ADMINISTRATOR'S TOOLKIT

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CHARTERSELPA
Special Education Local Plan Area

INTRODUCTION

The purpose of the Administrator's Toolkit is to provide School Leadership Teams (SLT) with an at-a-glance collection of pertinent resources needed to develop a Special Education program focused on improving the outcomes of students with disabilities. This toolkit is intended to provide key information in the following areas; Special Educations Concepts and Statutes, Child Find Structure, Free and Appropriate Public Education and the Thread of Educational Benefit, the use of data, and mitigating barriers to student achievement.

Disability is a natural part of the human experience and in no way diminishes the right of individuals to participate in or contribute to society. Improving educational results for children with disabilities is an essential element of our national policy of ensuring equality of opportunity, full participation, independent living, and economic self-sufficiency for individuals with disabilities.

IDEA Section 1400 (c) (1)

CONCEPT AND PRACTICE OF SPECIAL EDUCATION

History of the Individuals with Disabilities Act (IDEA)

The concept of federal laws surrounding special education provision emerged during the civil rights movement, with the intent that such protections would mitigate the growing disparities and inequalities of students with disabilities and other marginalized groups in public education. On November 29, 1975, President Gerald Ford signed into law the Education for All Handicapped Children Act (Public Law 94-142), currently termed The Individuals with Disabilities Education Act (IDEA). IDEA is the primary federal program that authorizes state and local aid for special education and related services for children with disabilities guaranteeing access to a free and appropriate public education (FAPE) in the least restrictive environment (LRE). IDEA statute includes four parts:

- Part A. General Provisions
- Part B. Assistance for All Children with Disabilities
- Part C. Infants and Toddlers with Disabilities
- Part D. National Activities to Improve the Education of Children with Disabilities.

IDEA authorizes both formula grants and discretionary grants to guarantee the provision of special education and related services. States receiving IDEA funding must adhere to the requirements established by the law. ESSA made changes to IDEA but did not reauthorize it. Consider instead: In 2004, Congress reauthorized IDEA through public law 119-45 and amended IDEA in 2015 through the Every Student Succeeds Act (ESSA).

Use this link to view additional information on IDEA from the United States Department of Education.

The IDEA and Local Education Agency (LEA) and District Responsibilities

The IDEA requires states and other public agencies to implement programs designed to improve infants, toddlers, children, and youth with disabilities and their families. In addition to IDEA, three other federal laws influence the provision of special education: Every Student Succeeds Act (ESSA), Section 504 of the Rehabilitation Act of 1973 (Section 504), and the Americans with Disabilities Act (ADA). Under IDEA, LEAs and districts are considered state agencies and serve as the primary lever for students with disabilities, ages three to 21, to access essential supports and interventions. IDEA also provides due process protections for the identification, evaluation, and placement of students with disabilities by requiring written notice of these rights and creating procedural requirements for resolution of conflicts.

Charter schools are public schools. Students with disabilities and their families retain all the rights and protections that Part B of IDEA provides (34 CFR Section 300.209[a]). This law applies whether the charter school operates as an independent LEA in a Special Education Local Plan Area (SELPA) or as a school within the LEA authorizing the charter (EC Section 47641).

Authorizing LEAs must provide charter schools with an equitable share of special education services, funding, or both. In most cases, the LEA will assume full responsibility for providing services to students in the charter schools at either the charter school campus or at a traditional public-school campus within the district. In exchange for serving students enrolled in the charter school, the LEA may retain the full amount of state and federal special education funds that it receives from the SELPA on behalf of each charter school; however, LEAs and charter schools are not precluded from entering into Memorandums of Understanding (MOU) that grant charter schools more autonomy, responsibility, and funding to provide special education and related services.

When a charter school is its own independent LEA member of a SELPA for special education purposes, the charter school is solely responsible for implementing all state and federal special education requirements and for complying with all applicable laws and regulations pertaining to students with disabilities.

Every LEA is required to belong to a Special Education Local Plan Area (SELPA) in California. The SELPA is a consortium of LEAs responsible for developing special education policies and procedures, distributing federal and state special education funds, and providing technical support, including professional development. A total of 137 SELPAs exist in California. El Dorado Charter SELPA partners with LEAs throughout the state and is one of five charter SELPAs in California. The other charter SELPAs are Fresno County Office of Education Charter, Los Angeles County Office of Education Charter, San Bernardino County Office of Education: Desert Mountain Charter, and Sonoma County Office of Education Charter. While the organizational structures for a SELPA may vary, all SELPAs strive to serve the same fundamental goal: to deliver high-quality special education programs and services to students with disabilities in the most effective manner practicable.

Did you know that El Dorado Charter SELPA provides technical support and training to more than 400 LEAs throughout the state of California?

Want to learn more? View the resources on concepts and practice of Special Education

- California Special Education Local Plan Areas
- When to contact the SELPA
- SELPA Governance- CEO Council
- Sample Board Policies
- California Charter School Association - Special Education
- Association of California School Administrators - Special Education

SPECIAL EDUCATION FINANCE AND OPERATIONS

Special Education Finance

The California Legislative Analyst's Office (LAO) estimates that educating students with disabilities costs on average more than twice as much as educating general education students (LAO 2013). Two key terms in Special Education Finance are funding and revenue. Funding is defined as the money provided, especially by an organization or government for a particular purpose. Revenue is defined as income from which public expenses are met. SELPAs receive and allocate state and federal funds and develop administrative regulations and policies for educating all students with disabilities.

A special education student IS a general education student.

Special education funding is meant to supplement general education funding to pay the additional costs of providing services to students with disabilities. Funding is derived from three primary sources, state categorical funding, federal categorical funding, and local unrestricted funding.

Assembly Bill (AB) 602 accounts for 80 percent of state funding. Special education funds are allocated to SELPAs based on the census counts of Average Daily Attendance (ADA) of their entire school enrollment and not counts of students with disabilities. Each SELPA has a unique per-ADA special education state funding rate. This funding model implicitly assumes that students with disabilities - and associated special education costs–are relatively equally distributed among the general student population and across the state. Use this link to learn more about Federal IDEA allowable use of funds.

Another source of state funding is the Local Control Funding Formula (LCFF) system which is built on local control and is tied to accountability and outcomes at the local level. The Local Control Funding Formula (LCFF) fundamentally changed how all LEAs in the state are funded, how they are measured for results, and the services and supports they receive to allow all students, including students with disabilities, to succeed to their greatest potential (CDE).

Categorial funding also exists for educationally related mental health services and low incidence services–more about cash flow, budgeting, forecasting, and federal grant reporting details https://charterselpa.org/fiscal/.

