Special Education Business 101
Business Meetings and Professional Learning Opportunities

The close of each school year brings a flurry of activity at a time when attention spans are short but the need for focus and accuracy is acute.

<table>
<thead>
<tr>
<th>SpEd Business 101</th>
<th>Buzz Session</th>
<th>Year End Workshop</th>
<th>Fiscal Committee</th>
</tr>
</thead>
</table>

ARCHIVED FISCAL TRAININGS

- Archived Fiscal Committee Meetings
- Archived Fiscal Workshops
- SpEd Business 101
  - 2023 Recorded SpEd 101 Presentation
  - 2023 SpEd 101 Presentation
Introductions

Bob Steponovich
Business Services Director
Charter SELPA

Erin Finnell
Business Services Manager

Ginese Quann
Executive Director
Charter SELPA
Where are you?

- New SELPA member
- New LEA of continuing SELPA org partner
- Outsourced provider new to SELPA
- Continuing SELPA partner
- Outsourced provider working w/SELPA

Beginner to Expert
Today's Topics

• SpEd Funding Big Picture
• Charter SELPA Allocation Plan
• SpEd Funding Overview
• SpEd Expenditure Accounting Considerations
• Funding/Cash Flow Details
• Reporting to SELPA
• Federal Funding Compliance
• Mental Health Funding Compliance
• SpEd Compliance: Significant Disproportionality

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

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

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

The Allocation Plan dictates funds that are pooled to share risk among SELPA members.
For most charter schools, special education revenue does not cover the total cost of special education programs.
The Local contribution “balances” the costs of your program by transferring funds from your LCFF revenue.
Special Education Funding
El Dorado Charter Allocation Plan

## Allocation Plan Executive Summary

**Fiscal Year 2023-24**

### Allocation Plan At-A-Glance

<table>
<thead>
<tr>
<th>Allocation Plan Element</th>
<th>Basis of Funding</th>
<th>Gross Rate</th>
<th>Additional Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. State Funding</td>
<td>ADA</td>
<td>$897.40</td>
<td>Greatest of 2021-22, 2022-23 or 2023-24 P-2 ADA. This rate is a projection based on fully funding the finalized statutory COLA.</td>
</tr>
<tr>
<td>2. Federal Funding</td>
<td>Prior Year Enrollment</td>
<td>$130.00</td>
<td>Must have operated in prior year and prior year enrollment count must be trackable to current year CDS code.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Total Gross Base Funding</strong> $1,017.40 Rate before administrative fee holdback. Administrative fee % is unique to each charter based on years of membership. First-year charters make a one-time contribution of $5/ADA to the Rate Protection Pool.</td>
</tr>
</tbody>
</table>

| 3. Rate Protection Pool | Reserve for contingencies to protect SELPA members from funding reductions/losses. All charters in first year of Charter SELPA membership contribute a one-time non-refundable $5.00 per 2023-24 P-2 ADA. |
| 4. Partner Definition  | Single Partner - 1 charter in the Charter SELPA Organization Partner = 2 or more charters in the Charter SELPA under one organization (CMQ/Non-Profit) Year of entry of partner determines Admin Fee % |
| 5. Charter SELPA Administrative Fee | Funds SELPA services to partners; % of total gross base funding Year 1 = 5.5% Year 2 = 4.5% Year 3 = 3.5% Year 5 = 3.0% Reduction in Years 3 & 5 contingent on good standing |
| 6. Unspent Funds       | If more than 25% of funding is unspent at year end, following year funding will be reimbursement based. Eligibility for federal revenue in following year may be impacted. |
| 7. Income Re-Allocation | Income may be shifted from one charter to another if the umbrella organization has the board/organization authority to re-allocate dollars. |
| 8. Mental Health Services Funding | The state directly funds LEAs for mental health services. A contribution of approximately $38/ADA is required to support an NPS/RTC/site-based therapeutic program reimbursement pool administered by the SELPA. The pool will pay 100% of RTC room and board costs and is projected to pay 90% of NPS mental health services + transportation and 80% of approved site-based program expenditures. |
| 9. Legal Risk Pool     | Up to $15,000 reimbursement for legal claims related to due process filing until pool funding is extinguished. 50% funding/50% match |
| 10. Low Incidence Funding | Low incidence services and material reimbursements ($500 minimum claim). Initial reimbursement level is $1,000/student, which may increase based on claims filed during the year and available dollars. |
| 11. Cash Flow          | Specific policy guidance re: standard SELPA cash flow to charters is found in this section of the Allocation Plan. |

