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.
State of the SELPA

• Organizational review
• Program Specialist Support
• ADR Grant
• Funding Influx
• In-person meetings/trainings
## New Partners Joining

### New LEAs
- All Tribes Charter
- All Tribes Elementary Charter
- Alternatives in Action
- Downtown College Preparatory
- Downtown College Preparatory Middle
- Eagle Collegiate Academy
- Elite Academic Academy – Mountain Empire
- Highland Academy Charter School
- International School of Monterey
- Sonoma Charter School
- Wildflower Open Classroom
- Yav Pem Suab Academy

### Expansions
- Achieve Charter School of Chico
- Aspen Ridge High School
- Audeo Valley Charter School
- California School of the Arts – San Gabriel
- CAVA @ Maricopa
- Da Vinci Connect
- Entrepreneur High Fontana
- Insight School of CA
- Key Academy San Leandro
- KIPP SoCal
- KIPP Stockton
Federal and State News
Fiscal Update

- **State (January proposal)**
  - 1.5% COLA: Increase from $625.00 to $634.38/ADA
  - No “Compounded COLA” (make up of 2.31% from last year) ≈ $650.00
  - No further structural changes to AB 602 funding model

- **State (May revision)**
  - Revenues well in excess of projections in the January proposal
  - 4.05% (Compounded COLA): Increase from $625.00 to $650.31/ADA
  - Deferrals eliminated except for June 2022 to July 2022
  - No further structural changes to AB 602 funding model
    - Deficit (proration factor) gone
    - Low Incidence significantly increased
    - Low Incidence & ERMHS student counts frozen @ 2019-20
    - Total SELPA ADA frozen @ 2019-20 for calculation of PS/RS revenue to SELPA
  - $6+ Billion for Comprehensive Student Supports
    - Community Schools, Student-Staff ratios, Intensive Tutoring
    - Mental & Behavioral Health
Fiscal Update

State

- 2020-21 Estimate: $660? $557? cut?
- 2020-21 Final: $625
- 2021-22 Projection: $650.31
  - 2020-21 (2019-20) P-2 ADA
  - Less Admin Fee & Rate Protection (1st yr only)

Federal

- 2020-21 Estimate: $125
- 2020-21 Final: $132.26
- 2019-20 Enrollment
  - Less Admin Fee
- 2021-22 Projection: $125
The chart illustrates the Federal-State-Local Share of Special Education Expenditures from 2010-11 to 2019-20. Over this period, the share of expenditures has shown a slight increase, with the following breakdown:

- **2010-11**: 52.71% Federal, 35.36% State, 11.93% Local
- **2011-12**: 52.15% Federal, 36.28% State, 11.57% Local
- **2012-13**: 52.52% Federal, 35.94% State, 11.54% Local
- **2013-14**: 55.85% Federal, 33.83% State, 10.32% Local
- **2014-15**: 57.85% Federal, 31.05% State, 11.1% Local
- **2015-16**: 61.8% Federal, 29.01% State, 9.19% Local
- **2016-17**: 63.54% Federal, 26.7% State, 8.76% Local
- **2017-18**: 65.88% Federal, 25.71% State, 8.4% Local
- **2018-19**: 67.75% Federal, 24.33% State, 7.92% Local
- **2019-20**: 67.17% Federal, 25.14% State, 7.69% Local

The chart shows a gradual increase in the Federal share, while the State and Local shares have been relatively stable.
## 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>$10/ADA 80% 95% of the lesser of: $3,000 per service Budget Request</td>
<td>$10/ADA 80% 95% of ERMHS Allowed Cost</td>
<td>$10/ADA 90% 95% of ERMHS Allowed Cost</td>
<td>$10/ADA 100% of Room &amp; Board Costs</td>
</tr>
</tbody>
</table>
CEO Council Review

- May Revision/Rate Update
- Oversight Review
  - SELPA wide SpEd identification rate = 11.77% for 2019-20
  - Due Process – State Complaints – Participation – OCR Complaints
  - Unspent Funds/2019-20 Audits/Enrollment Monitoring
- Budget Updates
  - ERMHS (final 2020-21 determination)
  - Low Incidence ($766K left over)
- 2021-22 Local Plan & Budget approved
- More flexible wording for ERMHS final % reimbursement determination
- $2/ADA additional contribution to Rate Protection Pool for 2021-22 only
- Executive Committee Retreat update
- A3 Education funds recoupment efforts
Questions?

