YOLO COUNTY SELPA SUPERINTENDENTS’ COUNCIL MEETING
Yolo County Office of Education, Community Room
March 6, 2023, 8:30 AM
SUPERINTENDENTS’ COUNCIL MEETING
AGENDA

March 6, 2023 – 8:30AM
Yolo County Office of Education
Community Room

1. CALL TO ORDER

2. CONSENT ................................................................. Action
   2.1 APPROVE March 6, 2023, Agenda
   2.2 APPROVE November 7, 2022, Meeting Minutes

3. RECOGNITION OF VISITORS/STAFF...................... Information
   This item is placed on the agenda for providing visitors the opportunity to address the Superintendents’ Council on any item(s) of business that does not appear on the formal agenda. Visitors may also request recognition from the chairperson to address the Superintendents’ Council.

4. YOLO SELPA BUSINESS........................................ Information
   4.1 Discuss Legal Training Series Professional Development
   4.2 Discuss New Special Education Credentials
   4.3 Discuss CALPADS Fall 1 Process
   4.4 Discuss Equity Disproportionality & Design Project
   4.5 Discuss Learning Recovery/Dispute Prevention Expenditures
   4.6 Discuss IEP Implementation Monitoring
   4.7 Discuss Alternative Pathways to Diploma
   4.8 Discuss CAC Annual Awards Nomination Process

5. YOLO SELPA POLICIES.......................................... Information
   5.1 Discuss Mental Health Fund Allocation Policy

6. SELPA DIRECTOR REPORT.................................. Information
   6.1 Discuss Governor’s Proposed Budget and Trailer Bill Language
   6.2 Present State SELPA Report

7. ADJOURMENT......................................................... Action

NEXT REGULAR MEETING:
May 1, 2023 – 8:30AM
Yolo County Office of Education
Community Room
SUPERINTENDENTS’ AGENDA PACKETS ARE AVAILABLE FOR REVIEW AT THE FOLLOWING LOCATIONS:

- Five calendar days prior to the meeting, a full packet is available for review at the Yolo County SELPA Reception Desk 1280 Santa Anita Court, Suite #150, Woodland, CA. (8:00 a.m-5:00 p.m., Monday through Friday, excluding County Office of Education holidays).
- Agenda documents distributed to the Superintendents’ Council less than 72 hours before the meeting will be made available at the Yolo County SELPA Reception Desk, 1280 Santa Anita Court, Suite #150, Woodland (8:00 a.m-5:00 p.m., Monday through Friday, excluding County Office of Education holidays).
  [Government Code § 54957.5]
- Superintendents’ Council agendas are posted outside the YCOE Administrative Office building at 1280 Santa Anita Court, Suite #100, in a weather-protected glass case, at the Yolo County SELPA Office Suite #150 and at all district sites, and posted on the County Office website: http://www.ycoe.org/depts/selpa

In compliance with the Americans with Disabilities Act, if you need special assistance to access the Superintendents’ Council meeting room(s) or to otherwise participate at this meeting, including auxiliary aids or services, please contact the Yolo County SELPA Office at 530-668-3786 and ask for Andrea Barajas. Notification at least 48 hours prior to the meeting will enable the office to make reasonable arrangements to ensure accessibility to the meeting(s). (Government Code § 54954.2)

NOTE: Per the Brown Act, discussion may take place and action may be taken on items not posted on the agenda only under certain circumstances and following certain procedures (EC 54956.5; 54954.2). The Superintendents’ Council has the option to take action on any item(s) listed on the agenda for information.
1.0 CALL TO ORDER
Superintendent Lewis called the meeting to order at 8:34 a.m.

2.0 CONSENT
2.1 Approval of November 7, 2022, Agenda
2.2 Approval of September 12, 2022, Meeting Minutes

Superintendent Goennier made a motion to approve the November 7, 2022, agenda and September 12, 2022, meeting minutes.
Superintendent Best seconded the motion.

Discussion: None

The motion carried.
Ayes: 5
Absent: 1 (Hildreth)
Noes: None

3.0 RECOGNITION OF VISITORS/STAFF

There were no visitors, and the staff was welcomed by the council.

4.0 Yolo SELPA Business

4.1 Approve Behavior Emergency Report (BER) Form
Assistant Superintendent McGrew is seeking approval for the Behavior Emergency
Report (BER) form. Assistant Superintendent McGrew went over the difference between the new and the old BER forms. The report is to be filled out if a student has been restrained. The updated form is much more descriptive, and it has a check list to assist people on filling out the form. Training will be organized if the form is approved. Assistant Superintendent McGrew proposes an edit, the removal of “and Non-Public Schools” in the first paragraph. It was discussed and explained that Non-Public schools are required to have state approved behavior training, but it does not have to be the same as what is used in the districts. Assistant Superintendent McGrew recommends that the communication memo regarding behavioral emergencies and interventions be shared with special education staff and general education staff.

Superintendent Best made a motion to approve the Behavior Emergency Report Form with the proposed edit.
Superintendent Girimonte seconded the motion.

Discussion: None

The motion carried.

Ayes: 5
Absent: 1 (Hildreth)
Noes: None

4.2 Discuss California Department of Education Small LEA and IEP Implementation Monitoring
Assistant Superintendent McGrew shared that the California Department of Education (CDE) had implemented some new monitoring for small LEAs and IEP implementation monitoring as a result of a lawsuit that was filed against the state. CDE was found to be out of compliance with their last state performance plan. The small LEA monitoring is based on the contention that CDE was not capturing information about all students with disabilities. A small LEA is defined as serving 1 less than 100 students with disabilities. Charter Schools are LEAs and there are currently about 1,500 Charter Schools in California. The 1,500 Charters will be monitored in three phases. CDE is currently working directly with the LEA’s administrators. Yolo County has one charter school that will be involved in the monitoring in phase A during the 2022-23 school year. The policy and procedure review will be due December 5th; an educational benefit review will be due January 30th; and a compliance review will be due in the Spring. McGrew has communicated with the administration from the Science and Technology Academy and offered assistance.
The new IEP Implementation monitoring also came from the lawsuit a lot of and we are waiting for more guidance from CDE. What is known, as stated in the lawsuit, is that CDE is going to be looking at IEP Implementation Data by percentage. There are some concerns about how teachers will be collecting the data, but it is likely that attendance records will be used for this.

4.3 Discuss West Ed Report
Assistant Superintendent McGrew shared that there are SELPAs with one district and multiple districts and that Yolo County SELPA is a multi-district SELPA. A task force in 2015 put out a report that recommended policy and practice improvements for students with disabilities and questioned if the current funding model, with funds going through the SELPA should still be used. Senate Bill 74 required CDE to do a study to examine the governance and accountability structures in place for students with disabilities. They contracted with West Ed and one of the things that was recommended was to remove the section in Ed Code that requires a district to be part of a SELPA, but there is no current legislation to do this. If SELPAs are not required, there is a concern that there will be a lack of equity and access for students, especially in rural districts. The local control of funds is part of the rational for not having the need of SELPAs.

Superintended Best added that because the report was done in Southern California where large districts already have their own SELPAs that medium and small districts need to be part of consortium if not in a SELPA.

4.4 Discuss Special Education Review/Inclusion
Assistant Superintendent McGrew went over the review process. Reviews are typically conducted by neutral consultant groups. Quantitative and qualitative data is collected and based on that they make recommendations. Part of the many reviews is the current inclusive practices for students with disabilities. Districts are in different places in terms of implementing inclusive practices. Inclusion promotes equity, it increases student outcomes in the areas of academics, social skills, communication, and self-advocacy, students who are included feel safe which is important for students to learn and is also the law.

Superintendent Best shared that Davis JUSD is looking at three big buckets. One is determining what inclusion means and how they are going to actualize it. Second is the need for training for general education staff to increase consistency and alignment in the general education instructional program. Finally, transparency on how things will be done by writing down all protocols and having trainings on those items. By December there should be a more holistic implementation plan.
Senate Bill 1113 was vetoed and will be reintroduced in some form. The bill included inclusive practices. In response to the veto, SELPA Administrators of California adopted Resolution Number 22/23/-01 for the importance of inclusive practices. Assistant Superintendent McGrew will generate inclusive questions, in preparation to host a “deep dive” regarding inclusion, to look at the spectrum of inclusion, and how do we make it work.

5.0 SELPA Director Report

5.1 State SELPA Fiscal and Legislative Report
Assistant Superintendent McGrew shared that Senate Bill 1113 was vetoed. The Governor’s reason for the veto was the concern of adding cost to future budgets as revenue is slowing down. He encouraged incorporating Universal Design for Learning (UDL) in the next update of administrators credentialing requirements. We should see another version of this bill in the next legislative cycle.

Senate Bill 1057 (Omnibus Trailer Bill) amends the Ed Code to remove the penalties for not following the Brown Act rule of needing to have the Community Advisory Committee (CAC) meeting in-person only. This will allow the CAC meetings to be hybrid (virtual and in-person). The meeting is still to follow all the other rules of a Brown Act meeting. This will allow more access for staff and parents.

Senate Bill 882 will have peace officers go through training to improve the interaction between people with intellectual and developmental disabilities and law enforcement.

Assembly Bill 1655 this bill recognized Juneteenth as a State Holiday. This is to commemorate the emancipation of slaves in Texas on June 19, 1865. Employees get time off with pay and schools are closed in observance of the holiday.

Assistant Superintendent McGrew will keep a look out for the Governor’s budget in January. Proposition 98 funding revenue is coming in lower than expected. We are not likely to be impacted heavily, but it is important to start planning for future years with less revenue.

SELPA administrators Association of California and the Coalition for Adequate funding for Special Education sent a letter to the Governor and the Superintendent of Public Instruction with recommendations for immediate action to remove barriers for the employment of special education staff.

6.0 Adjournment

Superintendent Lewis asked for a motion to adjourn. 9:14 a.m.
Superintendent Goennier made a motion to adjourn.
Superintendent Best seconded the motion.
Discussion: None

The motion carried unanimously.

Ayes: 5
Absent: 1 (Hildreth)
Noes: 0

Superintendent Lewis adjourned the meeting at 9:14 a.m.

DATE, TIME, AND PLACE OF NEXT SCHEDULED MEETING
January 9, 2023, 8:30 AM
Yolo County Office of Education

Respectfully submitted by Andrea V Barajas, Administrative Assistant
DATE: 3/6/2023

ITEM: 4.1

TOPIC: Discuss Legal Training Series Professional Development

PURPOSE: Information

PRESENTER: Patrick McGrew

ATTACHMENTS: YES( ) NO(X)

FISCAL IMPACT: None

BACKGROUND: The SELPA offered a legal training series that was conducted by Jan Tomsky, Partner at F3 Law. The trainings were as follows:

<table>
<thead>
<tr>
<th>Title</th>
<th>Date</th>
<th>Time</th>
<th>Format</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Role of the Administrator or Admin. Designee</td>
<td>10/20/2022</td>
<td>8:30-10:30</td>
<td>In-person</td>
</tr>
<tr>
<td>Special Education Foundations</td>
<td>10/24/2022</td>
<td>3:30-5:00</td>
<td>Virtual</td>
</tr>
<tr>
<td>Compliant IEPs</td>
<td>11/8/2022</td>
<td>3:30-5:00</td>
<td>Virtual</td>
</tr>
<tr>
<td>Eligibility – What does it mean to need Special Education?</td>
<td>11/15/2022</td>
<td>3:30-5:00</td>
<td>Virtual</td>
</tr>
<tr>
<td>Assessment Reports</td>
<td>2/17/2023</td>
<td>8:30-10:30</td>
<td>In-person</td>
</tr>
</tbody>
</table>
The legal professional development series addressed areas of special education that are fundamental to legal compliance and that will help districts conduct legally compliant and effective IEP meetings.