Administrative Fee

One Charter in the Charter SELPA

Administrative fee based on date of Charter entry into the Charter SELPA

One vote

More than one Charter School in the Charter SELPA

Administrative fee based on date of CMO/Non-profit entry into the Charter SELPA.

One vote per charter (CDS Code)

YEAR 1
5.5%

YEAR 2
4.5%

YEAR 3-4
3.5%

YEAR 5
3.0%
Rate Protection Pool

One-time contribution
$5 per current year P-2 ADA in 1st year only

PROTECTION AGAINST POTENTIAL NEGATIVE RATE ADJUSTMENTS

Applies to each CDS code upon entry

Shared risk pool
<table>
<thead>
<tr>
<th>Year</th>
<th>State Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2022-23</td>
<td>$820.00</td>
</tr>
<tr>
<td>2023-24</td>
<td>$887.40</td>
</tr>
</tbody>
</table>

- Greatest of 2021-22, 2022-23 or 2023-24 P-2 ADA
- Less admin fee (5.5%, 4.5%, 3.5%, 3.0%)
- Less Rate Protection Pool contribution (1st year only)
- Flows per CDE apportionment schedule
- May be carried over into following year
- Cash flow delayed for 1st year partners
Federal Rate
El Dorado Charter SELPA

2022-23
FEDERAL RATE
$146.81

• Prior Year Fall 1 enrollment count (Oct 2022)
• Less Admin Fee (5.5%, 4.5%, 3.5%, 3.0%)
• Eligible partners (new partners vs. start-ups)
• Expenditure reports required for cash
• Delayed receipt of cash

2023-24
FEDERAL RATE
$130.00

Final Federal Funding Rate


Funding Rates:
- 2015-16: $125.30
- 2016-17: $127.00
- 2017-18: $129.25
- 2018-19: $139.35
- 2019-20: $133.09
- 2020-21: $132.26
- 2021-22: $139.61
- 2022-23: $146.81
- 2023-24: $130.00

Note: The funding rate for 2017-18 is $129.25.
• Vision, Hearing or Orthopedic Impairment
• Services or materials
• Reimbursement basis (per student)
• Minimum claim $600
• Significant boost in 2020-21 budget
• Per student rate increased from $466 to $3,000+
• LI student count frozen @ 2019-20 counts

Low Incidence Funding

• Maximum = End of year determination
  • 2017-18 = $2,300
  • 2018-19 = $2,235
  • 2019-20 = $2,470
  • 2020-21 = no maximum; all eligible claims paid 100%
  • 2021-22 = no maximum; all eligible claims paid 100%
  • 2022-23 = no maximum; all eligible claims paid 100%

• Mine your population for qualifying disabilities
• File claims immediately!
Back @ 11:00

TIME FOR A BREAK
Mental Health Funding
ERMHS
(EDUCATIONALLY RELATED MENTAL HEALTH SERVICES)

2023-24 Begins Direct Funding

≈$77 State
≈11 Federal Per ADA

MENTAL HEALTH SERVICES TO STUDENTS

State = CY P-2 ADA
Federal = PY P-2 ADA

Contribution to NPS/RTC/SBT Pool

Note: The 2020-21 State Budget Act allowed mental health revenue to be spent on direct services to the entire student population going forward.
Each year a projected budget amount is established and converted to a per-ADA contribution amount. The projection includes:

- Funding the SELPA to provide mental health support for partners and CPI behavior training/certification. An amount is calculated by multiplying last year’s amount by the finalized COLA for the upcoming year.
- An amount projected to fund (in priority order):
  - Eligible RTC expenditures for room & board and transportation at 100% for the year. If the estimated amount is not sufficient, funds from the Rate Protection Pool will be used.
  - NPS mental health services and transportation at 90%. If the estimated amount is not sufficient, reimbursements will be prorated.
  - Approved site-based therapeutic programs at 80% of eligible expenditures. If the estimated amount is not sufficient, reimbursements will be prorated.
OUT OF HOME CARE FUNDING

New Revenue Stream for Charter SELPA
$2.5 - $3.0 Million Per Year

EDUCATION COSTS FOR AGENCY-PLACED STUDENTS IN GROUP HOMES

$1,608/Foster Youth In SELPA
Recommending to Buy Down MH Pool Contribution

New Revenue Stream for Charter SELPA
$2.5 - $3.0 Million Per Year

EDUCATION COSTS FOR AGENCY-PLACED STUDENTS IN GROUP HOMES

$1,608/Foster Youth In SELPA
Recommending to Buy Down MH Pool Contribution
2023-24 Estimated Cost/ADA & Contribution/ADA

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
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</thead>
<tbody>
<tr>
<td>Overall Revenue Direct to Partners</td>
<td>$88.00</td>
</tr>
<tr>
<td>SELPA Program Support</td>
<td>-$ 2.16</td>
</tr>
<tr>
<td>RTC Room &amp; Board</td>
<td>-$ 9.62</td>
</tr>
<tr>
<td>NPS MH Services</td>
<td>-$ 9.23</td>
</tr>
<tr>
<td>Site-Based Therapeutic Programs</td>
<td>-$ 2.12</td>
</tr>
<tr>
<td>Total Contribution Before OOHC</td>
<td>-$23.13</td>
</tr>
<tr>
<td><strong>Total Contribution After OOHC</strong></td>
<td><strong>-$12.50</strong></td>
</tr>
<tr>
<td>Retained by Partners</td>
<td>$75.50</td>
</tr>
</tbody>
</table>

From time to time, additional special education funding (usually one-time money) may be authorized in the state budget act/trailer bills or the federal budget.

These may or may not be accompanied by specific expenditure restrictions and/or reporting requirements.

Examples

- **2021-22 budget:**
  - $450 Million for SELPAs/LEAs to provide learning recovery supports to students with disabilities impacted by the COVID-19 Pandemic.
  - $100 Million for SELPAs to assist member LEAs in conducting dispute prevention and voluntary alternative dispute resolution (ADR) in response to the COVID-19 Pandemic.

- **Federal FY 2021 budget – American Rescue Plan funding:**
  - IDEA Part B, = $ 2.7 billion (SWDs ages 3-21)
  - IDEA Part C = $ 250 million (Early Intervention for birth – age 2)
  - Same requirements/restrictions as all IDEA funding. Simply additional $.
• Based on an expected local contribution, utilization of distributed SpEd revenue is monitored.

• If funds are unspent, is it explained by:
  • Unique population characteristics?
  • Newer school building capacity?
  • Other factors?

• <25% unspent funds = budget justification for receipt of federal funds in the following year

• >25% unspent funds = reimbursement-based state funding, may not be eligible for federal funds in the following year,
- Organization Partners may “reallocate” income to other SELPA member charters in the network.
- Federal Maintenance of Effort (MOE) compliance
- Manage Unspent Funds
- Manage local contributions among network schools
- Organization must have authority to reallocate.
- Requires board action – sample resolution on the Charter SELPA website.

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

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

The cash advance program:

- 25% cash advance - 3% interest rate.
- Participation: notify us of your interest and provide a report of opening enrollment.

SpEd Expenditure
Accounting Considerations


Special Education Expenditures

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

Indirect Costs
- Central Admin (school-wide)

Reports
- Directly Charged (Documentation)
- Allocated (FTEs, CUs, PTs)
- Assigned ICR

**Direct Instruction & Administration of Special Ed**
- SpEd Administrators, Teachers, Admin Support, Aides (Salaries + Benefits), Contracted Services
- Books, Supplies
- Capital Outlay

**Peripheral but Related to SpEd Instruction**
- Principal, Librarian, School Secretary, Nurse, Maintenance, Transportation
- Directly charged with documentation OR
- Allocated per CSAM Guidelines: FTE, Classroom Units, Students Transported
- Reasonable

**Schoolwide General Management**
- Accounting, Payroll, HR, IT
- Assigned Rate - Set by CDE
- Ranges 0% to >17%
- Statewide Avg. = 5.35%

[https://www.cde.ca.gov/fg/ac/ic/](https://www.cde.ca.gov/fg/ac/ic/)
**Time Accounting**

Any staff funded (partially or completely) from a restricted source (e.g. SpEd revenue) needs to have time documentation on record.

