El Dorado Charter SELPA
Annotated Annual Determination Letter and Data Sheet for the 23.24 Monitoring Season

The EDCOE Charter SELPA is providing this sample Annual Determination Letter, with annotations, to assist teams in reviewing and understanding their individual Annual Determination Letters. Following the letter portion of this document, you will also find a sample Data Sheet, with annotations, to assist teams in reviewing and understanding their individual data.

For more information on Special Education Monitoring, please visit our monitoring webpage at: https://charterselpa.org/special-education-monitoring/. This page will be updated continuously as more information is received and resources are developed/made available.

From: Ginese Quann <gquann@edcoe.org>
Sent: Tuesday, March 21, 2023 8:25 AM
To: Dawnlinn Thomas <dthomas@edcoe.org>
Subject: FW: Notification of 2022 Annual Determination

From: Steven Rogers <SRogers@cde.ca.gov>
Sent: Monday, March 20, 2023 4:03 PM
To: Ginese Quann <gquann@edcoe.org>
Subject: Notification of 2022 Annual Determination
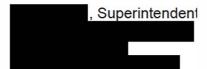
(External Email)

CALIFORNIA DEPARTMENT OF EDUCATION

TONY THURMOND
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

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March 20, 2023

████████, Superintendent
████████████████████

Subject: Notification of 2022 Annual Determination Pursuant to the Individuals with Disabilities Education Act and Selection for 2023 Compliance and Improvement Monitoring Activities including Identification of Significant Disproportionality

Here begins a summary of the purpose of the letter

Dear Superintendent ████████

The California Department of Education (CDE), Special Education Division, is providing this notification in accordance with the Individuals with Disabilities Education Act (IDEA), Section 616(e) and Title 34, *Code of Federal Regulations* (*CFR*) sections 300.600–604 and 300.646–300.647. This notification addresses the following:

- 2022 Annual Determination under IDEA, Part B
- Selection for 2023 Monitoring
- Official Significant Disproportionality Determination for the 2023–24 Budget Year
- Next Steps

2022 Annual Determination under IDEA, Part B

In accordance with IDEA Section 616(e) and 34 *CFR* Sections 300.600–300.604, the CDE is required to make an annual determination on the performance of each local educational agency (LEA). The CDE reviews LEA compliance, disproportionality, and performance data related to the implementation of IDEA requirements. As a result, every LEA receives one of four possible annual determinations, as follows: Meets Requirements, Needs Assistance, Needs Intervention, or Needs Substantial Intervention.

There are 4 possible determinations an LEA can receive

The determination for ▮▮▮▮▮▮▮▮▮▮▮▮▮▮ is **Needs Assistance** in meeting the requireme ▮▮▮▮▮▮▮▮▮▮▮▮ e 2021–22 school year. If the LEA did not meet requirements, the LEA will be monitored by the CDE in the 2023 Monitoring Year, described in greater detail below.

Here is the determination received by this LEA

2023 Special Education Monitoring

The CDE's monitoring framework is a tiered system that differentiates the level of monitoring, technical assistance, and support for each LEA based on the analysis of compliance, disproportionality, performance data, and the LEA's particular need. The framework includes three monitoring tiers: Universal, Targeted and Intensive. LEAs that meet requirements under IDEA remain in the Universal monitoring tier and have access to resources to support continued compliance and performance. LEAs that do not meet requirements are identified for either the Targeted or Intensive monitoring tier. The CDE differentiates the levels of engagement to LEAs within the Targeted and Intensive monitoring tiers.

This section provides a description of the tiered monitoring structure for 23.24

Beginning in the 2022 Monitoring Year, the CDE released the Compliance and Improvement Monitoring (CIM) Process to replace previous monitoring processes. The CIM Process is a four-step process designed for LEAs experiencing issues in compliance, disproportionality, and/or performance. It requires the LEA to complete activities to identify systemic issues that led to poor student outcomes and culminates in a cohesive and comprehensive improvement plan.

This section explains the CIM process

The CDE will continue with the CIM Process in the 2023 Monitoring Year, and LEAs – where applicable – will be identified for one monitoring tier and differentiated monitoring level within that tier.

Identification and Selection for 2023 Monitoring Year

The CDE reviews data submitted by the LEA to the state to determine their monitoring tier and level based on LEA overall performance in meeting the needs of students with disabilities in a number of areas including academic achievement, student success, school climate, disproportionality, and compliance with regulatory requirements.

In this section, you will learn about your LEA's selection into Tiered Monitoring. When LEAs are not meeting certain targets, they may be selected into Targeted or Intensive Monitoring.