**ASSISTANT SUPERINTENDENT RECOMMENDATION:** N/A

**JOINT PAC/CBO REVIEW DATE AND RECOMMENDATION:** N/A
DATE: 3/6/2023
ITEM: 4.2
TOPIC: Discuss New Special Education Credentials
PURPOSE: Information
PRESENTER: Patrick McGrew
ATTACHMENTS: YES(X)   NO( )

FISCAL IMPACT: N/A

BACKGROUND:
The amendments and additions to Title 5 of the California Code of Regulations pertaining to the Education Specialist Teaching and Services Credentials have been approved by the Office of Administrative Law. The regulations have an effective date of July 1, 2022.

The Education Specialist Instruction Credential authorization structure has been updated to provide more flexibility in meeting the needs of students with disabilities while complying with federal guidelines relating to disability categories.

The seven Education Specialist Instruction Credential areas that previously existed have been reorganized into five areas, eliminating the separate credentials for Language and Academic Development (LAD) and Physical and Health Impairments (PHI) while building preparation for these areas into the remaining five credential authorizations. The five new authorization areas include:

- Mild to Moderate Support Needs (MMSN)
- Extensive Support Needs (ESN)
• Deaf and Hard-of-Hearing (DHH)
• Visual Impairments (VI)
• Early Childhood Special Education (ECSE)

The most significant changes are reflected in the preparation for the new Mild to Moderate Support Needs (MMSN) credential, which replaces the Mild/Moderate Disabilities credential, and the new Extensive Support Needs (ESN) credential, which replaces the Moderate/Severe Disabilities credential. These changes reflect a broader scope of preparation for candidates.

• The MMSN and the ESN credentials share a common base of preparation in the universal teaching performance expectations (TPEs) and in disability categories except for deafblind which is only covered in the ESN credential.
• The preparation for autism spectrum disorders (ASD) and English learner (EL) authorization remain embedded within the preparation programs.
• The MMSN and ESN credentials include enhanced language acquisition and development, and knowledge, skills, and abilities in the areas of orthopedic impairment and traumatic brain injury, that prepare candidates to support students’ individual learning needs across the authorized disability categories.

Bridge Added Authorizations

• The regulations also include specifications for bridge added authorizations which will be available to existing Education Specialist Mild/Moderate Disabilities, Moderate/Severe Disabilities, or Early Childhood Special Education (or their equivalent authorizations) credential holders who may want to earn the equivalent authorization to the new credential.

The requirements for an Education Specialist Bridge Authorization: Mild to Moderate Support Needs, Extensive Support Needs, or Early Childhood Special Education include the following:

• Possession of the appropriate prerequisite authorization aligned with the appropriate bridge authorization.
• Completion of the additional content identified in the newly adopted Teaching Performance Expectations that represent the content not covered during the initial preparation.
• Additional content may be verified or completed by one of the following options
  o Completion of coursework
  o Completion of professional development
  o Confirmation of prior knowledge and experience via observational data, a portfolio submission, video demonstration, a performance assessment, or another means to show demonstrated competence approved by the employing Local Education Agency (LEA).
Applications for the Bridge Authorization must be submitted directly by the educator, as these authorizations are not available through CTC Online and cannot be submitted as recommendations. To apply for the Bridge Authorization, candidates must submit the following:
  - Application form 41-4.
  - Processing Fee
  - Verification the applicant has completed the additional content specific to their credential.

The Bridge Authorization will remain valid as long as the prerequisite credential remains valid.

An Early Childhood Special Education (ECSE) added authorization is also available which allows the holder to serve in ages birth through kindergarten.

ASSISTANT SUPERINTENDENT RECOMMENDATION: N/A

JOINT PAC/CBO REVIEW DATE AND RECOMMENDATION: N/A
DATE: June 30, 2022

TO: All Individuals and Groups Interested in the Activities of the Commission on Teacher Credentialing

FROM: Mary Vixie Sandy
        Executive Director
        Commission on Teacher Credentialing

SUBJECT: Implementation of the New Preliminary Education Specialist Credentials

Summary
The amendments and additions to Title 5 of the California Code of Regulations pertaining to the Education Specialist Teaching and Services Credentials have been approved by the Office of Administrative Law. This correspondence specifically addresses the changes to the Education Specialist Teaching Credential Requirements. The regulations have an effective date of July 1, 2022.

Separate correspondences (Credential Information Alerts) regarding the regulations concerning the Education Specialist Teaching Credential authorization and assignment options, out-of-state and out-of-country prepared applicants, and the bridge added authorizations, as well as information related to recommending candidates for these credentials were also released to provide additional details. Links to these correspondences may be found in the References section on the last page of this Coded Correspondence.

Key Provisions
The special education regulations reduced the number of preliminary education specialist credentials offered from seven to the following five:

- Mild to Moderate Support Needs (MMSN)
- Extensive Support Needs (ESN)
- Deaf and Hard-of-Hearing (DHH)
The most significant changes are reflected in the preparation for the new Mild to Moderate Support Needs credential, which replaces the Mild/Moderate Disabilities credential, and the new Extensive Support Needs credential, which replaces the Moderate/Severe Disabilities credential. These changes, summarized below, reflect a broader scope of preparation for candidates.

1. The MMSN and the ESN credential share a common base of preparation in the universal teaching performance expectations (TPEs) and in disability categories with the exception of deafblind which is only covered in the ESN credential.
2. Transitional Kindergarten (TK) and Kindergarten (K) for students with disabilities and orthopedic impairment is now included in the new authorization of the Education Specialist: Early Childhood Special Education (ECSE) credential.
3. Authorization statements for the DHH and VI credentials remain the same. The Teaching Performance Expectations (TPE) and Program Standards for these candidates and programs were updated to reflect current theory and practice.
4. The preparation for Autism Spectrum Disorders (ASD) and English learner (EL) authorization remain embedded within the preparation programs.
5. MMSN and ESN credentials include enhanced language acquisition and development, and knowledge, skills, and abilities in the areas of orthopedic impairment and traumatic brain injury, that prepare candidates to support students’ individual learning needs across the authorized disability categories.
6. All (MMSN and ESN) candidates must take and pass a Commission-approved performance assessment prior to being recommended for a preliminary credential.
7. All (DHH, VI and ECSE) candidates newly enrolled after July 1, 2023, will be required to complete a Commission approved performance assessment prior to being recommended for a preliminary credential.

Along with the changes to the credential structure, the adoption of the regulations signals the implementation of the 2018 Education Specialist Program Standards and Teaching Performance Expectations (TPE) which outline the requirements for preparation for approved educator preparation programs and candidates within those programs. These standards and TPE include requirements around clinical practice hours and the requirement of passing a Commission-approved teaching performance assessment.

**Bridge Added Authorizations**
The regulations also include specifications for bridge added authorizations which will be available to existing Education Specialist Mild/Moderate Disabilities, Moderate/Severe Disabilities, or Early Childhood Special Education (or their equivalent authorizations) credential holders who may want to earn the equivalent authorization to the new credential. Details related to the requirements for earning the bridge added authorizations can be found in [Credential Information Alert 22-07](#). Interested individuals will have multiple options to complete the additional content identified in the new teaching performance expectations (TPE).
that represent the content not covered during their initial preparation. *No existing Education Specialist credential holder is required to earn the bridge added authorization unless they wish to expand the scope of their existing special education credential.* In addition, the pathways to the bridge added authorizations, including coursework and professional development, will not be part of an approved program sponsor’s accreditation activities.

*Educators Prepared Outside of California*

The regulations also updated the requirements for educators who were prepared in another state or country to teach in a special education setting. The changes, outlined in [Credential Information Alert 22-09](#), will align these educators with California prepared educators by resulting in the issuance of a Preliminary Education Specialist Credential instead of a Level I credential. Additionally, the requirement that educators who hold a generic or non-disability specific special education credential that was earned outside of California must complete additional content was removed from the requirements. As such, these credentials may now be considered comparable to the California MMSN, ESN, or ECSE credentials.

*Language Academic Development and Physical Health Impairment Programs and Candidates*

With the addition of enhanced language acquisition and development and the knowledge, skills and abilities in the areas of orthopedic impairment and traumatic brain injury in the new MMSN and ESN credentials, the Language and Academic Development (LAD) and Physical Health Impairment (PHI) authorizations are being phased out. Any individual who holds an Education Specialist credential with a LAD or PHI authorization will continue to hold a valid credential for as long as the credential is renewed. After July 1, 2022, all Commission-approved educator preparation programs offering the LAD or PHI credential must teach out their candidates and no new candidates may enroll in these programs. The Commission will no longer issue the LAD or PHI credentials after July 1, 2026. All Commission approved programs offering the LAD and/or PHI Preliminary credentials are required to notify any candidate currently enrolled or previously enrolled but who has not yet completed the program of the established sunset date.

*Sunset Date to issue Preliminary Education Specialist Credentials under the 2008 Program Standards*

Effective July 1, 2026, Commission approved educator preparation programs will no longer be able to recommend candidates for a Preliminary Mild to Moderate Disabilities, Preliminary Moderate to Severe Disabilities, or an Early Childhood Special Education credential as aligned to the 2008 Education Specialist Program Standards. This sunset date was established to allow candidates newly enrolled in integrated teacher preparation programs, intern preparation programs, and candidates who may have an interruption in their preparation program to complete the program they started. All approved educator preparation programs should notify candidates currently enrolled and those who have yet to complete the Preliminary Mild to Moderate Disabilities or the Moderate/Severe Disabilities program of the impending sunset date.
Important Dates
New Education Specialist program standards and TPEs take effect July 1, 2022, as per regulations.

Approved educator preparation programs will no longer be able to recommend candidates for the Preliminary Education Specialist Mild/Moderate Disabilities, Moderate/Severe Disabilities, Physical Health Impairments, and Language and Academic Development credentials after September 1, 2026.

Background
In 2018, the Commission approved a new Education Specialist credential structure reducing the number of preliminary credentials from seven to five. Teaching Performance Expectations (TPE) for each of the five preliminary Education Specialist credential areas (Mild to Moderate Support Needs, Extensive Support Needs, Early Childhood Special Education, Deaf and Hard of Hearing, and Visual Impairments) have also been adopted. The new Education Specialist program standards focus on what programs must offer to candidates including clearly defined expectations for clinical practice, while the TPE define the knowledge and skills each candidate must have prior to recommendation for the preliminary teaching credential. In an effort to provide existing credential holders with the opportunity to obtain the new authorization, a bridge authorization was developed.

Sources
Education Code sections: 44225, 44225(b), 44225(d), 44225(e), 44225(g), 44225(l), 44227(a), 44227(b), 44227.7, 44251, 44252, 44252(b), 44252.1, 44253.2(a), 44253.2(b), 44253.2(c), 44253.2(d), 44253.3, 44256(c), 44259, 44259.5, 44259.7, 44265, 44265.3, 44265.5, 44268, 44274.2, 44275.4, 44280, 44281, 44283, 44310, 44325, 44326, 44335, 44339, 44340, 44341, 44343, 44373, 44373(c), 44452, 44453, 44454, 44455, 44461, 44465, 56031, 56360, 56361, 56365, and 56366

References
Agenda Item 2B – Pathways for Current Education Specialist Credential Holders Interested in Earning the New Education Specialist Credential

Education Specialist Program Standards and TPE (2018)

Summary of New Preliminary Education Specialist Credentials

Credential Information Alert 22-06: Expanded Education Specialist Authorization Instruction Credential Assignments

Credential Information Alert 22-07: Special Education Bridge Authorization

Credential Information Alert 22-08: Education Specialist Recommendation Via CTC Online

Credential Information Alert 22-09: Special Education Requirement Update for Out of State and Out of Country Applicants
Contact Information
credentials@ctc.ca.gov for questions related to education specialist credentials
specialeducation@ctc.ca.gov for questions related to educator preparation programs
Summary:
At the April 2022 Commission meeting, the Commission approved a regulatory package regarding changes to the Education Specialist Credential. The Office of Administrative Law (OAL) approved the package and several updates to the Education Specialist Credential will go into effect on July 1, 2022. This CIA covers the new bridge authorizations that will allow individual credential holders to earn the full breadth of the new authorizations while holding previously issued Education Specialist authorizations.