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- **Mac**: You can also use the `Option+Y` keyboard shortcut to raise or lower your hand.
Upcoming Changes in Special Education Credentialing
Upcoming Changes in Special Education Credentialing

• The CA Commission on Teacher Credentialing has worked to update its teacher credentialing system, based on recommendations from the CA Statewide Special Education Taskforce

• An article with further information on Special Education Credential changes can be found in our resource packet
Upcoming Changes in Special Education Credentialing

• In summary, changes include:
  • Transition to the new program standards and Teaching Performance Expectations (TPEs) by Fall of 2022
  • 5 new Special Education Teaching Credentials:
    • Mild to Moderate Support Needs (TK-22)
    • Extensive Support Needs (TK-22)
    • Early Childhood Special Education (Birth-K)
    • Deaf and Hard of Hearing (Birth-22)
    • Visual Impairments (Birth-22)
  • The earliest date that teachers will finish their programs is Spring/Summer of 2023
  • An optional “Bridge Authorization” will be available for teachers with the current Special Education credentials

https://www.ctc.ca.gov
CDE Monitoring Update
Refresher on the State Performance Plan and Annual Performance Reports

• IDEA requires that the Office of Special Education Programs (OSEP) monitor each state’s implementation of IDEA.
• As such, each state must develop a 6-year long plan that evaluates efforts to meet the requirements of IDEA. This plan is referred to as the State Performance Plan (SPP).
• The plan includes 17-indicators of compliance and student performance. States must set measurable targets for these indicators (referred to as SPPI).
• States must report their progress on the SPPIs to OSEP annually through an Annual Performance Report (APR).
• The CDE also reports local performance on the SPPIs through APRs for each Local Education Agency (LEA).

https://systemimprovement.org/resources
What’s Next for the State Performance Plan and Annual Performance Reports

- Local-level APRs will be pushed out to LEAs in June
- CDE will enter a new 6-year SPP cycle in the 21.22 school year
- Within the new SPP cycle, there will be new indicators and new targets. These are set to be “reviewed” with State SELPA members in the summer
CDE’s Current Spec Ed Monitoring Structure

Intensive
- Based on poor performance on
  - School-age APR/ Dashboard metrics
  - Preschool APR/ Dashboard Metrics
  - Significant Disproportionality

Targeted
- Based on LEA Metrics
  - Disproportionality
  - Timeline Compliance
  - Performance APR/ Dashboard Metrics

Universal

Single Plan
Targeted Review and the [Mini] Mega Letters

• **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.
Targeted Review and the [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)
Targeted Review and the [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

- Disproportionality involves review of the following indicators:
  - Special Education Identification by Race/Ethnicity
  - Special Education Eligibility Category by Race/Ethnicity
  - Discipline for SWD
  - Least Restrictive Environment for SWD
Disproportionality

Disproportionality review for 20.21 was moved back from the Fall of 21.22 to this Spring. Notifications were sent directly from CDE to those identified LEAs on May 3rd.

Dear Superintendent,

Each year, the California Department of Education (CDE) is required to complete calculations to identify disproportionate representation of students with disabilities (SWD) by race or ethnicity, discipline, disability category, and educational placement. Calculations of disproportionality are completed using data from the California Longitudinal Public Achievement Data System. These calculations identify disproportionate representation in the following areas:

- Disproportionate representation of SWD Suspension/expulsion by duration, setting, and race or ethnicity for discipline
- Disproportionate representation of SWD by race or ethnicity by placement
- Disproportionate representation of SWD by race or ethnicity overall
- Disproportionate representation of SWD by race or ethnicity within a specific disability category

The Disproportionality Calculation Methodology document is accessible here:
https://www3.cde.ca.gov/exfiles/downloadurl.aspx?pid=81&dc=d2afe32e4fe44a4080

Disproportionality Status for School Year 2020-21

This notification provides the status of [Redacted] for the areas described above:

- Discipline: Not Disproportionate
- Placement: Not Disproportionate
- SPPI 9: Disproportionate
- SPPI 10: Disproportionate

Discipline was pulled from EOY 19.20, Placement, SPPI 9 and SPPI 10 were pulled from Fall Cert for 20.21