Based on these analyses, ██████████████████ will be monitored in the following monitoring tier and differentiated monitoring level in the 2023 Monitoring Year:

Monitoring Tier and Differentiated Monitoring Level

Targeted Level 3 for School Age ←

This box will show the tier for which your LEA was selected. You will see Targeted 1, 2, or 3 OR Intensive 1, 2, or 3 For more information on the tiers of monitoring, please see the Spec Ed Monitoring slides from our March PLN.

Please follow the link to see the data associated with your selection in the above-identified monitoring tier and level, and additional data that will help inform the monitoring and planning process:

Link redacted for privacy

Here you will find a link to your LEA's individual data and information about the targets that were not met, resulting in your LEA's selection into either Targeted or Intensive Monitoring

LEAs identified for the Universal monitoring tier are not required to participate in the CIM Process, nor address any compliance concerns. LEAs identified for the Targeted monitoring tier, Compliance Only are not required to participate in the CIM Process, but are required to correct any identified noncompliance.

LEAs identified as Levels 1, 2 or 3 in either the Targeted or Intensive monitoring tier must participate in the CIM Process and, where applicable, also address any compliance and timeliness issues identified below.

Compliance and Timeliness Issues

As a factor for identification and selection for monitoring reflected above, the CDE assesses an LEA in several key timeline areas. Related to an LEA's timeliness in individualized education programs (IEPs) and holding initial assessments, the CDE compares previous school year to current school year student-level data to assess if an LEA is positioned within one of three areas of timeliness concern, as follows:

In addition to Tiered Monitoring, LEAs are monitored for compliance-specifically timeliness. This section describes that monitoring mechanism.

- Any Late IEPs/Initial Assessments: LEAs that have any overdue IEPs or assessments will need to review their local data systems to work to schedule the necessary IEPs, where applicable. The CDE will review the data again based on the End of Year Certified CALPADS submission. The CDE expects the LEA to review any and all noncompliance within their local system and correct any noncompliance before the end of year for CALPADS. Any outstanding noncompliance will be considered overdue and your Focused Monitoring Technical Assistance consultant will work with you to correct noncompliance in accordance with 34 *CFR* section 300.600(e).

- Late IEPs/Initial Assessments or No Improvement: LEAs who have students waiting longer than 120 days past the deadline for IEPs and assessments or have not made progress to reduce the number of

- students waiting on IEPs or assessments as of February 10, 2023, will need to review their local data, access technical assistance resources provided by SELPAs to support LEAs, and hold the overdue IEP meeting If a late or overdue IEP meeting results in a determination that the student needs a new or increased level of service, the LEA should consider whether the student needs compensatory education.

  Late IEPs/Initials Assessments **and** No Improvement: LEAs who have students waiting longer than 120 days past the deadline for IEPs and assessments **and** have not made progress to reduce the number of

This section describes the 3 levels of Compliance Monitoring: ANY Late IEPs/Assessments, Late IEPs/ Assessments OR No Progress (from data pull to data pull), and Late IEPs/ Assessments AND No Progress

students waiting on IEPs or assessments as of February 10, 2023, will need to review their local data, receive technical assistance provided by SELPAs to support LEAs, and hold the overdue IEP meeting. If a late or overdue IEP meeting results in a determination that the student needs a new or increased level of service, the LEA should consider whether the student needs compensatory education.

Based on compliance data analyses, ███████████████████ **has** timeliness issue in the following area:

Timeliness Issue Area
Late IEPs/Initial Assessments or No Improvement

This box will display your LEA's Compliance determination. For the "or" and "and" categories of Compliance Monitoring, "late" means 120 or more days overdue.

Official Significant Disproportionality Determination for the 2023–24 Budget Year

This section serves as official notification to those LEAs that have been identified as Significantly Disproportionate for 2023 Monitoring Year, impacting the 2023-24 budget year.

Each year, the CDE is required to complete calculations to identify disproportionate representation of students with disabilities (SWD) in the following areas:

- · Disproportionate representation of SWD for 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

This section describes Significant Disproportionality. more information on this process can be found on the SPP-TAP website: https://spptap.org

Pursuant to federal requirements under the IDEA and 34 *CFR* sections 300.646–647, LEAs are identified as Significantly Disproportionate if the LEA is identified as disproportionate in the same area for three consecutive years. ███████████████████ has been identified as not Significantly Disproportionate. If the LEA has been identified as Significantly Disproportionate, please follow the link to see the data associated with your identification: No Data to Review.

Here you will find your LEAs Sig Dis determination

LEAs identified as Significantly Disproportionate are monitored under the Intensive monitoring tier and participate in the CIM Process described above. Additionally, LEAs identified as Significantly Disproportionate are required to take mandatory actions including, but not limited to, reserving 15 percent of IDEA funds to provide Comprehensive Coordinated Early Intervening Services for the 2023-24 budget year. More information about the next steps for LEAs identified for the Intensive monitoring tier, and specifically for Significant Disproportionality, can be found on the CIM Website at https://www.cde.ca.gov/sp/se/qa/cimprocess.asp.

