



WSGV SELPA UPDATES

West San Gabriel Valley SELPA

August 2018

Program Updates (State):

CA Governor's Budget Trailer Bill Language

The Governor's Budget Omnibus Education Trailer Bill included substantial changes in the roles and responsibilities of the SELPA. Currently SELPAs function as advisory agencies to their Governance body, the changes and additions to the education code will increase the responsibilities and accountability of SELPAs. SELPAs are no longer simply advisory agencies.

SEC. 88. Section 56122 of the Education Code is amended to read:

Commencing July 1, 2020, each local plan shall include an annual assurances support plan. The purpose of the annual assurances support plan is to demonstrate how the special education local plan area and its participating agencies are coordinating for purposes of assuring effective outcomes for pupils with disabilities. The department shall develop a template for the annual assurances support plan by March 31, 2019.

SEC. 54. Section 52062 (a)(4) of the Education Code is amended to read:

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

SEC. 58. Section 52068 (5) of the Education Code is added to read:

(5) The *county superintendent of schools* shall consult with its special education local plan area administrator or administrators to determine that specific actions for individuals with exceptional needs are included in the local control and accountability plan or annual update to the local control and accountability plan, and are consistent with strategies included in the annual assurances support plan for the education of individuals with exceptional needs.

SEC. 66. Section 52073.2 of the Education Code is added to read:

- (a) The California Collaborative for Educational Excellence and department shall establish a process, administered by the department, to select, subject to approval by the executive director of the state board in consultation with the Department of Finance, special education local plan areas or consortia of special education local plan areas to serve as special education resource leads to work with lead agencies selected pursuant to Sections 52073 and 52073.1 and other county offices of education, to improve pupil outcomes as part of the statewide system of support pursuant to this article.
- (b) The process to select special education resource leads shall ensure that no more than 10 special education resource leads are selected to provide specific expertise on special education issues within the statewide system of support. At least three resource leads shall be selected in a manner to ensure statewide representation and focus directly on building special education local plan area capacity to support local educational agencies in achieving the goals, actions, and services identified in their local control and accountability plans. Special education resource leads shall be selected for a term not to exceed five years.

In This Issue

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- Compliance/Data Monitoring Updates
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DRDP Access Training

- The in-person training with DRDP Access and new online training model for DRDP are the **ONLY** options for staff.
- The online training is 1.5 to 2 hours plus approximately 1 hour to complete the demonstration of rating skills task. It includes seven modules. The in-person session is a 4 hour half-day session.
- In October and January, lists of staff trained will be sent to SELPA. Staff must pass two of the three demonstration skills to pass the training. If staff provide both infant and preschool services, staff would sign up for either the infant or preschool demonstration of skills.
- If staff do not pass, it is a suggestion to have local trainers provide coaching or have them complete the online module. The staff can retake the training in the spring. If staff do not pass the online or in-person training, they can still give the DRDP(2015), but the following year, staff who do not pass will need to take the training again.
- Next year, the module will be updated and provide more specific focus to address the needs of populations like English Learners. New staff would take the year one module.
- Visit <https://www.draccess.org> for additional information as well as in-person locations and online training access.

Disproportionality:

CDE is working to eliminate small n size (i.e. $n=1$). LEAs and those who are already notified for 17/18 will be notified that they are not disproportionate by CDE. CDE may consider providing technical assistance to these small LEAs by doing Ed. Benefit reviews.

Significant Disproportionality:

Identification: If an LEA is found to be disproportionate for three consecutive years in the same indicator and area, the LEA will be identified as Significant Disproportionality (Sig Dis). LEAs can be identified as Sig Dis if disproportionate in the same race/ethnicity for any area of discipline.

Methodology for Sig Dis Calculation:

Fiscal Year 2018-2019

Old Methodology for Data years 2014-2015, 2015-2016, and 2016-2017.

Fiscal Year 2019-2020

Old methodology for data year 2015-2016, new methodology for data years 2016-2017 and 2017-2018.

Fiscal Year 2020-2021

New methodology for data years 2016-2017, 2017-2018, and 2018-2019.

CASEMIS to CALPADS Transition

- Ungraded students are disappearing.
- IN CALPADS ungraded students must be coded as grade 12 (if rolled back into grade 12, they must now take the Science Assessment).
- Students must attempt to take the test one time (does not count towards proficiency or participation).
- Grade 13 will still exist in CASEMIS for 2018-2019.
- For ungraded elementary students, use grade of age or credits.
- Affirming IEP's– If an IEP is not affirmed, the data will not be captured for the December 2018 count.

CDS Codes

Changes to CDS codes– CDE is working on this issue with the department who oversees this.