Allocation Plans

Allocation of funds to the SELPA's governance structure allows local decision-making regarding support for specific types of local and regional programming, which may include low incidence services, mental health services, and nonpublic schools. The allocation plan also defines funds that are pooled to share risk among SELPA members. Use the link to the 2020-21 Charter SELPA Allocation Plan at A Glance to view additional details. The entire El Dorado Charter Allocation plan is also viewable using this link: Allocation Plan

Maintenance of Effort

The Maintenance of Effort (MOE) is a requirement of Part B IDEA. Funds shall not be used, except in specified situations, to reduce the level of expenditures for the education of students with disabilities made by the LEA below the prior year's level. This test must be met on either an aggregate or a per capita basis. Click on this link to learn more about MOE.

California LEAs provide special education services to approximately 775,000 K-12 students. The goal of any school leadership team is to design an efficient program aligned with the broader school mission, which facilitates positive outcomes for each student that is measured by verifiable data.

Want to learn more? Use the links below to view additional resources:

- California School Accounting Manual
- CDE Special Education Financing
- FCMAT Special Education Efficiency Tool
- SELPA Business Office Support Webpage and SELPA Budgeting Summary of Guidance
- SELPA 21-22 Fiscal Update and Special Education Business 101Presentation
- SELPA at-a-glance Fiscal Reporting Timelines

WORKFORCE AND OPERATIONS

Highly Qualified Staff

Special Education services providers include general education teachers, special education teachers, and related service providers. District/LEAs should, on average anticipate 10%-12% of their student population may require special education services. Federal and state laws must be applied when employing staff or contracting with nonpublic agencies/schools (NPA/S) to provide services to students with disabilities. District/LEAs should seek to hire and retain high quality school personnel that demonstrate a firm belief in improving the outcomes of students with disabilities.

Student Services and Service Providers

The list below displays the most common services that are indicated on a student's IEP and the personnel qualified to provide them:

- **Specialized Academic Instruction (SAI**) – This service is performed by a credentialed special education teacher or an instructional aide under the supervision of a special education teacher. SAI is the comprehensive, specialized academic and/or behavioral instruction a student may require.

- **Speech and Language Therapy** – This service is performed by a licensed Speech and Language Pathologist (SLP) or Speech and Language Pathology Assistant (SLPA) under the supervision of the SLP. This service may include teaching articulation of sounds, expressive and receptive language, and pragmatic skills. Some students may have this service alone on their IEPs, while others may have it combined with other services, such as SAI.

- **Occupational Therapy (OT**) – This service is performed by an Occupational Therapist (OT) or Occupational Therapy Assistant (OTA) under the supervision of an OT. This service may include sensory integration and/or fine motor skills, such as handwriting.

- **Educationally-Related Mental Health Services (ERMHS)** – ERMHS are offered for students who require additional supports, such as counseling, individual counseling, and guidance, in order for them to function socially and emotionally within the school environment and to access their education program. Additional information on who can provide ERMHS is viewable at this [link](#).

Key considerations for staffing include:

- Developing a master schedule that supports collaboration amongst general education, special education, and school administration
- Designate an administrator to serve as the primary point of contact for special education evaluations and assessments
- Designate a staff member to coordinate contracted services with nonpublic agencies/schools

Resources on Hiring and Retaining Highly Qualified Staff

- CDE SPED Staffing
- Nonpublic Schools and Agencies Certification Data Worksheet
- Nonpublic Agencies & Schools Defined
- California Teaching Credentialing Special Education
- CTC Administrator's Assignment Manual
- Job Description Templates
    - Education Specialist
    - Speech and Language Pathologist
    - School Psychologist
    - Paraeducator
    - Special Education Director
- Finding Service Providers
- Provider Flowchart

SPECIAL EDUCATION KEY STRUCTURES AND CONSTRUCTS

All children with disabilities residing in the State, including children with disabilities who are homeless children or are wards of the State, and children with disabilities attending private schools, regardless of the severity of their disability, and who are in need of special education and related services, are identified, located, and evaluated.
IDEA Section 300.111

Child Find Initiatives and Enrollment

Child Find is a foundational component of the IDEA (20 U.S.C. §§ 1400 et. seq). Child Find requires every state to identify, locate, and evaluate all children with disabilities, from birth to their 22nd birthday, who need Early Intervention or special education and related services. IDEA requires Child Find evaluation regardless of the severity of the child's disability, whether the child attends private or public school, is homeless or is a ward of the State. Research suggests children with disabilities do better across their lives when they receive intervention. School Leaders must be aware of how students with disabilities (known or suspected) are identified, located, enrolled, and evaluated at your Local Education Agency.

Suggested Child Find Activities

Be aware of state enrollment requirements and local enrollment processes. School teams can consider the following enrollment activities:

- Send Child Find letter to newly enrolled families
- Include questions regarding areas of need and/or previous special education services in enrollment packets. Note some information must be collected after the student is enrolled.
- Provide information to parents that explains the LEA's/district's special services and who to contact if they suspect their child may have a disability
- Publish a child find notice in the LEA/district newsletter or website

School teams may also consider developing the following internal processes and activities:

- Annual CALPADS search with enrollment list
- Annual SEIS search with enrollment list.
- Develop 30-day interim process and adhere to the processes outlined
- Train staff and faculty how to respond to verbal and written requests for assessment

Child Find Resources

- Child Find Letter (English/Spanish)
- Enrollment of Students with Disabilities in Charter Schools
- District of Residence Letter
- 30 – Day Interim process
    - Checklist
    - Flowchart
- Special Education Assessment Tools
- SELPA Program Building Checklist

MULTI-TIERED SYSTEM OF SUPPORTS

In California, MTSS is an integrated, comprehensive framework that focuses on Common Core State Standards (CCSS), core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success.   California Department of Education, 2020

Key elements of a Multi-Tiered System of Support include the following:

- A system-wide alignment of resources and initiatives and systematic processes for identifying resources and who may benefit from universal, targeted and intensive supports.
- LEA and charter school site and grade level participation in alignment of resources and programs
- Support for all students including gifted and high achievers
- Use of Universal Design for Learning (UDL) proactive lesson planning framework
- A focus on sustainable interventions that reflect best practices that are aligned to Common Core State Standards

Response to Intervention[2]

Response to Intervention (RTI) is a multi-tiered approach to early identification and support of students with academic or behavioral functioning needs. The goal of RTI is to support student achievement by providing universal supports for all students and more intensive, individualized instruction based on student need. RTI programs are designed to support both general education and special education settings, creating an integrated system of instruction guided by student outcome data. The list below includes CDE defined essential components of RTI programs:

- High-quality classroom instruction
- Research-based instruction
- Universal screening
- Research-based interventions
- Specific learning disability

- Progress monitoring during instruction and interventions
- Fidelity of program implementation
- Staff development and collaboration
- Parent involvement determination

Universal Screeners and Response to Intervention[2]

Universal screening is the use of efficient tools to evaluate an entire population for the purpose of identifying those individuals' possessing concerns that may impair social or academic functioning. Universal Screening supports the effective implementation of response to intervention and positive behavioral interventions and supports (PBIS) programs. It is imperative to collect baseline data through a universal screening tool with your student population in both academic areas and social-emotional/behavior. In addition to providing baseline data on students' overall functioning, universal screener data can inform your PBIS and Response to Intervention (RTI) and curriculum, inform professional learning initiatives and inform LCAP goals, staffing and funding initiatives.