Key Provisions:
An individual who possesses a full Preliminary or Clear Mild/Moderate, Moderate/Severe, or Early Childhood Education Specialist Credential that includes autism preparation, or their equivalent, may apply for an Education Specialist Bridge Authorization. The Bridge Authorization is an added authorization that is an option for special education credential holders whose credential was issued prior to the new standards and is intended to result in these credential holders having authorizations that are equivalent in scope to the new Early Childhood Special Education (authorization code ECES), Mild to Moderate Support Needs (authorization code MMSN), and Extensive Support Needs (authorization code ESN) authorizations. Educators who hold a credential authorizing special education instruction that was issued under older standards and does not include the autism preparation must also hold the added authorization in autism spectrum disorders to be considered equivalent.

The requirements for an Education Specialist Bridge Authorization: Mild to Moderate Support Needs, Extensive Support Needs, or Early Childhood Special Education include the following:

1. Possession of the appropriate prerequisite authorization aligned with the appropriate bridge authorization.
a. For MMSN, must hold an Education Specialist credential authorized in Mild/Moderate Disabilities or its equivalent.

b. For ESN, must hold an Education Specialist credential authorized in Moderate/Severe Disabilities or its equivalent.

c. For ECSE, must hold an Education Specialist credential authorized in Early Childhood Special Education or its equivalent.

2. Completion of the additional content identified in the newly adopted Teaching Performance Expectations (see Appendix B) that represent the content not covered during the initial preparation. Additional content may be verified or completed by one of the following options (see Appendix A):

a. Completion of coursework
   i. Verified through a Commission-approved Preliminary Education Specialist Program Sponsor.
   ii. The program should provide the candidate with a completed form CL-XXX or a letter on letterhead, signed by the Authorized Submitter or Authorized Designee, confirming that the individual has completed the content to qualify for the Bridge Authorization in the appropriate area.

b. Completion of professional development
   i. Verified by an approved Preliminary Education Specialist Preparation Program, a Local Education Agency (LEA), a Special Education Local Planning Area (SELPA), or state educational agencies that develop and adopt professional development aligned to the required content.
   ii. The LEA, SELPA, or state educational agency should provide the candidate with a completed form CL-904 or a letter on letterhead confirming that the individual has completed the content to qualify for the Bridge Authorization in the appropriate area. The verification should be signed by an Authorized Submitter, the SELPA director, or the head of human resources as appropriate for the office providing the professional development.

c. Confirmation of prior knowledge and experience via observational data, a portfolio submission, video demonstration, a performance assessment, or another means to show demonstrated competence approved by the employing Local Education Agency.
   i. Verified by the credential holder’s employing Local Education Agency.
   ii. The LEA should provide the candidate with a completed form CL-904 or a letter on letterhead confirming that the individual has completed the content to qualify for the Bridge Authorization in the appropriate area. The verification should be signed by an Authorized Submitter, Authorized Designee, or the head of human resources as appropriate for the office providing the professional development.
Note: Coursework and professional development for the Bridge Authorization will not be part of an approved program sponsor’s accreditation activities. It is the responsibility of the verifying agency to ensure alignment with the additional content from the newly adopted Teaching Performance Expectations.

Applications for the Bridge Authorization must be submitted directly by the educator, as these authorizations are not available through CTC Online and cannot be submitted as recommendations. To apply for the Bridge Authorization, submit the following:

1. Application form 41-4.
2. Processing Fee
3. Verification the applicant has completed the additional content specific to their credential.

**Bridge authorizations will only be available as paper submissions.** To facilitate the submission of these applications the Commission has release form CL-904 which can be used to verify completion of the requirements listed above. The form is available to all, but it is not required. A preparation program, LEA, or other agency authorized to confirm the requirements for the bridge authorization were met may submit confirmation on letterhead signed by an authorized individual in lieu of the form.

The Bridge Authorization will remain valid as long as the prerequisite credential remains valid.

To assist in determining if an individual has met the additional content required for the Bridge Authorization(s) two appendices are included below. Appendix B outlines the specific content in the new TPEs that would not have been covered in a credential holders’ initial preparation. Appendix C is a sample worksheet provided as a guide to how a local verifying agency could evaluate for the requirements. Links to the fillable versions of that worksheet can be found in the References section.

**Important Dates:**
The Bridge Authorization requirements will be effective July 1, 2022.

**Sources:**
Title 5 California Code of Regulations § 80048.6

Title 5 California Code of Regulations §80048.10

**References:**
CIA 21-06 – Education Specialist – Assignments
https://www.ctc.ca.gov/docs/default-source/credentials/alerts/2022/cia-22-06.pdf

CIA 21-08 – Education Specialist – Online Submissions
https://www.ctc.ca.gov/docs/default-source/credentials/alerts/2022/cia-22-08.pdf
CIA 21-09 – Education Specialist – OOS and OOC

CL-905 – ECSE Verification Worksheet
https://www.ctc.ca.gov/docs/default-source/cig-leaflets/cl905.pdf

CL-906 – ESN Verification Worksheet
https://www.ctc.ca.gov/docs/default-source/cig-leaflets/cl906.pdf

CL-907 – MMSN Verification Worksheet
https://www.ctc.ca.gov/docs/default-source/cig-leaflets/cl907.pdf

Contact Information:
Questions concerning adding or modifying access to CTC Online should be directed to ctconline@ctc.ca.gov.

Credential questions can be directed to the Commission’s Information Services Unit at credentials@ctc.ca.gov.
Appendix A

Verifying additional preparation aligned with updated Teacher Performance Expectations

Any one of these three routes, or a combination of these routes, could be used to verify that existing Education Specialists have mastered the additional/modified preparation content, as reflected in the applicable updated TPEs.

<table>
<thead>
<tr>
<th>Pathways/Verifying Agencies</th>
<th>Coursework</th>
<th>Professional Development</th>
<th>Demonstrated Competence</th>
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<tbody>
<tr>
<td>Approved Preliminary Education Specialist Teacher Preparation Programs (IHEs)</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Approved Preliminary Education Specialist Teacher Preparation Programs (LEAs)</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Local Education Agencies (without an approved program)</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Statewide Agencies</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>
Appendix B

Additional content identified in the newly adopted Teaching Performance Expectations that represents the content not covered during the teacher's initial preparation.

**Mild to Moderate Support Needs (7 TPE elements):**

MM 2.2 Demonstrate the ability to support the movement, mobility, sensory and specialized health care needs required for students to participate fully in classrooms, schools and the community. Organize a safe environment for all students that include barrier free space for independent mobility, adequate storage and operation of medical equipment (as appropriate) and other mobility and sensory accommodations.

MM 2.3 Demonstrate the ability to address functional limitations of movement and/or sensation for students with orthopedic impairments who may have a co-existing health impairment and/or intellectual disability but have difficulty accessing their education due to physical limitations.

MM 2.11 Demonstrate the knowledge, skills and abilities to understand and address the needs of the peers and family members of students who have sustained a traumatic brain injury as they transition to school and present with a change in function.

MM 3.3 Demonstrate comprehensive knowledge of atypical development associated with various disabilities and risk conditions (e.g. orthopedic impairment, autism spectrum disorders, cerebral palsy), as well as resilience and protective factors (e.g. attachment, temperament), and their implications for learning.

MM 4.5 Demonstrate knowledge of core challenges associated with the neurology of open or closed head injuries resulting in impairments and adjust teaching strategies based upon the unique profile of students who present with physical/medical access issues or who retain a general fund of knowledge, but demonstrate difficulty acquiring and retaining new information due to poor memory processing, as well as neuro behavioral issues.

MM 5.2 Each candidate utilizes assessment data to: 1) identify effective intervention and support techniques, 2) develop needed augmentative and alternative systems, 3) implement instruction of communication and social skills, 4) create and facilitate opportunities for interaction; 5) develop communication methods to demonstrate student academic knowledge; and 6) address the unique learning, sensory and access needs of students with physical/orthopedic disabilities, other health impairments, and multiple disabilities.

MM 6.6 Possess the knowledge that the diminishment or loss of previous abilities (learning, social, physical) may have significant, long-term effects on the self-concept and emotional well-being of the student who acquires a traumatic brain injury as well as
on their family members, requiring the provision of appropriate supports and services to address these issues.

**Extensive Support Needs (7 TPE Elements):**

EX 2.6 Demonstrate the ability to support the movement, mobility, sensory and specialized health care needs required for students to participate fully in classrooms, schools and the community. Organize a safe environment for all students that include barrier free space for independent mobility, adequate storage and operation of medical equipment (as appropriate) and other mobility and sensory accommodations.

EX 2.7 Demonstrate the ability to address functional limitations of movement and/or sensation for students with orthopedic impairments who may have a co-existing health impairment and/or intellectual disability but have difficulty accessing their education due to physical limitations.

EX 2.14 Demonstrate the knowledge, skills and abilities to understand and address the needs of the peers and family members of students who have sustained a traumatic brain injury as they transition to school and present with a change in function.

EX 3.5 Demonstrate comprehensive knowledge of atypical development associated with various disabilities and risk conditions (e.g. orthopedic impairment, autism spectrum disorders, cerebral palsy), as well as resilience and protective factors (e.g. attachment, temperament), and their implications for learning.

EX 4.6 Demonstrate knowledge of core challenges associated with the neurology of open or closed head injuries resulting in impairments and adjust teaching strategies based upon the unique profile of students who present with physical/medical access issues or who retain a general fund of knowledge, but demonstrate difficulty acquiring and retaining new information due to poor memory processing, as well as neuro behavioral issues.

EX 5.3 Each candidate utilizes assessment data to: 1) identify effective intervention and support techniques, 2) develop needed augmentative and alternative systems, 3) implement instruction of communication and social skills, 4) create and facilitate opportunities for interaction; 5) develop communication methods to demonstrate student academic knowledge; and 6) address the unique learning, sensory and access needs of students with physical/orthopedic disabilities, other health impairments, and multiple disabilities.

EX 6.7 Possess the knowledge that the diminishment or loss of previous abilities (learning, social, physical) may have significant, long-term effects on the self-concept and emotional well-being of the student who acquires a traumatic brain injury as well as on their family members, requiring the provision of appropriate supports and services to address these issues.
**Early Childhood Special Education** (8 TPE Elements):

2.5 Identify, acquire, and implement assistive technology for individual children and Universal Design for Learning (UDL) for all children, including those with low-incidence disabilities, physical/orthopedic, and other health impaired, to promote access, learning, and participation across learning environments, including using augmentative and alternative strategies and interventions for the development of communication and social skills.


4.2 Apply knowledge of the Infant/Toddler Learning and Development Foundations, Preschool Learning Foundations, California Preschool Curriculum Frameworks, and state-adopted student standards for Kindergarten, as well as principles of Universal Design for Learning (UDL), to effectively plan and design learning experiences for all children that incorporate recommended, evidence-based practices.

4.3 Apply knowledge of early development (birth through Kindergarten) when identifying and selecting developmentally appropriate strategies, culturally and linguistically relevant and appropriate materials, and designing effective sequencing interventions to engage children in learning across developmental and curricular domains.

4.6 Gather and use evaluation and assessment data on an ongoing basis to inform learning experiences for young children with disabilities, including children with low incidence, physical/orthopedic disabilities, and other health impaired, and young children who are dual language learners.

6.4 Develop and implement effective transitional plans to support the ongoing learning and development of children entering different learning settings (e.g., home-based services to preschool, preschool to kindergarten).

6.6 Demonstrate knowledge of professional standards and all applicable laws and regulations governing service provision for children with disabilities from birth to kindergarten and their families.

6.8 Facilitate effective collaborative transitions between the stages of schooling and educational settings (e.g., infant/toddler to preschool, preschool to kindergarten, kindergarten to elementary).
Appendix C

Sample Verification Form for the
Mild to Moderate Support Needs Teaching Performance Expectations

An individual may meet the requirements for a Bridge Authorization by one or more of the pathways authorized in the regulation. The below sample is intended to show one method in which an authorized body could organize the evaluation of the TPEs to qualify an individual. This form and any other documentation used to verify meeting the requirements for the Bridge Authorization does not have to be submitted to the Commission when the candidate applies for the authorization but should remain on record with the verifying entity. Links to fillable versions of these forms can be found in the References section.