Data for disproportionate indicators and placement can be found here:
https://www3.cde.ca.gov/exfiles/downloadurl.aspx?pid=81&dc=cb20720c2ce8490c8f


Disproportionality

Identification for Disproportionality involves a risk ration calculation. Calculations falling over 3, are considered to be “over” and as such the LEA will participate in a Disproportionality Review.
Disproportionality

This Dispro cycle will involve the following:
• CDE completes **Student record review** once LEA confirms the student list
• LEA completes **Policy and Procedure review**
• Assignment of **corrective actions**
• **Prong II** participation for those LEAs with corrective actions
Disproportionality

Next Steps:
1. Log into SECMS using your individual LEA PIN, confirm contacts, and click to begin the review
Disproportionality

Remember that **CDE is doing the Student File Review** so the **LEA should not enter information into this section**

LEAs are not doing the student file reviews or the policy/procedure reviews. So you will not do anything in this section.
Disproportionality

2. Upload the LEA's policies and procedures. The SELPA has created a policy and procedure crosswalk for your use:

https://selpa.my.salesforce.com/sfc/p/#1N000002dWsN/a/3l0000001UyM/SkiX1rNyWNQmnyv4B0zWQFJ5ZD05ZWWeDN15ObxEYYc
Disproportionality

3. Create read-only log-in access for SEIS, and enter this information in the LEA Review Evidence box
### Disproportionality

<table>
<thead>
<tr>
<th>Timeframe</th>
<th>Action Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASAP</td>
<td>Log into SECMS, confirm student list, provide SEIS access for CDE’s student file review, upload Policy and Procedure Crosswalk (for policy and procedure review)</td>
</tr>
<tr>
<td>May</td>
<td>CDE’s student file review begins</td>
</tr>
<tr>
<td>June 30th</td>
<td>Deadline for Dispro Review completion, including LEA submission of policies and procedures</td>
</tr>
<tr>
<td>August 24th</td>
<td>LEAs notified of Dispro Review outcome and corrective actions</td>
</tr>
<tr>
<td>October</td>
<td>Corrective Actions due (45 days for student level and 60 days for policies and procedures)</td>
</tr>
<tr>
<td>December</td>
<td>LEAs notified for Prong II</td>
</tr>
</tbody>
</table>
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 was set to pull data again in April, but they didn’t. **To Be Continued....**
Next steps for overdue Initials:

• CDE will publish updated data regarding current outstanding Initials

• CDE will review LEAs that have made no progress on reducing the number of overdue Initials, and will discuss additional monitoring actions

• The rate of our Charters’ overdue Annuals have decreased, while the overdue Initials remain constant
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
Spec Ed Monitoring: Looking Forward to 21.22

As CDE enters a new 6-year cycle for the SPP, focus will be on the following:

• Shifting focus of monitoring towards building high-quality, responsive IEPs designed to address the needs of the child and improve outcomes

• Continue to build resources to support LEAs with IEPs, Initial Assessments of Eligibility and Service provision for Fall 2021

• Support the implementation of Positive Behavior Supports in partnership with experts in the field

• Accelerate collaboration with Technical Assistance partners to support LEAs in a variety of areas (teacher training, paraprofessional training, ELs with disabilities, etc.)
Dear Director,

The Equity, Disproportionality & Design Project as part of the State System of Support, needs your help preventing disproportionality in our schools! Would you spend fifteen minutes taking our survey?

We believe equity in schools is a mission critical goal in education. You can be a part of this mission by sharing your point of view with us through this survey. We promise to use the information to learn about ways to collaborate with educators to promote equity in schools.

About Our Project

The goal of the Equity, Disproportionality & Design project is to work with school districts in California to prevent disproportionality and promote equity. Disproportionality happens when students in any racial subgroup are identified for special education, suspended, or expelled at higher rates than students in other racial subgroups. You can learn more about our project at our website equityanddesign.com.

Take the Survey

Click on this link to start taking the survey. It takes about fifteen minutes to complete. You’ll have until June 10th, 2021 to take it.

https://sdcoe.qualtrics.com/jfe/form/SV_5toEuAKenhRsYoS

Here’s a video from Ryan, one of our team members, introducing the survey.

Thank you and let me know if you have any questions, feel free to email the ED&D team.