Student Study Team (SST)

It is important to establish sustainable systems that can supplement your PBIS and RTI programming. PBIS and RTI school teams should review data including, universal screening data in order to identify and implement necessary tiered supports for identified students. Additional inquiries from parents/guardians and/or teachers on an individual student's academic or social-emotional functioning may also arise. Developing a Student Study Team (SST) process allows the school to receive and respond to those inquiries through a multi-disciplinary team approach.

An SST considers, plans, and assesses the efficacy of general education interventions and supports for students experiencing academic, speech/language, and/or social-emotional/behavioral difficulties. An effective SST process is a function of the general education program and can serve as an early intervention system for struggling students. The purpose of the SST process is to problem solve and identify supports in the general education setting.

MTSS and Universal Screener Resources

- SST Handbook
- California MTSS Framework
- California PBIS Coalition
- MTSS Overview

- PBIS Universal Screeners
- Academic Screening Tools Chart
- FastBridge
- EasyCBM

DIFFERENTIATING BETWEEN IDEA AND 504

Under the U.S. Department of Education (ED) Section 504 of the Rehabilitation Act, no student shall, on the basis of race, religion, creed, color, marital status, sex, sexual orientation, national or ethnic origin, or disability, be excluded from participation in, or be denied the benefits of, any LEA educational program or activity. There are two main functions of Section 504. The first purpose of Section 504 is to protect qualified individuals from discrimination based on their disability. The second purpose is to provide students with disabilities a free appropriate public education (FAPE). There is no additional state or federal funding provided to assist in complying with Section 504. All costs are the obligation of the LEA. The Office for Civil Rights (OCR) is the federal agency that monitors Section 504 compliance. In addition, it is also the responsibility of each LEA to ensure local Section 504 compliance and monitoring. The table below details differences between IDEA and Section 504.

Component	IDEA	Section 504
Purpose	To provide federal financial assistance to state and local education agencies to assist them in educating children with disabilities.	To eliminate discrimination on the basis of disability in all programs and activities receiving federal financial assistance.
Who is protected?	All school-age children who fall within one or more of 13 specific categories of disability and who, because of such disability, require special education and related services.	All school-age children who have a physical or mental impairment which substantially limits a major life activity, have a record of such an impairment or are regarded as having such an impairment. Section 504 protects a broader group of students than does the IDEA.

Section 504 Resources

- SELPA 504 Handbook

INDIVIDUALIZED EDUCATION PROGRAM AND EDUCATIONAL BENEFIT

The goal of any successful Special Education program is to ensure that students with disabilities make educational progress and benefit from the support and services they receive. The thread of Educational Benefit looks to ensure that a student's Individual Education Plan meets their individual needs identified within the following processes:

- Assessment – student level data is gathered via assessment to inform Present Levels and areas of need.
- Present Levels of Academic & Functional Performance - describes the individual strengths based on assessment and classroom data.
- Identifying Needs - describes areas of need identified within the assessments and present levels and will be the basis for the student's goals and objectives.
- Goals & Objectives – written to address specific areas of need developed from assessments and present levels.
- Services & supports – driven by a student's goals, services and supports look to promote a student's access to the general education classroom and curriculum.
- Progress Monitoring - measure and report a student's progress toward IEP goals.

Educational Benefit
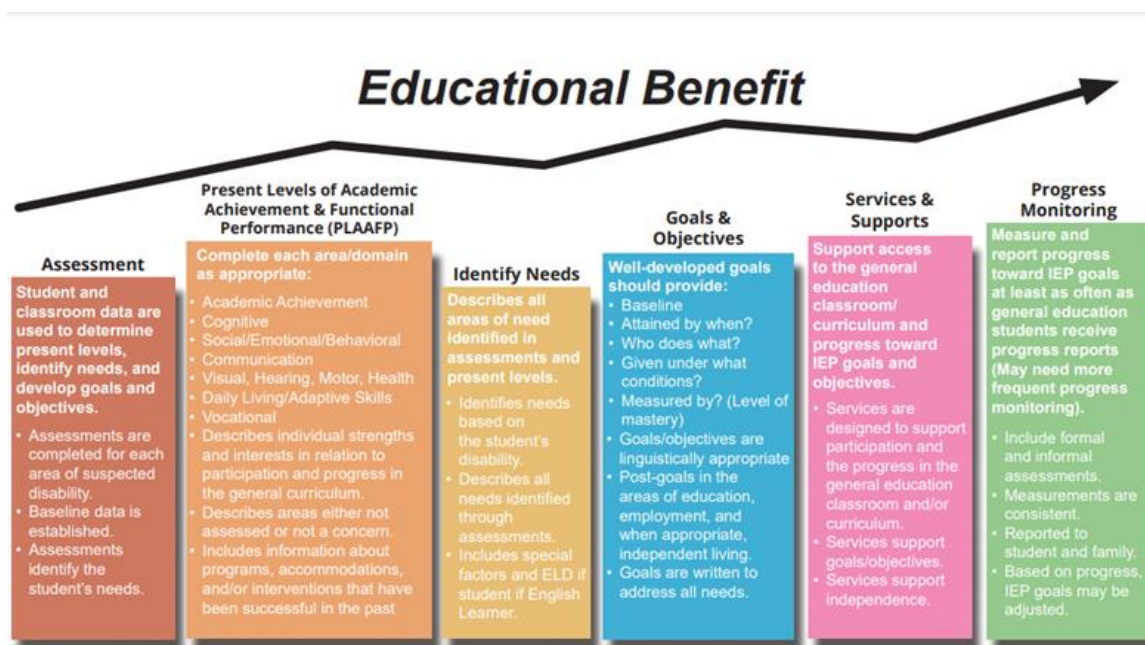
A school leader may need to address whether or not a student is receiving educational benefit by reviewing environmental and instructional factors, examining the continuum of services and supports for students with disabilities, and reviewing adherence to required timelines. In order to effectively support the learning and development of students with disabilities, Charter schools commonly apply the philosophical approach of inclusion. This is an effective cultural and instructional model which promotes inclusion of students with disabilities, with their general education peers, to the maximum extent possible. In order to achieve this model, it is imperative to regard special education students as general education students first. In an inclusive setting, all teachers need to be trained and properly equipped to respond to the needs of students with disabilities. To accomplish this, it is important to invest in thoughtful and appropriate staffing, dedicated time for professional learning and coaching, and a responsive approach to the curriculum, instruction, and accountability. Two common practices to promote inclusion include the applied principles of Universal Design for Learning (UDL) and the Co-Teaching instructional model. UDL and Co-Teaching allow for all students' academic and instructional needs to be addressed within the classroom.