<table>
<thead>
<tr>
<th>Teaching Performance Expectation</th>
<th>Coursework¹</th>
<th>Professional Development²</th>
<th>Demonstration of Competence³</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.2 Demonstrate the ability to support the movement, mobility, sensory and specialized health care needs required for students to participate fully in classrooms, schools and the community. Organize a safe environment for all students that include barrier free space for independent mobility, adequate storage and operation of medical equipment (as appropriate) and other mobility and sensory accommodations.</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>2.3 Demonstrate the ability to address functional limitations of movement and/or sensation for students with orthopedic impairments who may have a co-existing health impairment and/or intellectual disability but have difficulty accessing their education due to physical limitations.</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>2.11 Demonstrate the knowledge, skills and abilities to understand and address the needs of the peers and family members of students who have sustained a traumatic brain injury as they transition to school and present with a change in function.</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>3.3 Demonstrate comprehensive knowledge of atypical development associated with various disabilities and risk conditions (e.g. orthopedic impairment, autism spectrum disorders, cerebral palsy), as well as resilience and protective factors (e.g. attachment, temperament), and their implications for learning.</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Teaching Performance Expectation</td>
<td>Coursework¹</td>
<td>Professional Development²</td>
<td>Demonstration of Competence³</td>
</tr>
<tr>
<td>---------------------------------</td>
<td>-------------</td>
<td>---------------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>4.5 Demonstrate knowledge of core challenges associated with the neurology of open or closed head injuries resulting in impairments and adjust teaching strategies based upon the unique profile of students who present with physical/medical access issues or who retain a general fund of knowledge, but demonstrate difficulty acquiring and retaining new information due to poor memory processing, as well as neuro behavioral issues.</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.2 Each candidate utilizes assessment data to: 1) identify effective intervention and support techniques, 2) develop needed augmentative and alternative systems, 3) implement instruction of communication and social skills, 4) create and facilitate opportunities for interaction; 5) develop communication methods to demonstrate student academic knowledge; and 6) address the unique learning, sensory and access needs of students with physical/orthopedic disabilities, other health impairments, and multiple disabilities.</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>6.6 Possess the knowledge that the diminishment or loss of previous abilities (learning, social, physical) may have significant, long-term effects on the self-concept and emotional well-being of the student who acquires a traumatic brain injury as well as on their family members, requiring the provision of appropriate supports and services to address these issues.</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

¹ **Coursework**: Transcript

² **Professional Development**: Certificate of Completion or official verification of completion on letterhead

³ **Demonstration of Competence**: Through formal observation, video of practice with reflection, or compilation of portfolio of evidence of practice.
Credential Information Alert

DATE: June 30, 2022
NUMBER: 22-06

SUBJECT: Expanded Education Specialist Instruction Credential Authorization Assignments

Summary:
This Credential Information Alert (CIA) provides information related to the authorizations and assignments for the updated Education Specialist Instruction Credentials. The additions and amendments to Title 5 CCR related to the Education Specialist Instruction Credentials were approved by the Office of Administrative Law and are effective as of July 1st, 2022. These provisions create a new Education Specialist Instruction Credential authorizations which focus on student support needs and allow holders to serve broadly across multiple Federal disability areas. Additionally, these regulations create bridge documents for educators that hold previously issued Education Specialist Instruction authorizations and wish to earn the equivalent authorization under the new Education Specialist standards.

Key Provisions:
The Education Specialist Instruction Credential authorization structure has been updated to provide more flexibility in meeting the needs of students with disabilities while complying with federal guidelines relating to disability categories. The seven Education Specialist Instruction Credential areas that previously existed have been reorganized into five areas, eliminating the separate credentials for Language and Academic Development (LAD) and Physical and Health Impairments (PHI) while building preparation for these areas into the remaining five credential authorizations. The five new authorization areas include:

<table>
<thead>
<tr>
<th>AUTHORIZATION TITLE</th>
<th>DOCUMENT CODE</th>
<th>AUTHORIZATION CODE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mild To Moderate Support Needs</td>
<td>TC3S</td>
<td>R3MN</td>
</tr>
<tr>
<td>Extensive Support Needs</td>
<td>TC3S</td>
<td>R3EN</td>
</tr>
<tr>
<td>Deaf And Hard Of Hearing</td>
<td>TC3S</td>
<td>R3HD</td>
</tr>
<tr>
<td>Early Childhood Special Education</td>
<td>TC3S</td>
<td>R3ER</td>
</tr>
</tbody>
</table>
In addition to these full authorizations, an Early Childhood Special Education (ECSE) added authorization is also available which allows the holder to serve in ages birth through kindergarten. This is an expansion of the previous ECSE authorization, which was limited to ages birth through pre-kindergarten. This expansion of the ECSE authorization's scope should help address the anticipated increase in transitional kindergarten classrooms for special education students that will result from the Universal TK mandate.

The authorization statements for each of these new authorizations can be found in Appendix A.

Assigning Educators
The new Mild to Moderate Support Needs (MMSN) and Extensive Support Needs (ESN) authorizations allow service to students based on their support needs. Unlike previously issued authorizations, they are not solely focused on student disability areas. However, the services authorized by these documents are still tied to specific disability areas. Educators with either of these authorizations can serve students across the majority of disability areas, including: autism, emotional disturbance, intellectual disability, multiple disabilities, orthopedic impairment, other health impairment, specific learning disability, and traumatic brain injury. Additionally, educators who hold an ESN authorization are able to serve students with a deafblind disability area – note that they cannot serve students with only hearing or visual impairments. They may do so provided that they are also authorized to meet the student support needs identified through the IEP (Individualized Education Program) process. The definitions for the two levels of support needs are:

**Mild to Moderate Support Needs** includes providing specially designed instruction to access grade level California Content Standards in the Least Restrictive Environment. The education specialist provides instruction and supports in one or more of the following domains: academics, communication, gross/fine motor, social-emotional, behavioral, vocational, and learning environment access skills. The supports may also include health, movement, and sensory support. Mild to Moderate Support Needs practices may include lower student to educator ratio.

**Extensive Support Needs** include providing specially designed instruction to access grade level California Content Standards in the Least Restrictive Environment. The education specialist provides intensive instruction and supports in two or more of the following domains: academics, communication, gross/fine motor, social-emotional, behavioral, vocational and adaptive/daily living skills. The supports also often include health, movement, and sensory support. Extensive Support Needs practices include lower student to educator ration.

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**Visual Impairments**
TC3S  R3VB

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The remaining authorizations of Deaf and Hard of Hearing, Early Childhood Special Education, and Visual Impairments continue to authorize service based on student disability. A breakdown of the grade levels, support needs, and disability areas each of the above authorizations are able to serve can be found in the chart provided in Appendix B.

**Bridge Documents**

The Commission created bridge authorizations as a way for existing Education Specialist credential holders to obtain the new authorization without having to complete an entire preparation program. Of these five new credentials, only three will have modified/expanded authorizations. Therefore, existing Education Specialist teaching credential holders could complete additional coursework, professional development and/or demonstrated competence if they are interested in obtaining the new authorization. Earning a bridge authorization is at the sole discretion of the teacher. These three credential areas are below. The Visual Impairment and Deaf and Hard of Hearing credential authorizations will remain the same, therefore no bridge process will be necessary. Note that educators are not eligible for bridge authorizations if they have not been issued the previous iterations of the authorization. For example, they cannot earn an Extensive Support Needs bridge authorization (R3BE) if they had not already earned a Moderate/Severe authorization (R3MS).

<table>
<thead>
<tr>
<th>AUTHORIZATION TITLE</th>
<th>DOCUMENT CODE</th>
<th>AUTHORIZATION CODE</th>
<th>REQUIRED TO HOLD PRE-ISSUANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education Specialist Bridge – Mild To Moderate Support Needs</td>
<td>TC3S</td>
<td>R3BM</td>
<td>Mild/Moderate (R3MM)</td>
</tr>
<tr>
<td>Education Specialist Bridge – Extensive Support Needs</td>
<td>TC3S</td>
<td>R3BE</td>
<td>Moderate/Severe (R3MS)</td>
</tr>
<tr>
<td>Education Specialist Bridge – Early Childhood</td>
<td>TC3S</td>
<td>R3BC</td>
<td>Early Childhood Special Education (R3EC)</td>
</tr>
</tbody>
</table>

These authorizations allow the holder to perform all services authorized by the Education Specialist Instruction Credential that are not otherwise authorized by their existing authorization. For Mild/Moderate and Moderate/Severe authorization holders, this bridge authorization expands the disability areas the educator can serve in in addition to allowing them the ability to be placed in classrooms organized by student support needs. For Early Childhood Special Education authorization holders, the bridge authorization expands the grade limits of the document. The existing authorization for ECSE credentials allows the holder to teach special education students age birth through pre-kindergarten. The expanded R3CH authorization allows for instruction through kindergarten programs.

Note that educators that earn the bridge documents are not restricted to serving by support needs in disability areas their previously held credential already authorized, as those authorizations allowed for service across need.
Existing Education Specialist Credential Authorization holders would only need to verify that they have met the new Teaching Performance Expectation (TPE) content to apply for the expanded authorizations. These educators would only need to verify that they have met the new Teaching Performance Expectation (TPE) content not covered during the credential holder’s initial preparation period to apply for the expanded ECSE authorization. Completion of this content can be verified through the following:

- completion of coursework;
- professional development; or
- demonstrated competence and experience.

This option will be available as of July 1, 2022. Current Education Specialist Instruction Credential holders who wish to upgrade to the new authorization may begin the process of meeting the new TPE areas now so that they can upgrade after July 1st. Details on which TPEs would need to be met can be found in CIA 21-07.

When applying for a bridge document, applicants are required to submit a paper application, standard processing fee, and verification that the applicant has completed the additional content identified by the Teaching Performance Expectations specific to their credential. This may be submitted directly by the applicant or through the verifying entity. If submitted by the applicant, the verification must be an original document signed by a representative of the verifying entity. Bridge authorizations shall remain valid as long as the appropriate prerequisite credential remains in force.
Transitional Kindergarten
The previously issued Early Childhood Special Education credential authorization (authorization code: ECSE) holders are not authorized to teach Transitional Kindergarten (TK), as it is defined by CDE as the first year of a two-year kindergarten program. This ECSE authorization allows the holder to teach students with disabilities age birth through pre-kindergarten. With the movement of four-year-olds into the TK space, the expanded authorization allows educators who earn the new Early Childhood Special Education credential authorization (authorization code: R3CH) under these new program standards to teach students with disabilities in both TK and Kindergarten assignments.

Existing ECSE teachers can upgrade to the new ECSE authorization that allows teaching TK and Kindergarten at their sole discretion using the process outlined in the Bridge Documents section above.

Assignment Monitoring Through the California Statewide Assignment Accountability System (CalSAAS)
The Commission is working with the California Department of Education to capture student support needs in California Longitudinal Pupil Achievement Database (CALPADS) reporting. This will allow us to monitor educators holding these expanded authorizations against their students’ disability areas and support needs in future CalSAAS monitoring.

Important Dates:
Effective Date: July 1st, 2022

Resources:
Assignment Special Education Resource Page: https://www.ctc.ca.gov/credentials/assignment-resources/ar-special-ed

Updated Special Education Chart: https://www.ctc.ca.gov/docs/default-source/credentials/assignment-resources/sped-chart-2022_corrected.pdf?sfvrsn=b59027b1_9

Authorization Sort Table: https://www.ctc.ca.gov/credentials/assignment-resources/authorization-sort-table

CIA 21-06 – Education Specialist – Assignments
https://www.ctc.ca.gov/docs/default-source/credentials/alerts/2022/cia-22-06.pdf

CIA 21-07 – Education Specialist – Bridge Authorizations

CIA 21-08 – Education Specialist – Online Submissions
https://www.ctc.ca.gov/docs/default-source/credentials/alerts/2022/cia-22-08.pdf

CIA 21-09 – Education Specialist – OOS and OOC

**Contact Information:**
Credential questions can be directed to the Commission’s Information Services Unit at credentials@ctc.ca.gov.