1. Substitute systems = sampling, schedule-based (CDE approval)
2. **STATE = State Documented Method (Activity Worksheets)**
3. Guidelines provided for federal funding OK to use for state funding
   - Info and samples from CSAM in Year End Resource Guide
   - See CSAM Procedure 905 for full details

**Federal Requirements**

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**Single Cost Objective**

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

**Multiple Cost Objective**

- Example: Psychologist who is part time special education, part time general education.
- Personnel Activity Report (PAR) required monthly
- Report of daily activity spent in each objective.

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 Charter schools are **not required to** use SACS or the SACS reporting software. There is an optional Charter Alternative Form for reporting (Resource & Object only). However, there are some minimum recommended tracking requirements for special education reporting. Advice: much easier to manage what you can measure.

Analyze the same $530,000 of SpEd expenditures...

**by RESOURCE**
- SpEd State: $290,000
- SpEd Federal: $150,000
- ERMHS: $25,000
- LCFF: $65,000

**by GOAL**
- SpEd Elementary: $325,000
- SpEd High School: $205,000

**by OBJECT**
- Salaries: $335,000
- Books & Supplies: $15,000
- Subcontractors: $60,000
- Benefits: $100,000
- Indirect Costs: $20,000
Back @ 12:40
Funding/Cash Flow Details
Special Education Base Funding (AB 602)

State apportionment and Federal grant revenues are passed through by the SELPA to our partners throughout the year. The tabs below provide access to cash flow, budgeting, forecasting and federal grant reporting details.

<table>
<thead>
<tr>
<th>Revenue Projections</th>
<th>Fiscal Resources</th>
<th>Federal Reporting</th>
</tr>
</thead>
</table>

The SELPA monitors special education funding data throughout the year and issues budget advice for state and federal revenue based on tracking and analyzing this data. Projected cash flow is determined based on this budget advice, and is updated at each certification or expenditure reporting period. Current budget advice appears below. Click on the links to the right for the most current cash flow schedules.

Current Budget Advice (rates are shown prior to admin fee/set aside).

- 2021-22: $715 Charter Member Rate (State)/$139.61 Federal
- 2022-23: $820 Charter Member Rate (State)/$125.00 Federal

- 2021-22 Funding Details
- 2021-22 State Cash Flow Projections
- 2021-22 Federal Cash Flow Projections
- 2021-22 Federal (RS 3305) Cash Flow Projections
- 2021-22 Admin Rates
- 2022-23 Funding Detail