Educational Benefit Resources

- Ensuring Educational Benefit Through a Compliant IEP
- What is Universal Design for Learning?
- CAST: The Universal Design for Learning Guidelines
- Supporting Inclusive Practices UDL Webinar Series
- SELPA Co-Teaching Overview
- Supporting Inclusive Practices: Co-Teaching Practices

SUPPORTING STUDENT MENTAL HEALTH NEEDS

In 2011, California transferred responsibility for identifying and providing mental health services to students with disabilities from county mental health agencies to school districts. Funds are apportioned to SELPAs based on ADA and are intended to support mental health related services to students with or without an Individualized Education Program (IEP) pursuant to IDEA and California Education Code (EC) Section 56836.07 and EC Section 56363.

Educationally related mental health services or ERMHS are related services that may be required to help a student with a disability receive educational benefit. LEAs/Districts most commonly collect universal screening data in the areas of reading and math. While LEAs less commonly collect universal screening data in the areas of behavior and social emotional development, this crucial data can assist LEAs in identifying students who may need additional vital support.

ERMHS Assessments, Services, and Funding

The purpose of the ERMHS Assessment is to identify the student's Areas of Need. These are documented in Present Levels of Academic & Functional Performance portion of the IEP. The collection of data to inform student needs should help you develop baselines and goals. However, at times, more targeted data may need to be collected. Once established, each goal should drive a service. Services minutes and frequency are determined by the IEP team, in consideration of the related goals.

At times, an LEA/district may need to utilize a Nonpublic Agency to conduct ERMHS assessment and/or ERMH services. It is important to note that a district/LEA does not have to use the same person/agency to both assess and provide services. Some districts/LEAs have chosen to have independent assessors conduct the evaluations of students and another person/agency to implement the service delivery. This may be an option if a district/LEA feels as though a person/agency has a vested financial interest to create additional goals or services that are not in fact needs-based.

As meeting the mental health needs of California students is so critical, categorical funds are available for this purpose. The Charter SELPA has created ERMHS funding guidelines which are derived from applicable sections of the CEO Council approved Allocation Plan. The intent of this component of the allocation plan is to ensure adequate and equitable distribution of the mental health revenue received by the SELPA.

ERMHS Resources

- [ERMHS Funding Guidelines](#)
- [ERMHS Program Guidelines](#)
- [ERHMS Frequently Asked Questions](#)
- [ERMHS Assessment Template](#)
- [ERMHS Webmodule](#)
- [ERMHS Service Codes](#)

CONTINUUM OF SERVICES

Each child is entitled to an education with non-disabled peers to the maximum extent appropriate and removal from the General Education setting occurs only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. IDEA Section 300.114

The first consideration, as it relates to the continuum of services, falls under the provision of a Free and Appropriate Public Education (FAPE). All services provided by a charter school are offered at no expense to the student. Next, the IEP shall be "specially designed to meet the unique needs of a student with a disability", coupled with any additional "related services" that are "required to assist a child with a disability to benefit from [that instruction]". Although most charter schools create unique opportunities for inclusive environments, situations may arise in which a student may not be able to receive a FAPE or educational benefit through full day participation in the general education environment. When this occurs, it will be important for the IEP team to discuss the supports and services a student requires and determine in what location those services shall be provided. Based on the thread of educational benefit, a student may need a more restrictive setting to support their unique learning, physical, behavioral, or social-emotional needs.

It is the duty of each IEP team to discuss the service and placement options and the potential harmful effects of those. This discussion is rooted in addressing the student's needs and is framed by concept known as the Least Restrictive Environment (LRE). The goal of LRE is to ensure that, students with disabilities are educated in the same setting as their typically developing peers to the maximum extent possible. IEP teams need to consider changes to services and setting when the student's current setting is not adequately meeting their needs.

Continuum of Services Resources

- Continuum of Services
- Non - Public School/Residential Treatment Center Guidelines

TIMELINES AND ASSESSMENTS

Timelines

The IEP process is associated with many different timelines, which must be upheld for compliance purposes. **The table below lists common actions, triggers, and associated timelines.**

Action	Timeline Triggered By	Timeline
Parent receives copies of student records	Oral or written request by parent	5 calendar days
Proposal of Assessment Plan	Date of Referral	15 calendar days*
Initial IEP Meeting	Receipt of parent consent for assessment	60 calendar days
Annual IEP Team Meeting	Date of last annual IEP review	Not longer than 12 months of the date of the last IEP
Interim IEP	Incoming student's first day of instruction	30 days*
Triennial IEP Meeting	Date of last initial or triennial review	3 years
Parent Request for IEP meeting for child with existing IEP	Receipt of written request	30 calendar days*
Notice of Meeting		Early enough to ensure opportunity to attend meeting
Individual Transition Plan		Must be in IEP when student turns 16.
Manifestation Determination Review	10th cumulative day of suspension within the current school year	10 school days

Excluding calendar days between regular school session or days of school vacation in excess of five school days

Areas of Eligibility

5 CCR § 3030 § 3030. Eligibility Criteria. (a) A child shall qualify as an individual with exceptional needs, pursuant to Education Code section 56026, if the results of the assessment as required by Education Code section 56320 demonstrate that the degree of the child's impairment as described in subdivisions (b)(1) through (b)(13) requires special education in one or more of the program options authorized by Education Code section 56361. The decision as to whether or not the assessment results demonstrate that the degree of the child's impairment requires special education shall be made by the IEP team, including personnel in accordance with Education Code section 56341(b). The IEP team shall consider all the relevant material which is available on the child. No single score or product of scores shall be used as the sole criterion for the decision of the IEP team as to the child's eligibility for special education

Intellectual Disability (ID)

Hard of Hearing (HH)*

Deafness (DEAF)*

Speech or Language Impairment (SLI)

Visual Impairment (VI)*

Emotional Disturbance (ED)

Other Health Impairment (OHI)

Specific Learning Disability (SLD)

Deaf-Blindness (DB)*

Multiple Disability (MD)

Autism Spectrum Disorder (AUT)

Orthopedic Impairment (OI)*

Traumatic Brain Injury (TBI)

HIGH SCHOOL GRADUATION, AND TRANSITION RESOURCES

The U.S. Department of Education's Office of Special Education and Rehabilitation notes that the vast majority of students with disabilities should have access to the same high-quality academic coursework as all other students in the state. Districts and LEAs develop, and corresponding governing boards approve, graduation options at a local level. However, the IEP team must individually determine the course of study and appropriate graduation option for a given student based on their unique needs.