Assignment related questions must be directed to the entity that serves as the monitoring authority for the Local Education Agency (LEA). County Offices of Education may contact the Commission’s Assignment Unit directly with assignment-related questions regarding certificated staffing through the dedicated COE email address. County personnel who do not have access to the dedicated email address may request it by sending their full name, position, and county office of employment to credentials@ctc.ca.gov.
**Appendix A: Expanded Special Education Authorization Descriptions**

<table>
<thead>
<tr>
<th>Previous Authorization</th>
<th>Expanded Authorization</th>
<th>New Authorization Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mild/Moderate (R3MM)</strong></td>
<td>Mild to Moderate Support Needs (R3MN)</td>
<td>This authorizes the holder to conduct Educational Assessments related to students’ access to the academic curriculum and progress towards meeting instructional goals, provide instruction, and Special Education Support to students with mild to moderate support needs related to one or more of the following disabilities: autism, emotional disturbance, intellectual disability, multiple disabilities, orthopedic impairment, other health impairment, specific learning disability, and traumatic brain injury; in kindergarten, including transitional kindergarten, grades 1-12 through age 22, and classes organized primarily for adults in services across the continuum of program options available.</td>
</tr>
<tr>
<td><strong>Moderate/Severe (R3MS)</strong></td>
<td>Extensive Support Needs (R3EN)</td>
<td>This authorizes the holder to conduct Educational Assessments related to students’ access to the academic curriculum and progress towards meeting instructional goals, provide instruction, and Special Education Support to students with extensive support needs related to one or more of the following disabilities: autism, deafblind, emotional disturbance, intellectual disability, multiple disabilities, orthopedic impairment, other health impairment, specific learning disability, and traumatic brain injury; in kindergarten, including transitional kindergarten, grades 1-12 through age 22, and classes organized primarily for adults in services across the continuum of program options available.</td>
</tr>
<tr>
<td><strong>Early Childhood (R3EC)</strong></td>
<td>Early Childhood (R3ER)</td>
<td>This authorizes the holder to conduct Educational Assessments related to students’ access to the academic curriculum and progress towards meeting instructional academic goals; and provide instruction and Special Education Support to students from birth through kindergarten who are eligible for early intervention special education and related services related to one or more of the following disabilities: autism, emotional disturbance, intellectual disability, orthopedic impairment, other health impairment, specific learning disability, traumatic brain injury, and multiple disabilities including developmental delay and a disabling medical condition in services across the continuum of program options available.</td>
</tr>
<tr>
<td>Credential</td>
<td>Description</td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>-------------</td>
<td></td>
</tr>
<tr>
<td>Early Childhood AA (ECSE)</td>
<td>Early Childhood AA (SEEC)</td>
<td>This authorizes the holder to conduct Educational Assessments related to students’ access to the academic curriculum and progress towards meeting instructional academic goals; and provide instruction and Special Education Support to students from birth through kindergarten who are eligible for early intervention special education and related services related to one or more of the following disabilities: autism, emotional disturbance, intellectual disability, orthopedic impairment, other health impairment, specific learning disability, traumatic brain injury, and multiple disabilities including developmental delay and a disabling medical condition in services across the continuum of program options available.</td>
</tr>
<tr>
<td>Deaf and Hard of Hearing (R3DH)</td>
<td>Deaf and Hard of Hearing (R3HD)</td>
<td>This authorizes the holder to conduct Educational Assessments related to students' access to the academic core curriculum and progress towards meeting instructional academic goals, provide instruction, and Special Education Support to individuals with a disability of deaf or hard-of-hearing or deafblind, including autism, and services to students with a hearing loss that manifests itself in conjunction with additional disabilities including unilateral or bilateral, whether fluctuating, conductive, sensorineural, and/or auditory neuropathy, to students from birth through age 22, and classes organized primarily for adults in services across the continuum of program options available.</td>
</tr>
<tr>
<td>Visual Impairments (R3VI)</td>
<td>Visual Impairments (R3VB)</td>
<td>This authorizes the holder to conduct Educational Assessments related to student’s access to the academic core curriculum and progress towards meeting instructional academic goals, provide instruction, and Special Education Support to individuals with a disability of visual impairment including blind or deafblind, including autism, to students from birth through age 22, and classes organized primarily for adults in services across the continuum of program options available.</td>
</tr>
<tr>
<td>N/A</td>
<td>Education Specialist Bridge – Mild to Moderate Support Needs (R3BM)</td>
<td>This authorizes the holder to perform all services authorized by the Education Specialist Instruction Credential: Mild to Moderate Support Needs that are not otherwise authorized by their existing Mild/Moderate Disabilities Education Specialist Credential.</td>
</tr>
<tr>
<td>N/A</td>
<td>Education Specialist Bridge – Extensive</td>
<td>This authorizes the holder to perform all services authorized by the Education Specialist Instruction Credential: Extensive Support Needs that are not otherwise authorized by their</td>
</tr>
</tbody>
</table>
### Credential Information Alert 22-06: Expanded Education Specialist Instruction Credential Authorization

**Assignments**

<table>
<thead>
<tr>
<th>Support Needs (R3BE)</th>
<th>existing Moderate/Severe Disabilities Education Specialist Credential.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>N/A</strong></td>
<td><strong>Education Specialist Bridge – Early Childhood (R3BC)</strong></td>
</tr>
<tr>
<td><strong>N/A</strong></td>
<td>This authorizes the holder to perform all services authorized by the Education Specialist Instruction Credential: Early Childhood Special Education that are not otherwise authorized by their existing Early Childhood Special Education Credential, including the authorization to provide instruction in transitional kindergarten and kindergarten classes for students with disabilities.</td>
</tr>
</tbody>
</table>
### Appendix B: Expanded Education Specialist Instruction Assignment Chart

✓ = Authorizes Service for disability Category; ✗ = Does not Authorize Service in identified disability area

<table>
<thead>
<tr>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Mild To Moderate Support Needs</td>
<td>R3MN</td>
<td>TK-12 (up to age 22), and Adult Ed.</td>
<td>Mild to Moderate Only</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✗</td>
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<td>✗</td>
<td>✓</td>
<td>✓</td>
<td>✗</td>
</tr>
<tr>
<td>Extensive Support Needs</td>
<td>R3EN</td>
<td>TK-12 (up to age 22) and Adult Ed.</td>
<td>Extensive Only</td>
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<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✗</td>
<td>✗</td>
<td>✗</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Deaf And Hard of Hearing</td>
<td>R3HD</td>
<td>Birth - Age 22, and Adult Ed.</td>
<td>All</td>
<td>✗ ²</td>
<td>✓</td>
<td>✗</td>
<td>✗</td>
<td>✗</td>
<td>✗</td>
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<td>✓</td>
<td>✓</td>
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<tr>
<td>Early Childhood Special Education</td>
<td>R3CH</td>
<td>Birth-K</td>
<td>All</td>
<td>✓</td>
<td>✓</td>
<td>✗</td>
<td>✗</td>
<td>✗</td>
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<td>✓</td>
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<tr>
<td>Visual Impairments</td>
<td>R3VB</td>
<td>Birth - Age 22, and Adult Ed.</td>
<td>All</td>
<td>✗ ²</td>
<td>✓</td>
<td>✗</td>
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<td>✗</td>
<td>✗</td>
<td>✗</td>
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<td>✗</td>
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<tr>
<td>Education Specialist Bridge – Mild to Moderate Support Needs</td>
<td>R3BM</td>
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<td>Mild to Moderate Only for disabilities unauthorized by R3MM auth</td>
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<td>✓</td>
<td>✗</td>
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<td>✓</td>
<td>✓</td>
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</table>

1 May serve as a resource specialist within the grade levels authorized on the document
2 May teach VI or DHH students that also have autism, but cannot serve students with the autism disability area alone
DATE: 3/6/2023

ITEM: 4.3

TOPIC: Discuss CALPADS Fall 1 Process

PURPOSE: Information

PRESENTER: Patrick McGrew

ATTACHMENTS: YES(X)   NO()

FISCAL IMPACT: N/A

BACKGROUND: Fall 1 Census Day is the first Wednesday in October each year and this year it as on October 5th, 2022. The Fall 1 Census Day is a snapshot of the number of students in each district and their placements as of the census day.

Census day data is also used for the Desired Results Developmental Profile (DRDP) assessment certification, for the Pupil Count certification and for the services portion of the Yolo SELPA Local Plan. Accurate student data is important because once it is certified, the data is used to allocate funds to each of the districts following the SELPA’s Local Plan.

SELPA Data Analyst, Sonia Pizano, has been working directly with district staff as they work through this process.

ASSISTANT SUPERINTENDENT RECOMMENDATION: N/A

JOINT PAC/CBO REVIEW DATE AND RECOMMENDATION: N/A
# CALPADS Calendar for 2022–23

## CALPADS Snapshot Collection Windows and Certification Deadlines

<table>
<thead>
<tr>
<th>CALPADS Submission</th>
<th>Census Day</th>
<th>Primary Data Submitted</th>
<th>Official Submission Window</th>
<th>Certification Deadline</th>
<th>Amendment Window</th>
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<td>Fall 1</td>
<td>October 5, 2022</td>
<td>2022–23 (Census Day):</td>
<td>October 5, 2022 to December 16, 2022</td>
<td>December 17, 2022 to January 20, 2023</td>
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<td>Free/reduced-price meal-</td>
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<td>Staff Assignments and</td>
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<td>English Learner Education</td>
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<td>End-of-Year (EOY) 1</td>
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<td>Course Completion for</td>
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<td>Completers</td>
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<td>End-of-Year (EOY) 2</td>
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<td>Completer Counts</td>
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<td>Count of English Learner</td>
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<td>End-of-Year (EOY) 4</td>
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<td>Special Education</td>
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<td>for Students with</td>
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<td>Disabilities (SWD) Prior</td>
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<td>Year Completers</td>
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</table>
DATE: 3/6/2023
ITEM: 4.4

TOPIC: Discuss Equity Disproportionality and Design Project

PURPOSE: Information

PRESENTER: Patrick McGrew

ATTACHMENTS: YES(X) NO( )

FISCAL IMPACT: N/A

BACKGROUND: The Equity, Disproportionality and Design (ED&D) Project, through the South County Special Education Local Plan Area (SELPA), focuses on preventing disproportionality in schools so that all students in California can live up to their full academic and social potential.

As a member of the SELPA Resource Lead Agency System their work is funded by the California Department of Education (CDE). The ED&D project team in partnership with CDE and the California Collaborative for Educational Excellence (CCEE) builds the capacity of SELPAs to support LEAs in developing and implementing evidence-based practices for students with disabilities (SWD).

As a SELPA Content Lead, ED&D shares expertise in establishing multi-tiered systems of support, integrating data practices using data tools and cycles of improvement, and coaches LEAs to proactively address the issue of disproportionality in special education, while building equitable systems for all students.

ED&D looks at report indicator 10, disproportionality in classification by race/ethnicity, and provides an estimated disproportionality risk in the form of
a risk ratio score. This allows a district to address potential issues before being identified as disproportionate by CDE and the estimates can be used as a form of progress monitoring after an issue has been identified and an intervention plan has been implemented.

ED&E services can be accessed by anyone with administrative rights in SEIS for free through June 2023 when the current grant ends. ED&D staff have applied for another grant, and they will find out if they were awarded the grant in March 2023. If awarded the grant the ED&D services will continue to be free and if not, services will likely be charged based on a Districts’ ADA.

This topic was shared at the PAC meeting in January.

ASSISTANT SUPERINTENDENT RECOMMENDATION: N/A

JOINT PAC/CBO REVIEW DATE AND RECOMMENDATION: N/A
Equity, Disproportionality & Design

About Our Project

The Equity, Disproportionality and Design (ED&D) Project, through the South County Special Education Local Plan Area (SELPA), focuses on preventing disproportionality in schools so that all students in California can live up to their full academic and social potential. As a member of the SELPA Resource Lead Agency System our work is funded by the California Department of Education (CDE). The ED&D project team in partnership with CDE and the California Collaborative for Educational Excellence (CCEE) builds the capacity of SELPAs to support LEAs in developing and implementing evidence-based practices for students with disabilities (SWD).