Ryan Estrellado, restrellado@sdcoc.net

Olivia Rivera, olivia.rivera@sdcoc.net

Media, Jackie yepsek@sdcoe.net

https://sdcoe.qualtrics.com/jfe/form/SV_5toEuAKenhRsYoS
Questions?

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- **Mac**: You can also use the Option+Y keyboard shortcut to raise or lower your hand.
SELPA Updates
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
Special Education Data Stewardship
The 2020-21 Special Education Personnel Data Report (PDR), required by IDEA, has been released for completion by CDE. The SELPA must certify this data no later than 16 July 2021 and we ask that LEAs complete the submission no later than 30 June 30 2021.

This is a report reflecting personnel assignment by FTE (Full Time Equivalent) on the CALPADS Fall 1 date of 7 October 2020 as it related to those working with students with disabilities.
To complete the report, a member of your LEA will need to access the CDE’s reporting website at http://www3.cde.ca.gov/specialeducation/personnel/logon.aspx

Select the appropriate SELPA and LEA and provide the System Password of 505Beach and Entity Password of Tech8zEk.

The online form is very detailed, but relatively straightforward. Instructions are available online (https://cde.app.box.com/s/zntkliixf7fbvlat17oetz6ifvk3bfd) and are also attached in pdf format.
**Suggested Milestones**

- **Now – 5/30**: Complete EOY 1-4 data population in local SIS.
- **Now – 6/15**: Submit and post files. Review validation errors and reconcile as needed.
- **7/1 – 7/19**: Send reports to local data stewards, site leaders and administrators for approval.
- **7/20 – 7/31**
  - **8/1 – 8/28**: Certify by Initial Deadline Amendment and Final Deadline (EOY 3 & 4 require SELPA Approval).

**EOY 1-4 Timeline**

**Congratulations!**
### CALPADS Transactional Reporting

Due to the significant slow-down in CALPADS report posting, please plan for one processing day per each transactional subtype. Example below:

<table>
<thead>
<tr>
<th>Type</th>
<th>SPED File</th>
<th>SSRV File</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type 2 - IEP Meetings</td>
<td>one day</td>
<td>one day</td>
</tr>
<tr>
<td>Type 3 - Amendments</td>
<td>one day</td>
<td>one day</td>
</tr>
<tr>
<td>Type 4 - DNQs/Exits</td>
<td>one day</td>
<td>one day</td>
</tr>
</tbody>
</table>

5 Days to Complete Report
EOY 3-Reportable Incidents

Incident Data for Nonpublic schools

- Ensure all incidents resulting from violations of Education Code Sections 48900 and 48915 have been reported for all students attending NPS schools regardless of the outcome and duration of a removal.

- Report all instances of restraint or seclusion for general education and students with disabilities even if it was not the result of a violation of 48900 or 48915 for students attending NPS schools.

- LEA need to work with the NPS to collect and report the data that reflects the time the student attended the NPS during the school year.

Students with Disabilities

- Grade Level: IN, TD, PS, K-12
- SPED record
- Removal to Interim Alternative setting code in SDIS
- Any offense regardless of outcome and duration days
- Any restraint or seclusion regardless if as a result of 48900 or 48915 violation

Please review the following training video to learn more about this topic:
https://www.youtube.com/channel/UCA9oRTiyVECCzOxpmJheZw/search?query=NPS
EOY 4 Checklist

• Ensure all students who received parental consent for evaluation who were enrolled in your LEA from July 1 – June 30 are represented in the child counts

• Ensure services have been submitted for every student on an IEP, IFSP, and ISP

• Ensure that special education program exits are populated for all students who are not or no longer eligible for services

• Ensure all students with disabilities who have exited secondary education in 2019-20 have been surveyed for their postsecondary outcomes and responses have been recorded in the special education data system. LEAs that were not part of El Dorado Charter SELPA in 2019-20 will need to manually submit their data to CALPADS. Contact your Program Technician for assistance.

• All meetings/amendments need to be affirmed prior to staff leaving for summer
EOY 4 CALPADS Aggregate Reports

The supporting reports (purple) provide more specific counts or detailed lists of students counted in the aggregate reports.