Business Support Page
http://charterselpa.org/fiscal/
• Advance (Jul-Jan): Total Funding = (PY Enrollment x Federal Rate) + (PY Certified P-2 ADA x State Rate)
• P-1/P-2 (Feb-Jun): Total Funding = (PY Enrollment x Federal Rate) + (CY Certified ADA x State Rate)
• Admin Fee = Total Funding x Admin Contract Rate
• Total Current Year Allocation = Total Funding – Admin Contract Fee
• Admin Fees deducted from State Allocation only, but calculated on State and Federal Revenues
Fiscal Portal
https://app.edcoecharterselpa.org/FiscalPortal
• Can filter by LEA, by year
• Can export to Excel
• Must have credentials to access
Reporting to SELPA
<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Report Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 2023</td>
<td>7/14</td>
<td>Final 2022-23 Expenditure Reports (Federal, ERMHS, Low Incidence, Learning Recovery, Dispute Prevention)</td>
</tr>
<tr>
<td>August 2023</td>
<td></td>
<td>You’re off the hook this month. No items are due!</td>
</tr>
<tr>
<td>September 2023</td>
<td>9/8</td>
<td>Year-End Reports (MOE Actual, MOE Budget, Excess Cost, Subsequent Year Tracking)</td>
</tr>
<tr>
<td>October 2023</td>
<td>10/2</td>
<td>NPS/RTC Pool Budget Request (continuing placements)</td>
</tr>
<tr>
<td></td>
<td>10/6</td>
<td>Cash Advance Application</td>
</tr>
<tr>
<td></td>
<td>10/18</td>
<td>NPS/RTC Pool Expenditure Report</td>
</tr>
<tr>
<td></td>
<td>10/20</td>
<td>ADA/Enrollment Report #1</td>
</tr>
<tr>
<td>November 2023</td>
<td></td>
<td>You’re off the hook this month. No items are due!</td>
</tr>
<tr>
<td>December 2023</td>
<td>12/15</td>
<td>Prior Year Audits Due</td>
</tr>
<tr>
<td>January 2024</td>
<td>1/17</td>
<td>Expenditure Reports (Mid-Year/Fed #1, NPS/RTC Pool)</td>
</tr>
<tr>
<td></td>
<td>1/19</td>
<td>ADA/Enrollment Report #2</td>
</tr>
<tr>
<td>February 2024</td>
<td></td>
<td>You’re off the hook this month. No items are due!</td>
</tr>
<tr>
<td>March 2024</td>
<td>3/22</td>
<td>MOE Pre-Test</td>
</tr>
<tr>
<td>April 2024</td>
<td>4/17</td>
<td>Expenditure Reports (Fed #2, NPS/RTC Pool)</td>
</tr>
<tr>
<td></td>
<td>4/19</td>
<td>ADA/Enrollment Report #3</td>
</tr>
<tr>
<td>May 2024</td>
<td>5/1</td>
<td>Low Incidence Reimbursement Request</td>
</tr>
<tr>
<td>June 2024</td>
<td></td>
<td>You’re off the hook this month. No items are due!</td>
</tr>
</tbody>
</table>
Where to Report
Federal Funding Compliance
Year End & Maintenance of Effort

The close of each school year brings a flurry of activity at a time when attention spans are short but the need for focus and accuracy is acute.

One of the federal grant requirements is that federal revenue may supplement, but not supplant, revenue from state and local sources. In general, federal Maintenance of Effort (MOE) compliance requires an LEA receiving federal funds to spend the same amount from state and local sources each year prior to spending federal special education revenue. The Charter SELPA offers ongoing training and resource guides to assist Charters in meeting MOE testing. The required expenditure information to conduct this testing is submitted via the Fiscal Portal.

- Fiscal Portal Link
TWO PART REQUIREMENT

Federal resources must supplement NOT supplant State and Local resources.

Measured by “maintaining effort” from state and local resources from year to year.

Compliance Standard (Actual to Actual)
State and/or local expenditures, in the aggregate or on a per-pupil basis, must be at least as much in the current year as in the prior year.

To keep FEDERAL revenue.

Eligibility Standard (Actual to Budget)
State and/or local expenditures, in the aggregate or on a per-pupil basis, must be budgeted to be at least as much next year as in the current year.

To receive FEDERAL revenue.

MAINTENANCE OF EFFORT

Four Tests – Each year, at least one must be passed for each standard.

• **Actual to Actual (Compliance Standard)**
• **Actual to Budget (Eligibility Standard)**

1. State and local expenditures
2. State and local expenditures per SpEd pupil (test above / pupil count)
3. Local expenditures
4. Local expenditures per SpEd pupil (test above / pupil count)
Every year, MOE testing involves three years of special education expenditures. Expenditures coded to non-federal resources should be maintained or increased.
### The Four MOE Tests Example