What We Offer

As a SELPA Content Lead, ED&D shares expertise in establishing multi-tiered systems of support, integrating data practices using data tools and cycles of improvement, and coaches LEAs to proactively address the issue of disproportionality in special education, while building equitable systems for all students. Some of these services include:

Universal Supports

- Disproportionality Overview Trainings
- Disproportionality Info Center
- Multi-tiered System of Support (MTSS) Academic Overview Trainings
- MTSS/Positive Behavioral Interventions & Supports (PBIS) Overview Trainings
- Nondiscriminatory Assessment of English Learners Training
- Blog Posts
- Empathy Interviews Training
- Presentations at professional conferences
- National Center for Urban School Transformation (NCUST) trainings
- Equity Network Project
- ED&D Podcast

Targeted Supports

- Equity Dispro Data System (EDDS) Project
- iTAAP Partnership
- 15-Minute Equity Lessons
- MTSS/Academic Implementation
- MTSS/PBIS Implementation
- Data Equity for School Psychologists
- Presentations for School Districts

Intensive Supports

- Empathy Interviews
- NCUST Coaching Sessions
- EDDS Office Hours
- MTSS/PBIS Office Hours
- MTSS/Academics Office Hours
- Dispro Calculator

To learn more about the Equity, Disproportionality & Design Project, visit equityanddesign.com.
DATE: 3/6/2023
ITEM: 4.5
TOPIC: Discuss Learning Recovery/Dispute Prevention Expenditures
PURPOSE: Information
PRESENTER: Patrick McGrew
ATTACHMENTS: YES(X)  NO( )

FISCAL IMPACT: None

BACKGROUND: Learning Recovery funds and Dispute Prevention and Dispute Resolution funds are one-time COVID related money. Both funds are available for encumbrance until June 30, 2023. The Learning Recovery funds were distributed to the LEAs and the Dispute Prevention and Dispute Resolution funds have remained at the SELPA. CDE will invoice LEAs for any unspent funds after June 30, 2023.

Attachments show the amounts left in each fund and the attached slide deck was shared at the PAC/CBO meeting and includes two methods to utilize the funds for qualifying prior year activities on page 20.

ASSISTANT SUPERINTENDENT RECOMMENDATION: N/A
JOINT PAC/CBO REVIEW DATE AND RECOMMENDATION: N/A
## 21/22 SPED ADR Learning Recovery Resource 6537

### Member District Expenditure Report #3

<table>
<thead>
<tr>
<th></th>
<th>Davis USD</th>
<th>Esparto USD</th>
<th>Washington USD</th>
<th>Winters USD</th>
<th>Woodland USD</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Report Periods 07/01/22 - 12/31/22</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
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<tr>
<td>1000 Certificated Salaries</td>
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<td>$7,473.62</td>
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<td>2000 Classified Salaries</td>
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<tr>
<td>3000 Employee Benefits</td>
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<td>$5,676.26</td>
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<td>$1,897.24</td>
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<td>$13,307.92</td>
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<td>4000 Books &amp; Supplies</td>
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<td></td>
<td></td>
<td>$39,817.23</td>
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<td>5000 Contract Services &amp; Other Operational Expenses</td>
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<td>$54,540.43</td>
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<td>6000 Equipment &amp; Equipment Replacement</td>
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<td>$0.00</td>
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<td>$0.00</td>
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<tr>
<td>7000 Indirect (less 5100 &amp; 6000s)</td>
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</table>

Allocated Funds Resource 6537 Totals
$26,971.02  $25,286.33  $73,456.02  $9,370.86  $62,732.55  $197,816.78

Allocated Funds Totals Minus Indirect
$26,971.02  $25,286.33  $73,456.02  $9,370.86  $62,732.55  $197,816.78

### 21/22 FUNDED AMOUNTS

#### **SELPA USE ONLY**

<table>
<thead>
<tr>
<th>Member LEAs</th>
<th>Indirect Cost Rate</th>
<th>Max Indirect</th>
<th>IDR Costs Reported to Date</th>
<th>Expenditures Reported to Date</th>
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<td>1.0709</td>
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<td>Washington USD</td>
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<td>Woodland JUSD</td>
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</table>

TOTAL 21/22 Actuals
$2,263,409.00  $160,422.71  $25,423.93  $481,806.83
## 21/22 SPED ADR Learning Recovery Resource 6537

**Member District Expenditure Report # 4**

<table>
<thead>
<tr>
<th></th>
<th>Davis JUSD</th>
<th>Esparto USD/Washington USD</th>
<th>Winters JUSD</th>
<th>Woodland JUSD</th>
<th>Totals</th>
</tr>
</thead>
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<tr>
<td>Report Periods 01/01/23 - 06/30/23</td>
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<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
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</table>

1000 Certificated Salaries: $0.00  
2000 Classified Salaries: $0.00  
3000 Employee Benefits: $0.00  
4000 Books & Supplies: $0.00  
5000 Contract Services & Other Operational Expenses: $0.00  
6000 Equipment & Equipment Replacement: $0.00  
7000 Indirect (less 5100 & 6000s): $0.00  

Allocated Funds Resource 6537 Totals: $0.00  
Allocated Funds Totals Minaus Indirect: $0.00

### 21/22 FUNDED AMOUNTS

<table>
<thead>
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<th>Member LEAs</th>
<th>Indirect Cost</th>
<th>Rate</th>
<th>Max Indirect</th>
<th>IDR Costs Reported to Date</th>
<th>Expenditures Reported to Date</th>
<th>Total Expenditures to Date</th>
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**TOTAL 21/22 Actuals:**

$2,263,409.00  
$25,423.93  
$25,423.93  
$679,623.61  
$705,047.54  
$1,558,361.46
### SELPA Budgets
**FROM 07/01/2022 TO 06/30/2023**
**UNAPPROVED TRANSACTIONS INCLUDED**

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<td>APPROVED BUDGET</td>
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Special Education Learning Recovery Plans and Maintenance of Effort

Presented By:

Veronica Coates
Assistant Superintendent, Tehama County SELPA

Anjanette Pelletier
Director, Management Consulting Services

Dr. Anthony Rebelo
Assistant Superintendent, Trinity County SELPA
Special Education Funding Sources

AB 602
State aid through the AB 602 formula allocation

Other State Sources
Mental Health, Workability, Infant funds, Dispute Prevention and Resolution/ Learning Recovery (DPR/LR)

Federal
Federal aid from the Individuals with Disabilities Education Act (IDEA) sources

Local
Local General Fund contribution, Local Control Funding Formula (LCFF), Expanded Learning Opportunity Program (ELOP), Universal Transitional Kindergarten (UTK), Universal Preschool (UPK)

SPECIAL EDUCATION FUNDING
Special Education Funding Basics

IDEA Funding—Federal Funds

- All federal IDEA funds are based on prior-year average daily attendance (ADA), with 15% based on free or reduced-price meals pupil count
- Part C to B: Infant-Toddler funds—historic funding for current grantees
- Part B: Local Assistance—per prior-year ADA
- Part B: Preschool funds—per-pupil count on Census Day

*SELPA (Special Education Local Plan Area)

State Funding

- AB 602 Funding
  - Statewide Base Rate Funds per SELPA* ADA
    - $820 for 2022-23
    - 2023-24 should increase by the cost-of-living adjustment (COLA)
- Special Education Property Taxes
- Out-of-Home Care
- Low-Incidence
- Regionalized Services/Program Specialists
- State Infant Discretionary
Special Education Revenue Outside of AB 602

**Restricted Revenues**
- Federal IDEA (includes mental health)
  - IDEA Preschool Local Assistance
  - IDEA Infant—Part C
  - IDEA Alternative Dispute Resolution (ADR)
- DPR
- LR
- Small Grants (e.g., Supporting Inclusive Practices, Inclusive Early Education Expansion Program)
- Medi-Cal Local Educational Agency (LEA) Billing Option Program

**Unrestricted Revenues**
- LCFF
- Lottery
- Medi-Cal Administrative Activities
- State Mental Health Funds
- Special Education Early Intervention Preschool Grant
- ELOP
- UPK
- UTK
Special Education Funding Increases

- $500 million in Proposition 98 General Fund special education funds results in a base rate increase to $820 per ADA in 2022-23
- Funds flow through the AB 602 funding formula via SELPAs
- 2023-24 base rate should increase by the COLA. Estimated to be ~$891.58

Statewide Target Rate—$545
2020-21 Base Rate—$625
2021-22 Base Rate—$715
2022-23 Base Rate—$820
Federal Special Education Funding

- K-12 education, including IDEA programs for 2023
  - $45 billion, an increase of $2.4 billion over the fiscal year 2022 enacted level
    - $18.4 billion for Title I grants to LEAs
    - $15.5 billion for special education including:
      - $14.6 billion for Part B grants to states and $36 million for the Special Olympics
- California receives approximately 10% of total IDEA allocations: grants are received in spring
- California’s State Budget for 2022 included the following IDEA revenues:

<table>
<thead>
<tr>
<th>IDEA Local Entitlement</th>
<th>$1,231,727,000</th>
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<tbody>
<tr>
<td>Alternative Dispute Resolution</td>
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<td>IDEA State Level Activities</td>
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<td>Supporting Inclusive Practices</td>
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<td>IDEA Preschool Grant</td>
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<td>In-service training, including parents</td>
<td>$1.2 million</td>
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<td>Supporting Inclusive Practices</td>
<td>$500 million</td>
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<tr>
<td>IDEA Family Empowerment Centers</td>
<td>$14.5 million</td>
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Current SELPA ADR Grants

- Federal dollars require federal reporting

ADR and Alternate Dispute Resolution Expansion (ADR-E)

2019-20

2020-21

ADR and ADR-E

ADR COVID

2020-21

2021-22

Special Education ADR

ADR Grants 2019-2023 Master List with Links
Journey

The journey to the COVID-19 DPR and LR resources and plans . . .

March 13, 2020—COVID-19 pandemic

Legislative advocacy for students with disabilities (SWDs)

Dollars to address LR and DPR

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One-Time COVID-19 Special Education Funds

**DPR Funds**

Dispute Prevention and Dispute Resolution—Special Education (CDE*)

- Resource Code 6536, Special Education, and Revenue Object Code 8590, All Other State Revenue
- Funds allocated will be available for encumbrance until June 30, 2023
- The CDE will invoice LEAs for any unspent funds after June 30, 2023

**LR Funds**

Learning Recovery Support—Special Education (CDE)

- Resource Code 6537, Special Education, and Revenue Object Code 8590, All Other State Revenue
- Funds allocated will be available for encumbrance until June 30, 2023
- The CDE will invoice LEAs for any unspent funds after June 30, 2023

*CDE (California Department of Education)
In expending funds appropriated for this purpose, SELPAs shall support all the following:

- Early intervention to promote collaboration and positive relationships with families to prevent disputes through proactive communication, collaborative problem solving, and parent support activities
- Conducting voluntary ADR activities to reach agreement and resolve issues that are not resolved through the Individualized Education Program process
- Work in partnership with Family Empowerment Centers or other family support organizations
- Develop and implement plans to identify, and conduct outreach to, families who face language barriers and other challenges to participation in the special education process, and whose pupils have experienced significant disruption to their education as a result of the COVID-19 pandemic

The CDE encourages SELPAs and LEAs to consider innovative and strategic ways to support students and meet their current needs as they return to in-person instruction.
On or before September 30, 2023, LEAs that received support from their SELPA for ADR activities under this section shall submit a report to their SELPA that includes all of the following information:

- The number of cases mediated through ADR services
- The number of cases totally resolved by agreement
- The number of cases refusing ADR services and requesting due process
- A list of the issues that generated the request for dispute resolution services
- The demographics of pupils served, including, but not limited to, the pupil’s disability, family income, English learner classification, and the parent’s primary language
- A summary of outreach activities conducted pursuant to this section
- A summary of activities conducted in partnership with family support organizations pursuant to this section

On or before October 1, 2023, the SELPAs shall submit the information collected to the CDE.
On or before September 30, 2023, SELPAs shall submit a report to the CDE that describes how funding received under this section was spent, including a summary of the learning recovery services provided.