- **Report 16.1, 16.2**
  - 16.1 - Student with Disabilities – Education Plan by Primary Disability Count
  - 16.2 - Student with Disabilities – Count by Federal Setting

- **Report 16.5**
  - Student with Disabilities – Student Services Count

- **Report 16.9**
  - Students with Disabilities Program Exits

- **Report 16.3**
  - Student with Disabilities Profile – List

- **Report 16.10**
  - Students with Disabilities - Program Exit Student List

- **Report 17.3**
  - Postsecondary Survey Outcome for SWDs - Count

- **Report 17.4**
  - Postsecondary Status – Student List
Resources for EOY reporting

CSIS now allows you to search for CALPADS and SELPA Contacts:
https://csis.fcmat.org/calpads-lea-contacts
Please reference the May Data Newsletter for suggested SEIS searches for maintaining your data integrity and resolving EOY reporting errors.

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
Improving Outcomes for English Learners with Disabilities

As a recipient of a California Department of Education (CDE) and California Collaborative for Educational Excellence (CCEE) SELPA content lead grant, the Imperial County SELPA is committed to be of assistance to the statewide system of support by offering collaborative consultation services to SELPAs who have identified needs associated with improving outcomes for English learners with Disabilities.

Given the complex needs of English learners with Disabilities, the Imperial County SELPA provides statewide in-person and virtual training opportunities for teachers, teacher-leads/coaches, support personnel, general & special education service providers, and administrators.

The Imperial County SELPA is committed to building the collective efficacy of general & special educators and their leaders, within every SELPA, to advance the achievement of English learners with Disabilities locally and across the state.

https://www.cde.ca.gov/sp/se/sr/elpracguideswd.asp
Resource Highlights from the CDE EL Webpage

The manual or guide will assist leaders in developing and implementing policies and practices related to ELs with disabilities.

Provides information on:
- identifying,
- assessing,
- supporting, and
- reclassifying

https://www.cde.ca.gov/sp/se/ac/documents/ab2785guide.pdf
Resource Highlights from the CDE EL Webpage

• Resources for Students with Disabilities
• Resources for ELs
• Distance Learning Resources
  • For families
  • For schools
    • From CDE and partners
    • From USDE
    • From other states
    • From other agencies

https://charterselpa.org/program-support-resources/
Competitive Integrated Roadmap for Consumers

This is a new resource from the California Department of Education, Department of Rehabilitation, and Department of Developmental Services.

Designed to assist students and families of students with more significant support needs access Competitive Employment.

The roadmap provides CIE information by the following age groups:
- 12–15 years old
- 16–17 years old
- 18–21 years old
- 22 years old and above

https://bit.ly/3aMRVKn
The CIE Toolkit is designed to provide tools and resources on CIE services and supports available to individuals with intellectual disabilities and developmental disabilities (ID/DD) and their families.

- General Webinars
- Webinars about Employment Service Providers
- Information about benefits planning
- How to access supports and services

https://www.chhs.ca.gov/home/cie/cie-toolkit/
Questions?

Please raise your hand and we will call on you.

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Tier 2 intervention for middle- and high-school-aged students with a primary focus on supporting organizational skills.

Provides a curriculum, including lesson plans, that targets teaching, practicing and reinforcing organizational and self-advocacy skills, termed “academic self-management”.

Targeted at middle- and high-school-age students - effective for students with ADHD.

https://assets.website-files.com/5d3725188825e071f1670246/5d72cc107d51710cc9746041_academic_seminar_handbook_second_edition.pdf
Resilience Education Program (REP)

**Cognitive-Behavioral Instruction**: students are taught key coping and problem-solving skills across five lessons in a small-group setting.

**Check In/Check Out**: students meet with their teachers and a mentor on a regular basis to receive feedback regarding their behavior. Students can receive rewards contingent upon their appropriate behavior.

**Resilient Families**: parents/caregivers are provided important information and resources to support their child’s emotions and behavior in the home.

Website: [https://smhcollaborative.org/rep/](https://smhcollaborative.org/rep/)

Curriculum Manuals: [https://smhcollaborative.org/rep-materials/](https://smhcollaborative.org/rep-materials/)
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Upcoming Events
System Improvement Leads (SIL)
Visit our Website!

https://systemimprovement.org/resources

Resources
Documents, professional learning modules, and data tools that are designed as resources to assist SEPs and local educational agencies (LEAs).