As a student with disabilities enters the teenage years, the IEP focuses more on a transition plan that supports the long terms needs and interests and of the student, post-graduation. It is the responsibility of the IEP team to create an IEP for the student to support a successful transition to postsecondary life.

Students with disabilities and their parents/guardians should be given adequate notice of the requirements for the various high school graduation options available, and IEP teams should evaluate several factors before determining the appropriate graduation option.

The graduation options available to students are determined by the local educational agency (LEA)/district board policies and may include the following:

- A regular high school diploma based on the state-mandated requirements
- A diploma based on University of California (UC) A-G requirements
- LEA/district specific diploma requirements
- A certificate of completion.

Individual Transition Plan

Transition, in reference to individuals receiving special education services, is defined as a coordinated set of activities for a student with a disability that:

- Is designed to be within a results-oriented process, that is focused on improving the academic and functional achievement of the student with a disability to facilitate the student's movement from school to post-school activities, including postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation.

- Based on the individual student's needs, considering the student's strengths, preferences, and interests; and
- Includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and, if appropriate, acquisition of daily living skills and functional vocational evaluation. [34 CFR 300.43 (a)] [20 U.S.C. 1401(34)]
- The student's IEP must be updated to include an ITP, prior to their 16th birthday (or younger if deemed appropriate by the IEP Team)

Certification of Completion

There are times that an IEP team may determine a student is unlikely to meet the requirements for a regular high school diploma. When this occurs, the IEP team may determine that the student's program should instead be geared towards achievement of a certificate of completion. The COC option is available to students who cannot complete the requirements for a regular high school diploma that the LEA/district offers. Each IEP team is responsible for setting individual standards for awarding a certificate of completion (COC). While the COC is not a regular high school diploma, students on a path towards a COC remain eligible for continued placement and services under their IEP. The graduation option that the IEP team chooses shall be documented clearly as part of the Transition Plan, as well as marked on the IEP's offer of Free and Appropriate Public Education (FAPE)/Educational Settings page.

Prior Written Notice and Graduation

Among other things, a PWN is provided to inform parents/guardians and/or adult students prior to the LEA/district a change to the educational placement or provision of a FAPE based on the criteria of students completing their requirements for a high school diploma. The PWN should be completed immediately following the exit IEP and provided to parents/ guardians and/or adult students without delay prior to discontinuing services.

Transition Resources

- Office of Special Education and Rehabilitative Service: A Transition Guide
- Certificate of Completion Guidelines
- Completing a PWN for high school diploma and certificate of completion

MITIGATING BARRIERS TO STUDENT ACHIEVEMENT

In California, there are several different instructional programs including traditional, independent study, virtual, and Dashboard Alternative Status. programs students with disabilities persistently typically score lower on reading and math tests than their non-disabled peers. Students with disabilities' average test score on state reading and math assessments was at the 18th percentile of all test takers in 2017-18. This percentile ranking is notably below that of other student groups, including -low-income- students (who score at the 35th percentile) and English learners (who score at the 23rd percentile).

Students with disabilities also have relatively high rates of chronic absenteeism, with almost one in five students with disabilities missing 10 percent or more of the school year. Discipline data also reveals that students with disabilities are suspended at almost double the statewide average.

Student Discipline, Suspension, and Change in Placement

School Leaders should promote fair and equitable disciplinary policies that align to the school's mission, educational philosophy, and instructional practices. LEAs may choose to remove a student with a disability who violates a code of student conduct from his/her current placement to an appropriate interim alternative educational setting, another setting or suspension, as long as the removal does not constitute a change of placement (34 CFR 300.536).

A change of placement occurs if:

- The removal is for more than 10 consecutive school days or
- The child has been subjected to a series of removals that constitute a pattern due to:
    - A series of removals total more than 10 school days in a school year
    - The child's behavior is substantially similar to the child's behavior in previous incidents that resulted in the series of removals; and
    - Additional factors, such as the length of each removal, the total amount of time the child has been removed, and the proximity of the removals to one another.

In-School Suspensions

An in-school suspension occurs when the LEA/district suspends a student during the course of the school day without the student leaving the school campus. Federal policy guides that in-school suspension does not count as a student's removal from their current placement only if the LEA/district affords the student the opportunity to continue to:

- Appropriately participate in the general curriculum
- Receive the services specified on the student's IEP; and
- Participate with nondisabled peers to the same extent.

Disciplinary Removals of 10 Days or More

If a student's removal from his/her current placement exceeds ten days in an academic school year, the removals qualify as a change in placement and the LEA/district shall conduct a Manifestation Determination (MD) meeting within ten days of the decision to change the student's placement.

Additional Resources on Student Discipline

- Manifestation Determination Flowchart
- Heather Edwards Webmodule

RESULTS BASED PROGRAM DESIGN

California uses a single, coherent accountability system that meets the requirements of both federal and state law. This system includes multiple measures of success. The accountability system is tied to the 2013 Local Control Funding Formula and is focused on three key factors: Transparency, Equity, and Supporting local continuous improvement efforts. California's accountability system is intended to promote equity for all students and highlight disparities among student groups so that schools can plan and implement instructional programs that improve academic performance and address identified gaps in learning for all students.

The California Dashboard

At the heart of California's new accountability system is a focus on continuous improvement for all student groups. Launched in the spring of 2017, the California School Dashboard displays results for schools, districts, and charter schools on a variety of indicators and provides ratings for overall student results, as well as for groups of students, including students with disabilities. State Indicators and Local Control Funding Formula (LCFF) priority areas were developed to provide an accountability system that would ensure a common and comparable way of measuring performance.

LCFF Priority Areas include the following:

- Priority 1 - Basic Services or Basic Conditions at Schools
- Priority 2 - Implementation of State Academic Standards
- Priority 3 - Parent and Family Engagement
- Priority 4 - Student Achievement
- Priority 5 - Student Engagement
- Priority 6 - School Climate
- Priority 7 - Access to a Broad Course of Study
- Priority 8 - Outcomes in a Broad Course of Study
- *Priority 9 (COEs Only) - Coordination of Services for Expelled Students*
- *Priority 10 (COEs Only) - Coordination of Services for Foster Youth*

Student Groups

The following race/ethnicity student groups and students participating in specialized programs are reported in California's accountability model.

