will be recorded.
  • CDE will complete the reviews this year (No self-review).
Monitoring Timeline for the Remainder of 2020-21

- **March:**
  - CDE Reviews for SEPs were set to be completed
- **April:**
  - Initial Eligibility Timeline status update to LEAs
- **May:**
  - CDE releases Dispro notifications to LEAs
  - CDE begins Dispro review
- **June:**
  - CDE completes Dispro review
- **July:**
  - Dispro Corrective Actions notifications to LEAs
Looking Ahead to the 2021-22 Monitoring Cycle

• What we DO know:
  • Tiers of monitoring will remain the same
  • Assessment data will not be used for CDE monitoring activities
  • The focus of monitoring will be on building high-quality, responsive IEPs designed to address the needs of the child and improve their outcomes
Questions?

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LCAP Consultation
LCAP Consultation

• According to CA Ed Code Section 52062(a)(5):

“The superintendent of the school district shall consult with its special education local plan area administrator or administrators to determine that specific actions for individuals with exceptional needs are included in the local control and accountability plan or annual update to the local control and accountability plan and are consistent with strategies included in the annual assurances support plan for the education of individuals with exceptional needs.”

• While this does not wholly apply to Charter Schools, those Charters that use the LCAP in place of the School Plan for Student Achievement (SPSA) to meet Federal Requirements for Title I, MUST consult with the SELPA on the development of their LCAP
LCAP Consultation

The El Dorado Charter SELPA & Your LCAP

This document is being provided as a reference related to ways in which LEAs can consult with the El Dorado Charter SELPA in development of their Local Control and Accountability Plan (LCAP) per the requirements of Education Code Section 52061(a)(5).

Requirements of Education Code Section 52061(a)(5):

“The superintendent of the school district shall consult with its special education local plan area administrator or administrators to determine that specific actions for individuals with exceptional needs are included in the local control and accountability plan or annual update to the local control and accountability plan and are consistent with strategies included in the annual assurances support plan for the education of individuals with exceptional needs.”

While Assembly Bill 1808 amended California Education Code (EC) sections 52062 (school districts and the LCAP) and 52068 (County Offices of Education and the LCAP) in relation to the required consultation with the SELPA, it should be noted that, EC Section 47006.5, which is pertinent to charter schools and the LCAP, was not amended as part of this Bill, therefore the requirement does not wholly apply to charter schools.

However, it is important to note that EC Section 52062 does apply to charter schools that use the LCAP in place of the School Plan for Student Achievement (SPSA) to meet federal statewide planning requirements for Title I, Part A. If a charter school is using the LCAP in place of the SPSA to meet federal statewide planning requirements for Title I, Part A, the charter school is required to consult with the SELPA.

For LEAs that are required to consult with the SELPA on the LCAP, please note that consultation can be helpful beyond merely meeting procedural requirements. Some considerations are presented below:

- Special Education students are first and foremost, General Education students, and therefore all portions of the LCAP apply to Students with Disabilities. The SELPAs can help draw connections when considering the development of your plan.
- In order to supplement funds allocated from the state and federal government to support students with Disabilities, a portion of the cost for delivering Special Education services and supports comes from the General Fund (i.e., LCFF).
- Activities and vocabulary involved in the IDE’s Special Education Monitoring Structure are similar to those involved in the LCAP, and can be easily utilized in the development of the LCAP, thereby reducing the duplication of efforts for the LEA.


• The El Dorado Charter SELPA & Your LCAP
  • Recommendations
  • Opportunities for Consultation
  • Sample Questions to guide Consultation
Statewide Assessment Updates

February 22, 2021

Dear Chief State School Officer:

In these challenging times, we at the U.S. Department of Education stand with you and are committed to doing everything in our power to support the students, educators, and schools in your state. Please know that we are grateful for your leadership and for the extraordinary work of educators across the Nation.

I am writing to provide an update on assessment, accountability, and reporting requirements for the 2020-2021 school year. President Biden’s first priority is to safely re-open schools and get students back in classrooms, learning face-to-face from teachers with their fellow students. To be successful once schools have re-opened, we need to understand the impact COVID-19 has had on learning and identify what resources and supports students need. We must also specifically be prepared to address the educational inequities that have been exacerbated by the pandemic, including by using student learning data to enable states, school districts, and schools to target resources and supports to the students with the greatest needs. In addition, parents need information on how their children are doing.

State assessment and accountability systems play an important role in advancing educational equity. At the same time, it is clear that the pandemic requires significant flexibility for the 2020-2021 school year so that states can respond to the unique circumstances they are facing: keep students, staff, and their families safe; and maintain their immediate focus on supporting students’ social, emotional, and academic development.