<table>
<thead>
<tr>
<th></th>
<th>MOE Tests</th>
<th>State/Local Tests</th>
<th>Local Only Tests</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year of Comparison</strong></td>
<td>2017-18</td>
<td></td>
<td>2017-18</td>
</tr>
<tr>
<td><strong>Comparison Data</strong></td>
<td>61,200</td>
<td></td>
<td>14,970</td>
</tr>
<tr>
<td><strong>Allowable Exemptions (from below)</strong></td>
<td>0</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td><strong>Adjusted Comparison Data</strong></td>
<td>61,200</td>
<td></td>
<td>14,970</td>
</tr>
<tr>
<td><strong>Current Year State/Local</strong></td>
<td>74,932</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Variance: Comparison Year to Current Year</strong></td>
<td>13,732</td>
<td></td>
<td>-14,970</td>
</tr>
<tr>
<td><strong>If positive Met/if negative, Not Met</strong></td>
<td>Met</td>
<td></td>
<td>Not Met</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>State/Local Per Pupil Test (including Exemptions)</th>
<th>MOE Tests</th>
<th>State/Local Test (including Exemptions)</th>
<th>Local Only Test (including Exemptions)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year of Comparison</strong></td>
<td>2012-13</td>
<td>2017-18</td>
<td></td>
</tr>
<tr>
<td><strong>Comparison Data</strong></td>
<td>4,439</td>
<td>105</td>
<td></td>
</tr>
<tr>
<td><strong>Pupil Count</strong></td>
<td>141</td>
<td>143</td>
<td></td>
</tr>
<tr>
<td><strong>Adjusted Comparison Data</strong></td>
<td>4,439</td>
<td>105</td>
<td></td>
</tr>
<tr>
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<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td><strong>Variance: Comparison Year to Current Year</strong></td>
<td>-4,439</td>
<td>-105</td>
<td></td>
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<td>Not Met</td>
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<td>Not Met</td>
</tr>
</tbody>
</table>

* Per Subsequent Year Rule
MOE Exemptions

Use ‘em or lose ‘em!

1) Savings from the voluntary departure or departure for just cause of special education or related services personnel.

2) Savings from a decrease in the enrollment of children with disabilities.

3) Savings from an LEA no longer having the obligation to provide one or more exceptionally costly special education programs to student(s) because they:
   • Have left the jurisdiction of the LEA; or
   • Have reached the age at which the LEA is no longer required to provide free appropriate public education (FAPE) to the student(s); or
   • No longer need the program of special education

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

5) If an LEA’s federal award under IDEA has increased, the LEA may take 50% of the increase as an exemption, so long as the reduction is used for activities under the Elementary and Secondary Education Act (ESEA).
Federal Maintenance of Effort (MOE)

Exemptions

Qualifying exemptions lower expenditures in the comparison year.

This lowers the compliance bar that must be crossed in the current year.
<table>
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<tr>
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<td>2017-18</td>
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</tr>
<tr>
<td><strong>Comparison Data</strong></td>
<td>81,200</td>
<td>14,970</td>
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<tr>
<td><strong>Allowable Exemptions (from below)</strong></td>
<td>88,000</td>
<td>88,000</td>
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<tr>
<td><strong>Adjusted Comparison Data</strong></td>
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<tr>
<td><strong>Adjusted Comparison Data</strong></td>
<td>3,815</td>
</tr>
<tr>
<td><strong>Current Year State/Local per Pupil</strong></td>
<td>0</td>
</tr>
<tr>
<td><strong>Variance: Comparison Year to Current Year</strong></td>
<td>-3,815</td>
</tr>
<tr>
<td><strong>If positive Met/If negative, Not Met</strong></td>
<td>Not Met</td>
</tr>
</tbody>
</table>
### Subsequent Year Tracking Worksheet