Race/ethnicity student groups	Students participating in specialized programs
• Black or African American	• English Learner (EL)

• American Indian or Alaska Native • Asian • Filipino • Hispanic or Latino • Native Hawaiian or Pacific Islander • White • Two or More Races	• Socioeconomically Disadvantaged (SED) • Foster Youth • Student with Disabilities (SWD) • Homeless

Status and Change

Currently the dashboard uses a two-dimensional data model known as the California Model. This model uses two data components known as status and change. **Status** is the current performance of a dataset, and the **Change** is the improvement of that data set over time. Each state indicator has five status levels. The change level is the difference in results from the current year to the prior year. Like status levels, there are five change levels for each state indicator:

Status Level	Change Level
• Very High • High • Medium • Low • Very Low	• Increased Significantly • Increased • Maintained • Decline • Decline Significantly

Five Performance Levels (or Color)

Performance colors are assigned to an LEA's student group based on their Status and Change. Each performance level is derived from the use of the five-by-five table associated with state indicator metrics.
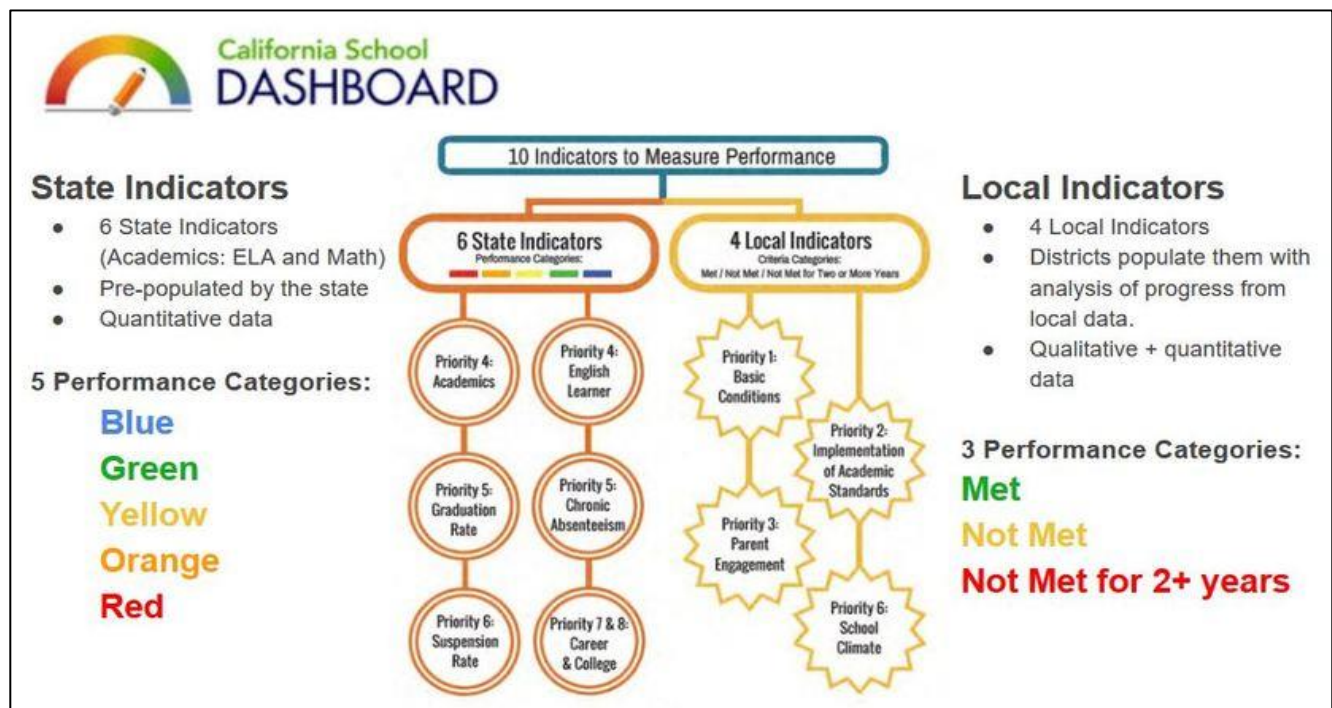
Comparing State v. Local Indicators

State Indicators were developed to provide an accountability system that would ensure a common and comparable way of measuring performance. These indicators apply to all LEAs, schools, and student groups. Progress on all State Indicator measures are reported through the Dashboard.

Local indicators are self-reported based on annual measures within the LEA's Local Control Accountability Plan (LCAP).