- Starting in 19/20 all schools must have a valid CDS code.
- If an in-home school setting does not have a CDS code, they can use the district code.
- Private preschool students, state preschool, etc. that do not have a CDS code must use the LEA code.
- CDE will be “holding off” on collecting the NPA identifier.

State Form Updates

The State SELPA Forms Committee has submitted 17 form changes for the 2018-2019 school year. SEIS has started the work of implementing the new forms and is awaiting information from CDE regarding the confirmation of CALPADS code sets, error codes, and warnings. Updates regarding the release date of forms and revisions to the State Forms Manuals will be announced as the finalized CALPADS information is made available.

WSGV SELPA will work with districts to communicate changes to SEIS forms as changes are finalized and as we move through the CALPADS transition.

Recent SEIS Form Updates

Service Plan:

- ◇ “DOL” changed to “district of where the provide school is located (DOL); “DOR” spelled out.
- ◇ The district where the private school is located will provide the “services”, not “special education” services.
- ◇ IDEA– Individuals with Disabilities Education Act spelled out.

Other:

- ◇ CDE confirmed that Graduation Plan on Education Setting for grades 7 and up is no longer required and thus removed from form.
- ◇ Recommendation to have student legal name on all forms.

Fiscal Updates (State):

Special Education– 2018/2019 State Budget

- Unfortunately, there was no additional funding beyond COLA added to special education base funding. There were some items in the special education portion of the budget, however, they are one-time grants for specific purposes.
- 2.71% COLA (\$14.24 per ADA).
- \$10 million ongoing for up to 10 SELPAs selected by the California Collaborative for Education Excellence (CCEE) and CDE to provide technical assistance to local educational agencies. The RFP is not out yet.

The **RS/PS funds** will now be “pulled out” again as a separate line item. **This is not new money** it will just be pulled from the base. This causes the Statewide Target to drop from \$540.99 to \$525.44 to begin 2018-2019. After the 2.71% COLA is applied, the new Statewide Estimated Target will be \$539.68 for 2018-2019. Our SELPA will receive and estimated \$1,444,190.00. These funds are provided for the operation of the SELPA and will be determined after P-1 in February.

SEC. 99. Section 56836.23 of the Education Code is amended to read: 56836.23. Funds for regionalized operations and services and the direct instructional support of program specialists shall be apportioned to the special education local plan areas. As a condition of receiving these funds, the special education local plan area shall ensure that all functions listed below are performed in accordance with the description set forth in its local plan adopted pursuant to Section 56205. (1) Coordination of the special education local plan area and the implementation of the local plan.

Fiscal Updates Continued...

Grants

- \$75 million (one-time) for Teacher Residency Grant Program. These grants will be administered through the Commission on Teacher Credentialing.
 - *\$50 million aimed at prospective Special Education Teachers
 - *\$25 million for STEM and bilingual teachers
- \$50 million (one-time) for the Local Solutions Grant Program to attract and retain Special Education Teachers.
- \$167.2 million for an Inclusive Education Expansion Grant. This is for competitive grants to increase availability of inclusive education and care for children 0-5. The funds can only be used for facilities, equipment, or staff development.

Special Education 2017-2018 P-2 Funding Exhibits

- Section A – 1.56% (\$8.3098) was added to the 2016-2017 statewide target. Statewide target rate is \$540.99.
- Section B – Deficit proration factor increased from 0.9684350330 at P-1 to 0.9756017071 at P-2. There is still a 2.44% deficit as a result of a \$73.51 million shortfall in funding.
- Section C – 1.56% COLA.
- Section E – NS SELPA RS/PS had COLA applied. \$15.52019659 at P-2.
- Section F – Low Incidence \$437.3768715524 per LI pupil (Primary/Secondary Disability).
- Section G – Out of Home Bed – still funded on counts from December 2016 with addition of 1.56% COLA.
- Infant Program – 1.56% COLA added to rates.
 - ◇ SDC - \$59,832
 - ◇ RSP - \$63,082
 - ◇ DIS - \$59,090
 - ◇ Aide - \$24,296

Fiscal Due Date Reminders

August 15, 2018:

2017-2018 Excess Cost Worksheet Due

August 25, 2018:

2017-2018 Regional Cost Worksheets Due

Additional Reminder:

Districts should verify they have met their Special Ed MOE before closing books for 2017-2018

Mental Health Funds

- ◆ **Federal**– Resource Code #3327 funds are paid only on a reimbursement basis through submission of expenditure reports. If you haven't spent the funds by September 30, 2018, you will need to submit the required budget plan to CDE.
- ◆ **State**– Resource Code #6512 is paid in 3 payments. 50% is paid in the fall and 25% in the spring based upon P-2 of the prior year. The remaining 25% should be paid in July and will include a "settle up" to allocate the entire year's funding based upon P-2 2018.