A Partnership That Works
The goal of the System Improvement Leads Project is to provide SEPs throughout the state of California with the resources and tools they need to serve as connectors, capacity builders, and facilitators within the Statewide System of Support. Areas of focus within the System Improvement Leads Project include improving the quality of data governance and use, building a culture and understanding of continuous improvement, and implementation of high-leverage and evidence-based practices for improving outcomes for students with disabilities.

https://systemimprovement.org/
SIL Root Cause Analysis Inquiry Guide
SIL Root Cause Analysis Inquiry Guide

• Take a moment to download the guide from our website.
• Scroll through.
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@system_leads

facebook
@system.improvement.leads

Instagram
@system_leads

https://systemimprovement.org/
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Staying informed and ways to Register

Email Blast

PDF Catalog

https://charterselpa.org/professional-learning-catalog/
The Leadership Academy focuses on five core special education modules:

- Leadership in Special Education
- Program Design and Implementation
- Student Performance and Outcomes
- Fiscal and Resource Management
- Compliance and Legal Responsibilities

Hybrid Delivery Model

Monday, July 26 – Tuesday, July 27, 2021
On-Demand Webmodules

In-Person Event Schedule

Wednesday, July 28 – Friday, July 30, 2021
9:30 am – 4:00 pm
Courtyard Liberty Station
San Diego, CA 92106

*Schedule subject to change per state guidelines

The El Dorado Charter SELPA subsidizes the program fees for all active partners. Participants are responsible for the cost of travel, lodging, breakfast, and dinner (lunch will be provided Wednesday – Friday).

Use the QR code to access the application
Partners who have previously attended Leadership Academy are eligible to apply!

Topics Include:

- Change Leadership with Paul Porter
- Results Based Program Design through an Improvement Science Framework
- In depth Fiscal Stewardship and Legal Responsibilities

Hybrid Delivery

In-Person Event Schedule
Tuesday, July 27, 21
Weds, July 28, 2021

Virtual/In-Person
September 2021-
March 2022

The El Dorado Charter SELPA subsidizes the program fees for all active partners. Participants are responsible for the cost of travel, lodging, breakfast, and dinner (lunch will be provided Tuesday and Wednesday).

Register here: https://www.eventbrite.com/e/in-depth-leadership-academy-2021-tickets-155678317037
# TEACHER ACADEMY

Three-day virtual academy geared towards newer Special Education teachers (within their first three years of practice)

Teacher Academy focuses on the following core areas:

- Thread of educational benefit
- Draft a compliant IEP in SEIS
- Assessment plans
- Calculate FAPE and IEP goals
- Practical communication skills and facilitating IEP meetings
- Overview of SELPA resources

**Develop a professional learning network with other Charter Teachers in your region**

<table>
<thead>
<tr>
<th>Location</th>
<th>Dates</th>
<th>Time</th>
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</thead>
<tbody>
<tr>
<td>Orange County</td>
<td>July 20 – July 22, 2021</td>
<td>9:00am-12:00pm</td>
</tr>
<tr>
<td>Sacramento</td>
<td>August 3– August 5, 2021</td>
<td>9:00am-12:00pm</td>
</tr>
<tr>
<td>San Diego</td>
<td>August 10 – August 12, 2021</td>
<td>9:00am-12:00pm</td>
</tr>
<tr>
<td>Los Angeles</td>
<td>August 17 – August 19, 2021</td>
<td>9:00am-12:00pm</td>
</tr>
<tr>
<td>Bay Area</td>
<td>August 24 – August 26, 2021</td>
<td>9:00am-12:00pm</td>
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</table>
Paraeducator Academy is a virtual one-day training aimed at increasing the knowledge and skills of paraeducators.

Participants must view three 30-minute web modules before participating in a live zoom meeting with SELPA staff.

Web modules are viewable on devices with Internet access, including Chromebooks, desktops, laptops, iPADs, and mobile devices.