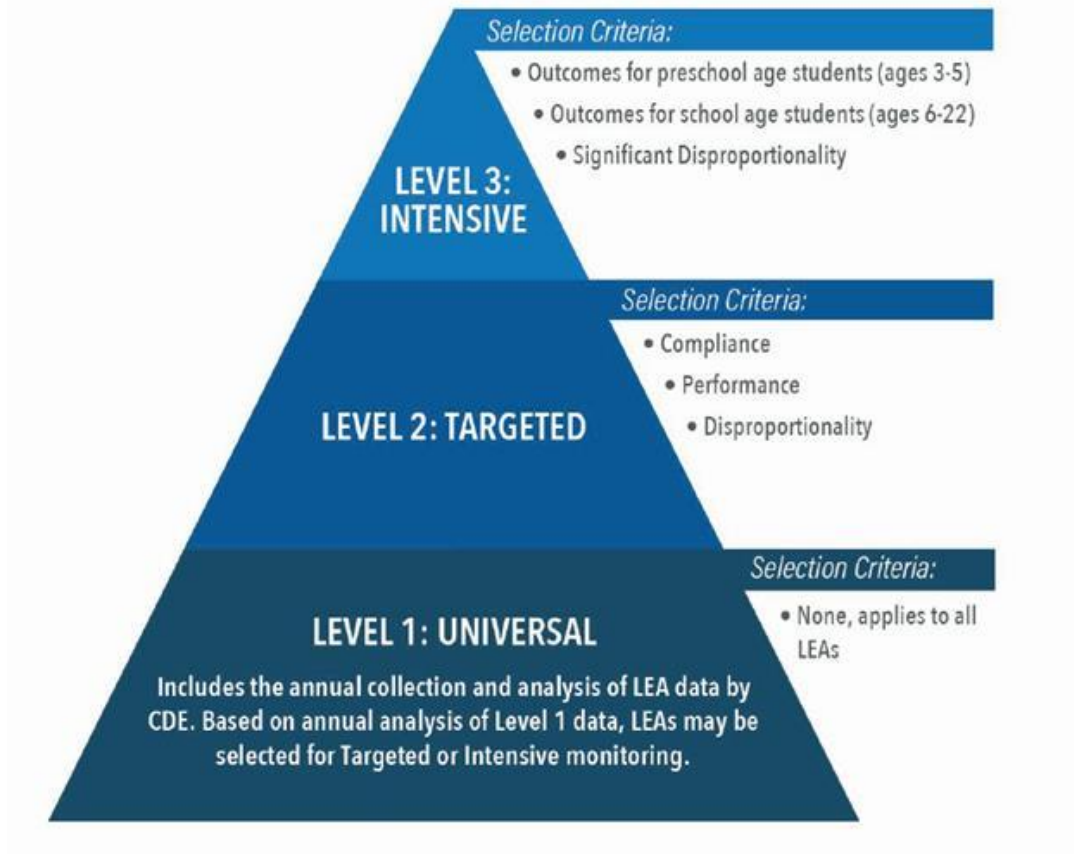| Priority Area	State Indicator	Local Indicator
Priority 1: Basic Services or Basic Conditions at Schools	N/A	Annual measures of appropriately assigned teachers, access to curriculum-aligned instructional materials, and safe, clean and functional school facilities.
Priority 2: Implementation of State Academic Standards	N/A	Annual measure of progress in implementing state academic standards
Priority 3: Parent and Family Engagement	N/A	Annual measure of progress in seeking input from parents in decision making and promoting parental participation in programs
Priority 4: Student Achievement	Academic Achievement (CAASPP - Grades 3-8 and 11) English Learner Progress	N/A
Priority 5: Student Engagement	Graduation Rate Chronic Absenteeism	N/A
Priority 6: School Climate	Suspension Rate	Administration of a local climate survey
Priority 7: Access to a Broad Course of Study	N/A	Annual measure of progress on the extent students have access to, and enroll in, a broad course of study.
Priority 8: Outcomes in a Broad Course of Study	College and Career	N/A
Priority 9 (COEs Only): Coordination of Services for Expelled Students	N/A	Annual measure of progress in coordinating instruction for expelled students
Priority 10 (COEs Only): Coordination of Services for Foster Youth	N/A	Annual measure of progress in coordinating services for foster youth

Annual Performance Report (APR) and State Performance Plan Indicators (SPP)

The Special Education Annual Performance Report is prepared by the California Department of Education's Special Education Division each year to report progress on annual targets set in the State Performance Plan (SPP). There are 17 State Performance Plan Indicators. With the exception of indicator 17, all indicators are divided into two types: compliance indicators and performance indicators. Compliance indicators focus on whether a specific target of IDEA was met. Performance indicators focus on student and family outcomes. The CDE prepares to APRs: a state-level APR with statewide compliance and performance data from the 17 SPPIs, and a local-level APR with compliance and performance data for individual LEAs within the state using 14 of the SPP indicators (excludes state level indicators 15,16 and 17).

SPP Compliance Indicators	SPP Performance Indicators
4b: Discipline Rate by Race/Ethnicity 9: Disproportionate Representation 10: Disproportionate Representation by Disability 11: Timely Eligibility Evaluation 12: Timely Part C to B Transition 13: Secondary Transition Goals and Services	1: Graduation Rate 2: Dropout Rate 3: Statewide Assessment 4a: Discipline Rate: Overall 5: Least Restrictive Environment 6: Preschool Least Restrictive Environment 7: Preschool Outcomes 8: Parent Involvement 14: Post-School Outcomes 15: Resolution Sessions[2] 16: Mediation[2]
17: State Systemic Improvement Plan[2] Indicator 17 is neither a performance nor compliance indicator. For more information on the SSIP, please refer to: https://osep.grads360.org/#program/ssip	

Special Education Monitoring Activities

Data from the State Performance Plan indicators and the California Dashboard indicators provide the California Department of Education with the data needed to measure LEA student outcome and compliance data. The CDE has developed a set of Special Education Monitoring activities as a mechanism for monitoring and following up with this data. Selection for monitoring activities is based on Special Education data submitted to CDE annually. Please see below for CDE's Special Education monitoring activities. Since the 2019-2020 school year, the monitoring activities fall within three levels: Universal, Targeted, and Intensive. All LEAs participate in universal monitoring and may be selected for additional monitoring based on specified criteria.

Selection Criteria:
- Outcomes for preschool age students (ages 3-5)
- Outcomes for school age students (ages 6-22)
- Significant Disproportionality

LEVEL 3: INTENSIVE

Selection Criteria:
- Compliance
- Performance
- Disproportionality

LEVEL 2: TARGETED

Selection Criteria:
- None, applies to all LEAs

LEVEL 1: UNIVERSAL

Includes the annual collection and analysis of LEA data by CDE. Based on annual analysis of Level 1 data, LEAs may be selected for Targeted or Intensive monitoring.

Level 1: Universal Monitoring

Universal Monitoring involves the annual collection and analysis of an LEA's data by the California Department of Education (CDE) (including the Annual Performance Review and California Dashboard). Based on the annual analysis of level 1 data, CDE will select LEAs for a higher level of monitoring described in the next sections. Possible supports for LEAs in Level 1 include access to technical assistance providers (i.e., California Collaborative for Educational Excellence (CCEE), Supporting Inclusive Practices (SIP), System Improvement Leads (SIL)), CDE trainings and materials posted on CDE's website.

Level 2: Targeted Monitoring

Targeted monitoring is designed to assist LEAs that require more support than is offered in Universal Monitoring. There are three different selection criteria derived from Universal Monitoring that may result in an LEA being identified for Targeted Monitoring:

1. Compliance Indicators
2. Performance Indicators
3. Disproportionate representation of students with disabilities in Special Education programs relative to the presence of this group in the overall student population.

When an LEA fails to achieve data targets within any of the 3 areas listed above, the LEA will be required to develop an improvement plan developed following an examination of the LEA's data and a root cause analysis of data and related systems.

Level Three Monitoring Intensive Monitoring

Intensive monitoring is the highest level of monitoring. Like targeted monitoring, a review of data collected in universal monitoring will determine LEA's selection for intensive monitoring. Moving into the intensive level of monitoring, there is an increased emphasis on the provision of Free and Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE). There are three different selection criteria derived from universal monitoring that may result in an LEA being identified for intensive monitoring:

1. Outcomes for students ages 6 through 22
2. Outcomes for children with disabilities ages three through five
3. Identification for Significant Disproportionality

Intensive review is comprised of a comprehensive evaluation of significant compliance and/or performance issues related to IDEA implementation. Like targeted review, an LEA in intensive monitoring will develop and submit an improvement plan. While the monitoring processes may be viewed by some as punitive or disconnected from the day-to-day realities of managing a school, school leaders can instead consider monitoring activities as an opportunity to strategically analyze schoolwide programs, policies and practices.