#### Fiscal Year: 2019-20

<table>
<thead>
<tr>
<th>School Year</th>
<th>State and Local Total Amount</th>
<th>State and Local Total MOE Result</th>
<th>State and Local Per Capita Amount</th>
<th>State and Local Per Capita MOE Result</th>
<th>Local Only Total Amount</th>
<th>Local Only Total MOE Result</th>
<th>Local Only Per Capita Amount</th>
<th>Local Only Per Capita MOE Result</th>
<th>Enrolment</th>
<th>Result for Fiscal Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-12</td>
<td>$251,055.92</td>
<td>Pass</td>
<td>$4,280.26</td>
<td>Pass</td>
<td>$7,83</td>
<td>Pass</td>
<td>$8</td>
<td>$8</td>
<td>61</td>
<td>Pass</td>
</tr>
<tr>
<td>2012-13</td>
<td>$358,482.98</td>
<td>Pass</td>
<td>$4,932.64</td>
<td>Pass</td>
<td>$7,22</td>
<td>Pass</td>
<td>$8</td>
<td>$8</td>
<td>86</td>
<td>Pass</td>
</tr>
<tr>
<td>2013-14</td>
<td>$440,245.15</td>
<td>Pass</td>
<td>$4,122.64</td>
<td>Fail</td>
<td>$596.99</td>
<td>Fail</td>
<td>$8</td>
<td>$8</td>
<td>108</td>
<td>Pass</td>
</tr>
<tr>
<td>2014-15</td>
<td>$619,769.08</td>
<td>Pass</td>
<td>$4,885.22</td>
<td>Pass</td>
<td>$1,355.83</td>
<td>Pass</td>
<td>$8</td>
<td>$8</td>
<td>132</td>
<td>Pass</td>
</tr>
<tr>
<td>2015-16</td>
<td>$753,980.00</td>
<td>Fail</td>
<td>$10,464.00</td>
<td>Pass</td>
<td>$2,992.15</td>
<td>Pass</td>
<td>$8</td>
<td>$8</td>
<td>72</td>
<td>Pass</td>
</tr>
<tr>
<td>2016-17</td>
<td>$840,841.00</td>
<td>Fail</td>
<td>$7,722.00</td>
<td>Fail</td>
<td>$3,797.08</td>
<td>Fail</td>
<td>$8</td>
<td>$8</td>
<td>83</td>
<td>Pass</td>
</tr>
<tr>
<td>2017-18</td>
<td>$656,567.00</td>
<td>Fail</td>
<td>$8,700.00</td>
<td>Fail</td>
<td>$2,782.00</td>
<td>Fail</td>
<td>$8</td>
<td>$8</td>
<td>98</td>
<td>Pass</td>
</tr>
<tr>
<td>2018-19</td>
<td>$756,015.00</td>
<td>Fail</td>
<td>$8,495.00</td>
<td>Fail</td>
<td>$3,811.00</td>
<td>Pass</td>
<td>$8</td>
<td>$8</td>
<td>89</td>
<td>Pass</td>
</tr>
<tr>
<td>2019-20</td>
<td>$825,508.00</td>
<td>Comparison Year</td>
<td>$10,464.00</td>
<td>Comparison Year</td>
<td>$3,911.00</td>
<td>Comparison Year</td>
<td>$8</td>
<td>$8</td>
<td>89</td>
<td>Pass</td>
</tr>
</tbody>
</table>

The signature of authorized agent conveys agreement with and accuracy of the information provided.

<table>
<thead>
<tr>
<th>Signature of Authorized Agent</th>
<th>Date Signed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Printed Name and Title of Authorized Agent</td>
<td>Contact Person's Name, Email, and Telephone Number</td>
</tr>
</tbody>
</table>
MOE Decision Tree

TEST

PASS AT LEAST ONE TEST

- Review the percentage of increase
- Review budget year
- Can we pass more tests?

DON’T PASS

- Use of allocated and indirect costs
- Application of allowable exemptions
- Income Reallocation
Keep an eye on MOE...

- Reasonable cost reductions by pursuing efficiencies are obviously positive.
- Higher funding is, well, the Holy Grail.
- To the extent cost reductions or higher funding are coded to SpEd, factor in the MOE implications.
- SpEd is a dynamic program. Analyze and budget it that way.

Include in your considerations:

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

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

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

- General Ed Expenditures/Total Enrollment = General Ed Cost per Student
  - $4,000,000 Adjusted Gen Ed expenditures
  - 350 students
  - $4,000,000/350 = $11,429/Gen Ed student

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

- SpEd Student FTE x Gen Ed Cost per Student
  - 4.0 x $11,429 = $45,716
Excess Cost Calculation

- Excess Cost Floor = $45,716 in State and Local SpEd funds must be spent before Federal SpEd funds can be spent.