As the learning recovery supports are implemented, SELPAs and LEAs must keep track of the demographic information for all pupils served on the learning recovery plan.

The report shall also include the demographics of pupils served through learning recovery supports, including, but not limited to:

- Pupil’s disability
- Family income
- English learner classification
- Parent’s primary language

The CDE expects plans to include enough specificity to understand how the funds will be used to help students impacted by school disruptions. The CDE encourages SELPAs and LEAs to consider innovative and strategic ways to support students and meet their current needs as they return to in-person instruction.
• Remember the maintenance of effort (MOE) implications for spreading out DPR (Resource Code 6536) and LR (Resource Code 6537) dollars over multiple years rather than using all in one year—we want to prevent any spikes related to one-time dollars or one-time events

• There are multiple ways to do this:
  - If LEAs are at risk of not meeting the MOE—or the SELPA is retaining funds based on local control (as a shared pool)—LEAs may consider making a purchase on behalf of the SELPA (using either funding source—Resource Code 6536 or 6537)
  - If there have not been any expenditures, review expenditures in the prior year and pay the SELPA or LEAs back

NOTE: This is not typical practice. The CDE (through the MOE workgroup) has confirmed these funds will not be included in the audit guide and the legislation clearly indicates that prior-year expenditures are allowed.
• Prior-year expenditures are allowed because these dollars were not made available until after the window for allowable expenditures was identified
  ▪ Funds are allowed to be spent for students impacted during the period March 13, 2020, through September 1, 2021; funds were not made available until after the Enacted Budget was passed in June 2021

• Prior-year expenditures are an allowable accounting procedure that is unique to this set of circumstances—this is not a typical situation
  ▪ If LEAs have unspent funds or are having difficulty expending, they should look for applicable expenditures in the prior year and transfer the funds from DPR (Resource Code 6536) or LR (Resource Code 6537) into the Special Education General Fund (Resource Code 6500) to backfill appropriate expenditure(s)
  ▪ There are time limits on DPR and LR funds; there is no time limit on Resource Code 6500
    • If LEAs are holding dollars, it would be wise to hold them in Resource Code 6500

SELPA Resources for Documentation and Activities

Theory Into Practice: Making the Money Count

Dispute Prevention and Learning Recovery Innovations
Dispute Prevention Innovations

- Hire an ADR Director/Coordinator/Leader: Commit dollars and action to allowing that individual to be a “true neutral”
- Provide ADR and conflict management training to support clerical staff
- Adjust job descriptions for enhanced opportunity for mediation (i.e., school psychologists = conflict managers)
- Find ways to prevent disputes that build peace and equity—translating documents into native languages, rebuild websites with resources, hire/sponsor family navigators

- Offer conflict resolution and ADR to parents, families, advocates, and partners (without education staff present)
- Cross train in regions and share/pool neutral mediators
- Integrate social emotional learning (SEL)/equity work into ADR
- Video library of on demand training
- Training people in and offering creative methods of resolution and prevention of conflicts
• Summer programs (enhancing extended school year or partnering with after school/ELO programs)
• Focusing on early literacy (Sonday training)
• Hiring outreach coordinators/parent navigators
• Teacher and paraprofessional training (literacy, behavior, SEL, etc.)
• Administrator academies rooted in special education
• Learning hubs before and after school
• Extra equipment to families in need (low-incidence equipment, vision machines, etc.)
• Hire student advocates
• Enhanced partnerships with family agencies
• If available, hiring staff to replace services missed
• Looking at activities related to LR (prior to the revenue allocation) and applying the funding to pay back the LEA
• Settlement agreements (without attorney fees)
LEAs are required to maintain adequate spending on programs and services for SWDs each year.

The compliance requirement is completed each year and measures comparable prior-year and current-year spending.

The eligibility requirement is measured by comparing budget to comparable prior-year Actuals.
Failure of Special Education MOE

**Compliance Standard**
If the LEA has spent less—in state and/or local resources—on special education in total or on a per-student basis

**Eligibility Standard**
If the LEA cannot meet the MOE when adopting the budget

- The LEA will pay dollar-for-dollar penalty out of local resources
- The SELPA will not issue any federal funds until the LEA can demonstrate that it expects to meet the MOE requirement

There are limited exemptions available for not meeting the MOE requirement
MOE tracks expenditures using goal codes. MOE does not track the revenue source of special education funds.

- For example, an expenditure of $75,000, in a state special education fund creates an MOE of $75,000.
  - If the expenditures were $0, the MOE would be $0.

- For one-time DPR and LR funds—the only way expenditures will not impact the MOE is to code in object codes excluded from the MOE.

- With the one-time DPR and LR funds, monitoring and management of the impact to the MOE is wise, but avoidance of the impact is neither necessary nor possible.

- Good planning can help an LEA expend these one-time funds—in alignment with the purpose of the grant—and continue to meet its MOE requirement, while monitoring long-term impacts on the MOE obligation.

- This is key for the DPR and LR funds, as these one-time funds may be expended for activities completed in the 2021-22, 2022-23, and 2023-24 fiscal years.
Two Methods for Accounting

Two methods to utilize Resource Code 6536 and Resource Code 6537 for qualifying prior-year activities

- Contribution
  - Post a contribution up to the amount identified (using the Standardized Account Code Structure [SACS] Object Code 8990) from Resource Code 6536/6537, as appropriate, to Resource Code 0000 (or an unrestricted equivalent) and/or Resource Code 6500
  - Also, use the appropriate Goal 5xxx code

- Direct Cost Transfer
  - If there are qualifying costs, then complete a direct cost transfer (Object Code 5710) between Resource Code 6500 and Resource Code 6536/6537
  - All the costs in Resource Code 6536/6537 will have a Goal 5xxx, so you cannot do this between Resource Code 0000 and Resource Code 6536/6537 unless the expenses coming out of Resource Code 0000 used Goal 5xxx

Upon applying either of these two methods, the funds would now reside in either Resource Code 0000 or 6500 and no longer would be restricted under Resource Code 6536/6537, as their qualifying use was completed in a prior year.
Method 1—Contribution

- Identify, document, and total qualifying prior-year activities
- Post a contribution up to the amount identified (using SACS Object Code 8990) from Resource Code 6536/6537, as appropriate, to Resource Code 0000 (or an unrestricted equivalent) and/or Resource Code 6500, using the appropriate Goal 5xxx code
  - This contribution may create an equivalent reduction to the LEA’s overall General Fund contribution to Resource Code 6500

**Example:**
- LEA had an initial contribution of $50,000 to Resource Code 6500
- LEA identified $20,000 in qualifying costs to Resource Code 6537 from the prior year
- LEA posts a contribution of $20,000 from Resource Code 6537 to Resource Code 6500
- LEA’s total revenue increases by $20,000
- LEA’s initial contribution decreases from $50,000 to $30,000
- LEA’s state and local total for the MOE remains the same; however, LEA’s local only total decreases by $20,000
Qualifying Costs Within Special Education

- If the LEA has documentation of qualifying costs that were used for actual goods and/or services from one department to another department within the organization, the LEA may consider a direct cost transfer.
- If no goods and/or services were received, a direct cost transfer may not be permitted.
- If there are qualifying costs, the LEA would complete a direct cost transfer (Object Code 5710) between Resource Code 6500 and Resource Code 6536/6537:
  - All the costs in Resource Code 6536/6537 will have a Goal 5xxx.
- Funds will now be Resource Code 6500 and will no longer be restricted under Resource Code 6536/6537.

Qualifying Costs Within the General Fund

- A less common scenario may involve making a reimbursement for a qualifying cost that was paid out of the General Fund.
- If the LEA has incurred costs paid out of the General Fund, the LEA would follow this procedure to make a transfer between Resource Code 0000 and Resource Code 6536/6537:
  - Verify that the expenses coming out of Resource Code 0000 also had Goal 5xxx.
- Funds will now be Resource Code 0000 and will no longer be restricted under Resource Code 6536/6537.
Things to Consider

- Using one-time funds only as reimbursement may not meet the purposes of AB 130 grants.
- Do not wait until June 2023 to encumber all the funds—this strategy could inflate the MOE or cause an LEA to lose the funds.
  - Remember that funds cannot be encumbered for employee-staff salaries and costs into another fiscal year.
    - This means an LEA cannot pay salaries of employees with Resource Code 6536/6537 funds in the summer of 2023.
  - An LEA may be able to use to pay for costs associated with contracted staff, services, materials, or supplies for which a purchase order was received prior to June 30, 2022.
    - Please refer to Procedure 675 in the SACS Guidelines.
- AU (Administrative Unit) only uses Fund 10.
  - AU sends funds to LEAs, typically as Fund 01.
  - Fund 01 is included in the MOE.
- Contribution of funds from Resource Code 6536/6537 into another resource (6500, 0000) has no impact on the MOE for the state and local tests, but it may have an impact on the local only tests if the contribution is from a state resource to a local resource.
In addition to prior-year uses, these funds should be used through the current year, and expended no later than September 30, 2023. The following method can assist SELPA AUs and LEAs account for these expenditures:

- Pass through the funds in either Resource Code 6536/6537
- LEA expends funds using Resource Code 6536/6537, as appropriate and in accordance with their DPR and LR plans
- Ensure appropriate documentation is retained
- SELPA collects documentation of expenditures in any resource code with Goal 5xxx
- Pass through funds to Resource Code 6536/6537 to LEA
- LEA contributes funds from Resource Code 6536/6537 to the resource code from which they funded the Goal 5xxx activities
Current-year spending using Resource Code 6536 /6537 will impact the MOE, but this is the ideal year to do it:

- The Enacted Budget for 2022-23 includes revenue that offsets state and local MOE and local only MOE implications.

Using the funds in 2022-23, with reimbursements to prior years (2020-21 and 2021-22), should be sufficient to demonstrate appropriate use and have negligible negative impact on the MOE for those concerned about a growing MOE obligation, leaving a small window for final expenditures to be paid in summer of 2023.

For those who are struggling to meet the MOE obligation, these funds could be a way to increase expenditures on allowable activities, while having the revenue to cover those increases for 2022-23.
Local Allocation and Plan Alignment

- Alignment with the Local Control Accountability Plan (LCAP)
- Alignment with other plans that require SELPA involvement
  - DPR
  - LR
  - Compliance and Improvement Monitoring
  - Continuing Coordinated Early Intervention Services
- Alignment with LEA plans
  - LCAP monitoring requirement
  - Support for LEA initiatives and literacy
  - Support for compliance monitoring activities and requirements
    - Differentiated Assistance
    - Intensive Support
    - Targeted Support
    - Comprehensive Support
Thank you!

How to reach us:
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AnjanetteP@sscal.com
Anthony Rebelo
ARebelo@tcoek12.org

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DATE: 3/6/2023
ITEM: 4.6
TOPIC: Discuss IEP Implementation Monitoring
PURPOSE: Information
PRESENTER: Patrick McGrew
ATTACHMENTS: YES( ) NO(X)

FISCAL IMPACT: None

BACKGROUND: IEP implementation monitoring is now required based on the decision from a June 2021 lawsuit involving CDE. CDE stated that the objective of the monitoring is to identify systemic issues with LEAs and help the State identify LEAs that are not providing the services promised in IEPs.

LEAs are required to have case managers and service providers track IEP service implementation for all students with an IEP from March 1, 2023 through April 28, 2023. CDE gave no guidance on how to track the services. Yolo LEAs all have access to SEIS Service Tracking.

In late April, CDE will provide each LEA a randomly generated list of student names whose IEP implementation data will be reported to CDE. The number of students to be reported on depends on the number of students with disabilities in each LEA.

<table>
<thead>
<tr>
<th>Number of Students with Disabilities</th>
<th>Number of IEPs LEA Must Review</th>
<th>Percentage of IEPs Required for Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>101-199</td>
<td>20</td>
<td>10.05%-19.80%</td>
</tr>
<tr>
<td>200-4999</td>
<td>20-500</td>
<td>10%</td>
</tr>
</tbody>
</table>
LEAs will report the service implementation data for each identified student in one of three categories.