State and Federal Compliance

California Department of Education (CDE) oversees local compliance with special education law. School districts annually submit data on certain special education indicators to CDE. For each district, the indicators track the number of students receiving special education services, the types of disabilities that students have, the district's adherence to procedural requirements (for example, whether IEPs are held in a timely manner and include all required parties), and student outcomes. Districts may be flagged for further review or technical assistance if these indicators show noncompliance with procedural requirements, poor student outcomes, and/or significant disproportionality in the rates of identification for special education among student groups.

Federal Government oversees local compliance with special education law. Each year, CDE compiles the data it receives from school districts into a statewide report and submits the report to the federal government. The federal Office of Special Education Programs (OSEP) reviews the report along with CDE's description of its process for identifying and assisting districts with underperforming or not met indicators. Based on this review, OSEP gives California (and all other states) a grade ranging from "meets requirements" to "needs substantial intervention." In July 2019, OSEP designated California, along with 22 other

states, as "needs assistance" (for two or more consecutive years). States awarded any designation besides meets requirements may receive additional oversight or technical assistance from the federal government.

Results Based Program Design Resources

- State Performance Plan Indicator Guide
- Root Cause Analysis Inquiry Guide
- System Improvement Leads - Data Improvement Center
- State Performance Plan Technical Assistance Project
- IDEA State Performance Plans/Annual Performance Reports
- California Legislative Information
- CA Special Ed Reference (CASER)
- IDEA

IDENTIFYING THE SOURCE FOR MONITORING RESULTS

School Leadership Teams should be aware of and continuously monitor local sources of data to build and maintain a results-based program. The following data sources are either developed locally at your LEA or are reported to CDE.

Dataquest

DataQuest is a California Department of Education supported database that provides data and statistics about California's K-12 public education system. The database provides a summary and detailed reports at the school, district, county, and state levels in a variety of areas including assessment, enrollment, graduation, and school climate.

Student Information System

Student Information Systems (SIS) store and track all student information, including but not limited to demographics, grades, attendance, and health records. SIS products are used by teachers, students, and parents to communicate all relevant information pertaining to a student.

SPECIAL EDUCATION INFORMATION SYSTEM (SEIS)

Special Education Information System (SEIS) provides centralized online management and storage of Individual Education Plans (IEPs) and special education student records. Teachers and service providers can edit IEP forms at any time online. The IEP forms are pre-populated with information from the SEIS Student Record, which eliminates repetitive data entry.

California Longitudinal Pupil Achievement Data System (CALPADS)

CALPADS is a database that stores and utilizes student level information at the state level. As data requirements have increased in amount and complexity, web-based IEP systems, such as SEIS, have been developed to manage the IEP process, as well as collect the data required by the State of California. Student record information in SEIS is automatically uploaded to CALPADS on a nightly basis. California requires that special education student record information reporting occur twice a year, once in October and again in June. This data is submitted through CALPADS.

All IEP information is collected and stored in both SEIS and CALPADS. From the time a student record is created in SEIS, all the historical information will move with the student, even when they transfer to another LEA within California. Additionally, SEIS has a built-in CALPADS error check utility which can be used at any time. This utility locates CALPADS errors and requires the end-user to correct errors as part of the IEP Affirm and Attest process.

Monitoring Data Resources

- Dataquest
- CDE Contact Information List
- SEIS User List
- SEIS (SEIS document library)

SPECIAL EDUCATION RELATED ACRONYMS

504	Section 504 of the Rehabilitation Act of 1973	CDE	California Department of Education
AAC	Alternative Augmentative Communication	CDS	Community District School
ABA	Applied Behavior Analysis	CFR	Code of Federal Regulations
ADA	Americans with Disabilities Act	DHH	Deaf and Hard of Hearing
ADA	Average Daily Attendance	DOJ	Department of Justice
ADHD	Attention Deficit Hyperactivity Disorder	DSM-5	Diagnostic and Statistical Manual of Mental Disorders (5th Edition)
ADR	Alternative Dispute Resolution	ED	Emotional Disturbance
ALJ	Administrative Law Judge	EHA	Education for All Handicapped Children Act (predecessor to IDEA)
APE	Adaptive Physical Education	EL	English Learner
ASD	Autism Spectrum Disorder	ESY	Extended School Year
ASL	American Sign Language	FAPE	Free Appropriate Public Education
AT	Assistive Technology	FBA	Functional Behavioral Assessment
BCBA	Board Certified Behavior Analyst	FERPA	Family Educational Rights and Privacy Act
BIP	Behavioral Intervention Plan	HHI	Home/Hospital Instruction
CAASPP	California Assessment of Student Performance & Progress	IA	Instructional Aide
CAC	Community Advisory Committee	IAES	Interim Alternative Educational Setting
CART	Communication Access Realtime Translation	ID	Intellectual Disability
CCR	California Code of Regulations	IDEA	Individuals with Disabilities Education Act
CCS	California Children's Services	OI	Orthopedic Impairment
IEE	Independent Educational Evaluation	OSEP	Office of Special Education Programs
IEP	Individualized Education Program	OSERS	Office of Special Education and Rehabilitation Services
IFSP	Individualized Family Services Plan	OT	Occupational Therapy
IS	Independent Study	PDD	Pervasive Developmental Disorder
ISA	Individual Services Agreement	PWN	Prior Written Notice

ISP	Individualized Service Plan	RSP	Resource Specialist Program
ITP	Individualized Transition Plan	RTI	Response to Intervention
IWEN	Individual with Exceptional Needs	SAI	Specialized Academic Instruction
LCI	Licensed Children's Institution	SBE	State Board of Education
LEA	Local Education Agency	SEA	State Education Agency
LRE	Least Restrictive Environment	SELPA	Special Education Local Plan Area
MD	Manifestation Determination	SLD	Specific Learning Disability
NPA	Nonpublic Agency	SLI	Speech or Language Impairment
NPS	Nonpublic School	SST	Student Study Team
O & M	Orientation and Mobility	SWD	Students with Disabilities
OAH	Office of Administrative Hearings	TBI	Traumatic Brain Injury
OCD	Obsessive-Compulsive Disorder	USC	United States Code
OCR	Office for Civil Rights	USDOE	United States Department of Education
ODD	Oppositional Defiant Disorder	VI	Visual Impairment
OHI	Other Health Impairment		