We remain committed to supporting all states in assessing the learning of all students. The Department is, therefore, offering the following flexibility with respect to your assessment, accountability, and reporting systems for the 2020-2021 school year:

- Accountability and School Identification. We are inviting states to request a waiver for the 2020-2021 school year of the accountability and school identification requirements in the Elementary and Secondary Education Act of 1965 (ESEA). A state receiving this waiver would not be required to implement and report the results of its accountability system, including calculating progress toward long-term goals and measurements of interim progress or indicators, or to annually meaningfully differentiate among its public schools using data from the 2020-2021 school year. This flexibility would explicitly include waiving the requirement that the Academic Achievement indicator be adjusted to account for a participation rate below 95 percent. The state would also not be required to identify schools for comprehensive support and improvement (CSI), targeted support and improvement (TSI), and support and improvement (AISI) based on data from the 2020-2021 school year. Each state that receives the accountability and school identification waiver would be required to continue to support previously identified schools in the 2021-2022 school year, resume school identification in the fall of 2023, and ensure transparency to parents and the public, as

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https://www.cde.ca.gov/nr/ne/yr21/yr21r el10.asp?fbclid=IwAR0TPx6MyP_rby1Syos WmZ8rBldt9TWWsQTgvyypP102D51_NqitoL IgCDq
Statewide Assessment Updates

• March 16- SBE approves additional testing flexibility for LEAs this Spring
• Options to meet annual testing requirements include:
  • SBAC Summative Assessments or CAA for ELA and Math
  • SBAC Interim Assessments
  • “Other diagnostic, interim, or benchmark assessments that...”
    • Are aligned with CCSS
    • Are available to assess students in grades 3-8, and 11
    • Are uniformly administered across a grade span or LEA
    • Provide reportable results that are disaggregated by student group

https://www.cde.ca.gov/nr/ne/yr21/yr21rel18.asp
Statewide Assessment Updates

• Additional Considerations:
  • Federal penalties are waived for participation rates less than 95% for ELA and Math on the SBAC
  • Extended window for test Administration of SBAC and ELPAC to July 30th
  • State Science Test is waived for 2021
  • Flexibility provided for virtual assessment
Statewide Assessment Updates

• A note on the Alternate ELPAC:
  • For the 2020-21 School Year, LEAs will continue to administer their locally determined alternate assessments.
  • The VCCALPS is available in the SEIS Doc Library under “IEP Resources for English Learners”
  • Registration for the Alternate ELPAC operational field test will open in August of 2021, for administration in November of 2021 through February of 2022
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Participation Agreements and Certification 5s

- The El Dorado Charter SELPA's revised Local Plan Section B and the revised Charter SELPA Participation Agreement were approved at the October 7, 2020, CEO Council meeting. Each Partner of the Charter SELPA is required to adopt the Local Plan and the Participation Agreement for each of their respective LEAs/schools.

- The deadline to submit the board-approved and signed Certification 5, certifying the Local Plan's approval, and Participation Agreement, was March 3, 2021.

- At your earliest convenience, please submit the completed documents into our Partner Portal or email copies to Shane Letendre at the Membership Services desk, sletendre@edcoe.org

- Below is a link to access detailed instructions on how to complete/upload the Certification 5 and Participation Agreement.

- [https://app.edcoecharterselpa.org/PartnerPortal/Uploads](https://app.edcoecharterselpa.org/PartnerPortal/Uploads)
Special Education Data Stewardship
Long Term Growth in CALPADS Data

Growth in CALPADS Data and Implications for Data Quality

File Formats  Data Elements  Validations

278  296  290  298  321  326  397  394  408  527  559

243  257  257  257  328  278  285  272  278  401  416


CCSESA CBO 2021
Growth in CALPADS Data

• Over the past two years, the number of data validations has increased significantly - in fact, it has doubled since the 2018-19 school year. This increase is a result of the inclusion of Special Education data in the CALPADS system and will continue to increase as more validations are added.

• Per the April CIM, CALPADS has received additional budgetary resources for re-architecting data loading processes. There will be more communication coming this year regarding future changes and system upgrades.

<table>
<thead>
<tr>
<th>Time Frame</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Now – 5/30</td>
<td>Complete Data Population in local SIS</td>
</tr>
<tr>
<td>Now – 6/15</td>
<td>Submit and post files. Review Validation errors and reconcile as needed</td>
</tr>
<tr>
<td>6/15 – 6/30</td>
<td>Resolve certification errors. Review snapshot reports and update records as needed</td>
</tr>
<tr>
<td>7/1 – 7/19</td>
<td>Send reports to local data stewards, site leaders and administrators for approval</td>
</tr>
<tr>
<td>7/20 – 7/31</td>
<td>Certify by Initial Deadline Amendment and Final Deadline (EOY 3 &amp; 4 require SELPA Approval)</td>
</tr>
</tbody>
</table>

EOY 2020-2021
Addressing Common Errors

• **CERT132** - Student has current LEA enrollment record and an active SpEd record, but no adoption of most recent IEP has been reported in current LEA

• Use CALPADS Monitoring List to identify enrolled SPED students

• CERT132 will be a warning for EOY but return to a fatal error in Fall 1 reporting.