August 26, 2021
12:30 – 3:00pm

September 22, 2021
12:30 – 3:00pm

October 26, 2021
12:30 – 3:00pm

November 17, 2021
12:30 – 3:00pm
MANAGING CONFLICT with PAUL PORTER

An Ounce of Prevention: Strategies for Dealing with Conflict to Prevent Escalation
Three-Part Series for Teachers
Three-Part Series for Teachers
One session for Parents

Topics Include:
- Understanding conflict as normal
- Sources/types of conflict
- Understanding differences to defuse potential conflict
- Self-Assessment: conflict style
- 5 styles of dealing with conflict
- Using Positive Intent

Administrator Sessions
September 14, 29, October 19
9:00 -11:30am

Teacher Sessions
September 15, 29, October 20
9:00 -11:30am

Parent Session
September 30, 2021
3:30 -6:00pm
Mental Health Series
with Ricky Robertson

Four Part Series Topics Include: Educator Self-Care, Social Emotional Learning, Trauma Informed Practices, and Restorative Practices

September 23, 2021
November 4, 2021
January 20, 2022
March 10, 2022
2:00-3:30pm

Registration coming soon...
### One Coherent System – Bringing The Experts to You

<table>
<thead>
<tr>
<th>Captain/Cadre</th>
<th>Imperial County SELPA</th>
<th>Dr. Paul Porter</th>
<th>Diagnostic Centers of Northern California</th>
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</thead>
<tbody>
<tr>
<td>Marin County SELPA</td>
<td>English Learners with Disabilities</td>
<td>Leadership, Understanding Strengths, Managing Conflict</td>
<td>Behavior, Students with Significant Support Needs</td>
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<td>Autism</td>
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<thead>
<tr>
<th>California Transition Alliance</th>
<th>Corwin Publications</th>
<th>American Speech Language Association</th>
<th>Supporting Inclusive Practices</th>
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<tbody>
<tr>
<td>Transition</td>
<td>Mental Health and Social Emotional Learning</td>
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<td>UDL, Co-Teaching</td>
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<thead>
<tr>
<th>Systems Improvement Lead</th>
<th>Key2Ed</th>
<th>SELPA School Psychologist Academy</th>
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<tbody>
<tr>
<td>Data and Improvement Science</td>
<td>IEP Facilitation</td>
<td>SLP Academy</td>
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<tr>
<th>Youth Mental Health First Aid</th>
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</table>

[https://charterselpa.org/professional-learning-catalog/](https://charterselpa.org/professional-learning-catalog/)
JOIN US FOR OUR LAST PL OF 2020-21!

School Psychologist Professional Learning Community
June 1, 2021
12:00 pm

Register Here
2021-22 Community Advisory Committee (CAC) Dates

• The CAC is a dynamic, collaborative partnership comprised of educators, parents/guardians, and community members.

• The CAC holds three meetings annually to address topics of interest to families of children and young adults with disabilities.

• For More Information About CAC visit https://charterselpa.org/parent-resources/

October 5, 2021
4:00-5:00PM

January 11, 2022
4:00-5:00PM

April 12, 2022
4:00-5:00PM
<table>
<thead>
<tr>
<th>Month</th>
<th>Location</th>
<th>Date</th>
<th>Time</th>
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<tbody>
<tr>
<td>September</td>
<td>Virtual</td>
<td>9/22, 10am to 12:30pm</td>
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<tr>
<td>October</td>
<td>Sacramento</td>
<td>10/20, 10am to 2:00pm</td>
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<td></td>
<td>Bay Area</td>
<td>10/21, 10am to 2:00pm</td>
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<td></td>
<td>Los Angeles</td>
<td>10/27, 10am to 2:00pm</td>
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<td></td>
<td>San Diego</td>
<td>10/28, 10am to 2:00pm</td>
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<tr>
<td>November</td>
<td>Virtual</td>
<td>11/17, 10am to 12:30pm</td>
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<tr>
<td>December</td>
<td>Virtual</td>
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<td>Los Angeles</td>
<td>01/26, 10am to 2:00pm</td>
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<tr>
<td>February</td>
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<tr>
<td>March</td>
<td>Virtual</td>
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<td>April</td>
<td>Sacramento</td>
<td>04/20, 10am to 2:00pm</td>
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<td>Los Angeles</td>
<td>04/27, 10am to 2:00pm</td>
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<tr>
<td></td>
<td>San Diego</td>
<td>04/28, 10am to 2:00pm</td>
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<tr>
<td>May</td>
<td>Virtual</td>
<td>5/18, 10am to 12:30pm</td>
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https://charterselpa.org/partner-services/pln/
Questions?

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.
Thank you.
Stay safe and healthy!