Next Steps

The CDE will provide a detailed introduction to LEAs in each monitoring tier at

Monitoring Tier	Webinar Date and Time
Intensive (All Levels)	March 28, 2023 at 9am
	March 29, 2023 at 1pm
Significant Disproportionality	March 30, 2023 at 10am
Targeted Levels 1 and 2	March 27, 2023 at 1pm
Targeted Level 3	March 27, 2023 at 9am

Please visit the CIM website at https://www.cde.ca.gov/sp/se/qa/cimprocess.asp for more information on the CIM process and the support team assigned to your LEA.

The CDE looks forward to supporting LEAs' efforts under the IDEA to improve outcomes for SWD. We hope this communication is a helpful overview of the monitoring you can expect to see from the CDE in the coming months. If you have any questions or concerns, please reach out to me by email at CDESPEDDIRECTOR@cde.ca.gov.

I look forward to our continued partnership and collaboration in the future and truly appreciate your dedication and support for all children in California.

Sincerely,

/s/

Heather Calomese, Director

Special Education Division

HC:sdb

cc: Ginese Quann; FMTA

Compliance and Improvement Monitoring Process Data and Information

The California Department of Education (CDE) reviews data submitted by the local educational agency (LEA) to the state to determine an LEA's monitoring tier and level. Based on analyses, an LEA is identified for, and monitored under, a monitoring tier and differentiated monitoring level.

The CDE provides detail on the identification and selection for the monitoring tier and level, as well as other relevant data to help the LEA during the Compliance and Improvement Monitoring (CIM) process. LEAs will use this information to ensure that improvement is focused on implementing high leverage activities that will result in wide-reaching, positive impacts for their students with disabilities.

Monitoring Tier and Level: Targeted Level 3 for School Age	
Data Included	
Intensive for Preschool Age	No
Intensive for School Age	Yes
Targeted/Performance	For Informational Purposes Only
Disproportionality (2022-23 Data Year)	Not Disproportionate
Significant Disproportionality (2019-20, 2020-21, 2021-22 Data Years)	Not Significantly Disproportionate

If your LEA previously completed a CIM Plan in 2022 and is implementing the plan in 2023

The LEA will review this data to 1) understand the LEA's current monitoring tier and level and 2) determine if any adjustments or changes are needed to the CIM Plan to maximize the impact of your improvement activities. Please review with your CIM team and work with your CDE monitoring consultant if you intend to make changes or refinements to your plan.

If your LEA does not have a current CIM Plan, and is starting the CIM process in 2023

The LEA will review this data to understand the LEA's current monitoring tier and level. Additionally, the LEA will review the data with the CIM team as a starting point for CIM Step 1: Gather and Inquire. Additional information will be provided in future webinars and trainings.

LEA: ████████████████████████
SELPA: El Dorado County Charter (0951)

2022-23 Intensive Review Data

Indicator	Selection Element	Data Year (21-22)	Rank
3c	ELA Proficiency	13.89%	5
3c	Math Proficiency	0.00%	1
5a	LRE Regular Class 80% or more	65.79%	6
5b	LRE Regular Class less than 40%	6.84%	8
Dashboard	Suspension Rate	3.37%	7
DataQuest	Chronic Absenteeism Rate	28.57%	8
Sum of Ranking			35
Total Possible (Number of Valid Indicators multiplied by 10)			60
Percent (Sum of Ranking divided by Total Possible)			58.33%
Targeted Level 3 for School Age			

NOTE: "No Data" means that the LEA had no data in the Data Source.

LEA: ██████████████████

SELPA: El Dorado County Charter (0951)

2022-23 Targeted Review Data

Indicator	Selection Element	Data Year (21-22)	Target	Target Met
Dashboard	Graduation Rate	High	> Very Low	YES
2	Dropout Rate	4.44%	≤10 %	YES
Dashboard	ELA Academic Performance	Very Low	> Very Low	NO
Dashboard	Math Academic Performance	Very Low	> Very Low	NO
Dashboard	Suspension	Medium	> Very Low	YES
5a	LRE Regular Class 80% or more	65.79%	≥60%	YES
5b	LRE Regular Class less than 40%	6.84%	<18%	YES
5c	LRE Separate School	0.53%	<3.2%	YES
6a	LRE Regular Class	.	≥41%	NA
6b	LRE Separate Schools	.	<31%	NA
6c	LRE Home	.	<3.5%	NA
8	Parent Involvement	97.20%	95.5%	YES
14a	Higher Education	33.33%	≥56.0%	NO
14b	Competitive Employment	100.0%	≥76.5%	YES
14c	Any Education/Employment	100.0%	≥87.5%	YES
	Child Find	8.10%	>8.07%	YES
	Total Target Not Met	3 Not Met		

For Informational Purposes