• The April Data Newsletter provides more information regarding this error and how to resolve.
Addressing Common Errors

• **CERT167** and **CERT168**: Student is in Kindergarten and has turned five years old. General Education Participation Range Code must be populated and Special Education Program Setting Code must be populated with a school age setting.

• To avoid the CERT167 and CERT168 error for EOY, any student that is 5 years old (or older) and in Kindergarten (or higher), MUST have 14.31c selected, along with a Percent IN. The SELPA has created a shared search. This search will display any student who is 5 and in Kindergarten and what, if any, selection is made in field 14.31C and Percent IN. Reminder, code 201 is for students 5 yrs. and in Preschool, field 14.31b. That is not the appropriate selection once the student enters Kindergarten.
Addressing Common Errors

• **CERT141**-Invalid Enrollment for Student with Disabilities leaving program due to Max Age Reached

When a student ages out of the special education program, ensure that the student's enrollment record is exited with an exit code or completion status that reflects the student will not be returning.

• Per Education Code 56026(c)(4):

• If student’s 22nd birthday is between January and June, student may continue through remainder of fiscal year.

• If student’s 22nd birthday is in July, August, or September of new fiscal year, student will not be allowed to begin a new fiscal year.

• If student’s 22nd birthday is during October, November, or December, student shall be terminated from program on December 31 of current fiscal year, unless student would otherwise complete his or her IEP at the end of the current fiscal year.
CALPADS Error Update

  • (https://documentation.calpads.org//Support/docs/CALPADSvErrorList.xlsx)

There is a significant change in Student Services Error SSRV0446-Duplicate Records submitted within the file.

Two or more records for the same student with the same Service Code and Provider Code must not be submitted within the same file.

Many LEAs were differentiating services by the Service Location- this field has been removed as a validation field. Using this field to differentiate services will no longer be allowed.

This was most used when identifying virtual, hybrid or distance services. SELPA recommends keeping the offer of FAPE intact in the services page and using the Emergency Contingency Plan Form to document alternative locations occurring as a result of full school closures due to the pandemic.
Emergency Contingency Plans

• Per the CDE, all IEPs should include an emergency contingency plan by June 30, 2021.
  • SB 98, Section 66, amended Section 56345 of the Education Code (EC) to require that Individualized Education Programs (IEP) include a description of the means by which the IEP will be provided under emergency conditions, in which instruction or services, or both, cannot be provided to the pupil either at the school or in person for more than 10 school days. This description must be included in the development of each initial IEP or addressed during the regularly scheduled revision of an IEP (e.g., annual IEP), and must take public health orders into account.
  • https://www.cde.ca.gov/ls/he/hn/specialedcovid19guidance.asp

• What is an Emergency Contingency Plan and Why is it Necessary?
  • While the information in this plan may come from the student's individualized education program (IEP), it is not intended to serve as, or to permanently replace, the most recent agreed upon IEP. The Special Education Contingency Plan is intended to document temporary services that will be delivered so that there is clarity for both the parents/guardians and educators during school closures. LEAs must coordinate with a student's parents/guardians in the completion of this document, and it must be individualized for each student.

• How do I complete the SEIS ECP form?
  • https://charterselpa.org/program-support-resources
• Please reference the April Data Newsletter for tips to assist you with CERT132, CERT167, and CERT168.

• The monthly newsletter is your local resource for all things data related. If you have suggested topics or questions, please contact your Program Technician.
Questions?

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Resources Serving Students with Sig. Support needs in a Hybrid Setting

Developing a Distance Learning Plan: Supporting Students with Significant Support Needs


Analyzing Needs- IEP Determination and Documentation Forms for Distance Learning


SIP/CDE – Supporting Students with Extensive Support Needs

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New SELPA Resource 
Calculating Learning Loss

New document reviews Considerations in determining loss of learning due to COVID-19

Compares Loss of Learning versus Compensatory Education

Webmodule/regional coffee talks coming soon

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Professional Learning Update

Loss of Learning, School Re-Opening, and Supporting English Learners with Disabilities

https://charterselpa.org/brightspots/
The purpose of this PLC is to provide School Psychologists within the SELPA an opportunity to collaborate, as well as thought-partner through commonly shared scenarios. The members of the Program Specialist Team will be facilitating the conversation, offering insight and information along the way.

https://edcoe.zoom.us/meeting/register/tJAoc--orTgvHNxezlaBsPCEYrdLhpaZ_eb8
Expanding SLP Trainings

- Dyslexia
- Selective Mutism
- Bilingual Assessment and Treatment
- AT/AAC Assessment and Report Writing
- CCS (Communication Severity Scales)
- Legal Issues in Speech and Language
- MTSS and the SLP
- Stuttering
- Childhood Apraxia of Speech
- Speech Academy Series
- SLP Professional Learning Network
Questions?

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Upcoming Professional Learning Network Meeting

- May 20, 2021 1:00 p.m. - 3:30 p.m.
- The meeting will be hosted via Zoom

- Please join us for the CEO Council Meeting taking place before the PLN Meeting from 9:30 a.m. - 12:00 p.m.
Thank you.
Stay safe and healthy!