- Charter SELPA will perform this annual calculation on your behalf.

- CDE now requires the CFO/CBO of each LEA sign the calculation and the SELPA will submit to CDE.
MOE Reporting in the Fiscal Portal
TIME FOR A BREAK

Back @ 1:50
Mental Health Funding Compliance
Mental Health Expenditures

- Site-Based (Structured Therapeutic Program)
- NPS (Nonpublic School)
- RTC (Residential Treatment Center)

LEA Based Funding

Mental Health Funding

Student MH Services $/ADA

NPS/RTC/STP Student Based Funding
# Mental Health Providers

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

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

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

If an LEA opts to contract a service provider (i.e. private agency) via an NPA or NPS they must:

- Refer to the CDE’s approved list of NPA/NPS service providers to select a CDE-certified NPA/NPS.
- Complete a Master Contract between the LEA and the NPA/NPS.
- Complete an Individual Service Agreement (ISA) for each student that the NPA/NPS serves.

Sample MOUs and Current Year Master Contract/ISA: [https://charterselpa.org/fiscal/](https://charterselpa.org/fiscal/)

CDE’s NPA/NPS Requirements: [https://www.cde.ca.gov/sp/se/ds/npsacrtapp.asp](https://www.cde.ca.gov/sp/se/ds/npsacrtapp.asp)

CDE’s Current Certification List: [https://www.cde.ca.gov/sp/se/ds/](https://www.cde.ca.gov/sp/se/ds/)
Mental Health
Location of Services

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

SpEd Compliance: Significant Disproportionality
Significant Disproportionality

Definition

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

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

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

• If found Significantly Disproportionate, LEAs are required to use 15% of IDEA funds for Coordinated Early Intervening Services (CEIS). Also, the advantage of the increased federal grant MOE exemption is limited.

https://spptap.org/significant-disproportionality/
Coordinated Early Intervening Services (CEIS)

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

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

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

Disproportionality Prevention

- Implement and monitor systems for correct data entry and regular examination of data to ensure data integrity between student information systems (SIS, SEIS, and CALPADS).
- Implement and monitor processes and procedures for systemic behavior interventions, i.e. PBIS.
- Implement and monitor disciplinary policies, processes, and procedures that minimize suspensions and expulsions.
- Explore programs and practices that support alternatives to suspension and expulsion, i.e. Restorative Practices.
- Move towards inclusive practices to maximize opportunities for special education students in general education settings.
Final Thoughts

CONTACT SELPA BUSINESS TEAM

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

- **CEO Council Meetings**
  - Thursday, October 12, 2023 (Sacramento)
  - Thursday, May 23, 2024 (San Diego)

- **Fiscal Committee Meetings** (virtual)
  - Thursday, October 27, 2023
  - Thursday, June 06, 2024

- **Year-End Fiscal Workshop** (virtual)
  - Thursday, April 25, 2024

- **Program/Business Buzz Sessions** (virtual)
  - 30-minute sessions
  - You set the agenda
  - Email charterselpabusiness@edcoe.org to schedule.
Bonus Content
Thank you!

We look forward to working with you in the upcoming year.
Special Education Business Office Support

The Business Services Team supports school business teams and school partners by maximizing special education fiscal resources. Our commitment includes timely communication of budgetary issues and distribution of cash flow, hands-on assistance with compliance, educational opportunities, and access to SELPA fiscal professionals.

- Program Support
- Rtp Compliance & 403B
- Governing Pedi Council
- Sowing Committee

Special Education Base Funding (AB 602)

State apportionment and Federal grant revenues are passed through the SELPA to our partners throughout the year. The links below provide access to cash flow, budgeting, forecasting and federal grant reporting details.

BUSINESS OFFICE RESOURCES

- Allocation plan
- Accounting & Expenditure Guidance
- Fiscal Portal
- Fiscal Portal Help
- Fiscal Portal Role
- Federal Grant Accounting
- Fiscal Process Timelines
- Fiscal Update
- Master Contract and MOA Templates