- 100 to 95% of IEP services implemented
- 94.9 to 90% of IEP services implemented
- Less than 90% of IEP services implemented

CDE will randomly select 10% of LEAs and audit the data they submitted.

CDE is developing an Q&A page to address the questions that staff had when CDE presented via webinar on 2/16/2023.

**ASSISTANT SUPERINTENDENT RECOMMENDATION:** N/A

**JOINT PAC/CBO REVIEW DATE AND RECOMMENDATION:** N/A
DATE: 3/6/2023

ITEM: 4.7

TOPIC: Discuss Alternative Pathways to Diploma

PURPOSE: Information

PRESENTER: Patrick McGrew

ATTACHMENTS: YES( ) NO(X)

FISCAL IMPACT: None

BACKGROUND: As part of the 2022 California Education Budget Trailer Bill (AB 181) and effective June 30, 2022, Section 51225.31 was added to the Education Code which established a new high school diploma pathway exclusively for students with significant cognitive disabilities in alignment with the federal Every Student Succeeds Act (ESSA). As set forth in Section 51225.31, LEAs must exempt qualifying students from any additional local diploma requirements.

This new Section 51225.31 diploma is not the same as a regular high school diploma. Students awarded a Section 51225.31 diploma must be permitted to participate in graduation ceremonies and activities with similar age peers, but such participation does not end their right to a FAPE.

CDE stated that they were developing guidance for the alternative pathway diploma in the fall. By late January CDE shifted and stated that developing state standards aligned coursework would be a local decision and that CDE would not be developing that guidance.

Members of the State SELPA decided to work on this issue in an alternative pathways community of practice. In the course of our work we got a response
from CDE Director of Special Education, Heather Calomese that paused our work.

The following had been our understanding had been that to qualify for the alternative diploma:

- The pupil is required to take the alternate assessment aligned to alternate achievement standards in grade 11, as described in subdivision (k) of Section 60640.
- The pupil is required to complete state standards aligned coursework to meet the statewide coursework requirements specified in Section 51225.3.
  - It was understood that these would be alternate achievement standards

In response to our questions, Director Calomese stated, “...At this time the AB 181 Alternate Diploma Education Code 51225.31 makes no mention of alternate achievement standards. The students who qualify for the Alternate Diploma would still need to meet and complete the state standards aligned coursework as specified in Section 51225.3.”

This set of circumstances seems to eliminate virtually all students. A student who can complete the state standards is unlikely to be in the one percent of students significant cognitive disabilities who would take the CAA.

**ASSISTANT SUPERINTENDENT RECOMMENDATION:** N/A

**JOINT PAC/CBO REVIEW DATE AND RECOMMENDATION:** N/A
DATE: 3/6/2023

ITEM: 4.8

TOPIC: Discuss CAC Annual Awards Nomination Process

PURPOSE: Information

PRESENTER: Patrick McGrew

ATTACHMENTS: YES(X)   NO( )

FISCAL IMPACT: None

BACKGROUND: The Yolo County SELPA Community Advisory Committee (CAC) looks forward to its annual presentation of awards for outstanding service to children and/or adults with special needs in Yolo County.

Awards will be presented to individuals who may be school employees, parents, volunteers, students, or agency professionals that have shown exceptional dedication, effort, and/or commitment to serve children and/or adults with special needs.

This award can be for individuals or for a team. Nominations close on March 10, 2023, and the awards ceremony will be held at The YCOE Conference Center on May 8, 2023, at 6:00 and dinner will be served.

Please consider joining us for this joyful event celebrating some of the positive things going on in Yolo County.

ASSISTANT SUPERINTENDENT RECOMMENDATION: N/A

JOINT PAC/CBO REVIEW DATE AND RECOMMENDATION: N/A
COMMUNITY ADVISORY COMMITTEE
YOLO COUNTY SPECIAL EDUCATION LOCAL PLAN AREA

TO:  District Superintendents, Special Education Directors, Special Education Teachers, School Administrators, Program Specialists, School Psychologists, Speech/Language Pathologists, Related Service Providers, Alta California Regional Center, CAC Members, Parents/Guardians, and Community Members

FROM:  Community Advisory Committee (CAC) Awards 2022/2023

RE:  NOMINATION FORM FOR ANNUAL RECOGNITION AWARD

The Yolo County SELPA Community Advisory Committee (CAC) looks forward to its annual presentation of awards for outstanding service to children and/or adults with special needs in Yolo County. Awards will be presented to individuals who may be school employees, parents, volunteers, students, or agency professionals that have shown exceptional dedication, effort, and/or commitment to serve children and/or adults with special needs.

Factors to be considered in the selection of recipients of these awards are:

   Number of years of exceptional service to children and/or adults with special needs.

   Demonstration of outstanding accomplishments, innovation, or creativity in areas beyond the usual requirements of the person’s job or volunteer duties.

Please use the attached nomination form to nominate someone who has shown these qualities. Nomination forms can also be completed online at: CAC Awards Nominations (ycoe.org)

The Awards Committee will meet to review all nominations. Nominations must be received no later than Friday, March 10, 2023. Send nominations to: CAC Awards, SELPA, 1280 Santa Anita Court, Suite 150, Woodland, CA 95776, or email to: Andrea.Barajas@ycoe.org.

An awards ceremony to honor the recipients will be held on Monday, May 8, 2023. More information to follow.

CAC Awards Committee, SELPA
1280 Santa Anita Court Suite 150, Woodland, CA 95776-6127
(530) 668-3786
Email: Andrea.Barajas@ycoe.org
DATE:

Name of person being nominated (nominee):

Position of person being nominated:

School district-agency/organization of person being nominated:

Email of person being nominated:

Number of years of service of person being nominated:

Describe quality of service and why you are nominating this person

Examples of outstanding accomplishments or creativity (beyond usual requirements of their job duties):
Use additional pages if necessary.

Your Name (person making nomination):

How long have you known the nominee?

Your title/position, parent, staff, community member:

Your Email:

Your Mailing Address:

Name of Person Making Nomination

Signature and Date
DATE: 3/6/2023
ITEM: 5.1
TOPIC: Discuss Mental Health Fund Allocation Policy
PURPOSE: Information
PRESENTER: Patrick McGrew
ATTACHMENTS: YES(X)  NO( )

FISCAL IMPACT: Reduction of up to $75,000 for Esparto and Winters in Mental Health funds and no access to the $300,000 Residential Cost Pool for all LEAs.

BACKGROUND: It is the SELPA’s goal to ensure that all students in Yolo County have equitable access to high quality special education services. It is especially important that the SELPA governance team takes steps to ensure that students in the small LEAs continue to have equitable access to services and programs.

The current Local Plan that was developed and approved cooperatively by member LEA parents, staff and superintendents includes Policy 3100.72, the Mental Health Funds Allocation Plan.

Two protections built into the Local Plan for Yolo LEAs are the Residential Cost Pool and the Small District Supplement. The Residential Cost Pool acts as a form of insurance and can be accessed by all LEAs. The Small District Supplement acts to level the playing field for Esparto and Winters since the ADA calculation would not generate enough mental health dollars to appropriately address the needs of their students.

Current SELPA mental health funds allocation plan:
• Retains $300k for Residential Cost Pool
  o 1st time residential IEP placements
  o LEAs apply for full or partial reimbursement depending on demand
• Small District Supplement of up to $75,000
  o Esparto and Winters
  o Reimbursement model
• Unused funds from Residential Cost Pool & Small district Supplement allocated to LEAs
  o Every fiscal year based on prior year’s P2 ADA

Starting 7/1/2023 ERMHS funds will flow directly to LEAs. This will have a negative fiscal impact on our small LEAs unless we take action to continue to protect and support our small LEAs and the students they serve.

Solution to protect the students in our small LEAs

• Reserve an additional $300,000 from AB602 funds to fund the Residential Cost Pool and increase the AB 602 Small District Supplement by $75,000 each to make up for the lost $75,000 of mental health funds for each small district. This plan maintains the current funding levels for all LEAs and protects the small LEAs in the SELPA and the students who would be negatively impacted by the loss of funds if no action is taken to amend our AB 602 allocation plan.
• Amend SELPA policy to continue to protect the small LEAs in the Yolo SELPA in the area of mental health funding to ensure that all students have access to the mental health services they need.

ASSISTANT SUPERINTENDENT RECOMMENDATION: N/A

JOINT PAC/CBO REVIEW DATE AND RECOMMENDATION: N/A
POLICY 3100.72
METHOD OF DISTRIBUTION OF FUNDS

YOLO COUNTY SPECIAL EDUCATION
LOCAL PLAN AREA (SELPA)

MENTAL HEALTH FUNDS ALLOCATION PLAN

A. ALLOCATION METHODOLOGY

1. Mental health revenue is defined as those funds received by the SELPA Administrative Unit (AU), including: Prop 98 funds for Educationally Related Mental Health Services (Resource 6512) and Individuals with Disabilities Education Act (IDEA) funds for Educationally Related Mental Health Services (Resource 3327). For the purpose of this section, this will be referred to as the SELPA Mental Health Apportionment. The outlined SELPA Mental Health Apportionment allocation methodology will commence in the 2018-2019 school year.

2. The SELPA AU is the designated recipient of the SELPA Mental Health Apportionment on behalf of the member Local Education Agencies (LEAs). All references to LEA(s) shall include any member LEA charter school(s). The Mental Health Funds Allocation Plan does not apply to non-LEA charter schools which are considered to be a school of the chartering LEA for purposes of special education.

3. The SELPA AU will retain $300,000 of the SELPA Mental Health Apportionment to fund a Residential Cost Pool. SELPA member LEAs will have the ability to request from the SELPA AU a partial or full reimbursement (depending on total SELPA need) of their annual residential placement costs (i.e., room and board and mental health service expenses) associated with a LEA’s new, first-time residential placement of a student on an Individualized Education Program (IEP). Residential Cost Pool funds will be allocated with adherence to the following guidelines:

   a. The IEP meeting placing a student in a residential educational setting must be held between July 1st and June 30th of the fiscal year the request is being submitted for.
   b. By July 31st, member LEA will submit to the SELPA AU a Residential Cost Pool reimbursement claim which details the name and identification code of the residential facility, student name, and the total annual cost of the placement for the prior fiscal year. Each LEA’s Residential Cost Pool claim will be reimbursed based on a proration factor determined by dividing the Residential Cost Pool total value (revenue) by the total of the LEAs’ cost claims for that
fiscal year. These reimbursements will be paid to each LEA within 30 days of receiving all member LEA cost claims.

4. Esparto Unified School District and Winters Joint Unified School District annually will receive a Small District Supplement of up to $75,000 respectively. Annually, Winters and Esparto will demonstrate their need for the Small District Supplement by submitting a reimbursement request for qualifying mental health expenses in accordance with Section 2 of the Annual Review Process below.

5. After reserving $300,000 for the Residential Cost Pool and $150,000 for the Small District Supplement, the SELPA AU will allocate the remaining SELPA Mental Health Apportionment to LEAs based on prior year’s P2 Average Daily Attendance (ADA). Additionally, unused funds from the Residential Cost Pool and Small District Supplement will be allocated out to LEAs every fiscal year based on prior year’s P2 ADA.

a. In accordance with California Education Code 41601.5, for any fiscal year, if one or more LEAs experience an increase in the number of units of average daily attendance from the second principal apportionment to the annual apportionment, that is attributable to pupils of migrant agricultural workers, annual apportionments will be used in lieu of the units of average daily attendance for the second principal apportionment to allocate unused mental health funds. This increase must be either: equal to or greater than 2 percent; or equal to or greater than 10 units of average daily attendance (for districts of less than 2,501 units of average daily attendance).

B. ANNUAL REVIEW PROCESS

1. Each member LEA must submit a Plan for Use of Mental Health Funds to the SELPA AU by August 31st. The plan needs to delineate projected costs by Object Code, Object Title, Goal, and Function and include a narrative description (Exhibit B). The SELPA AU will review and approve each LEA’s Plan for Use of Mental Health Funds by September 15th.

   a. If an LEA’s Plan for Use of Mental Health Funds does not meet the criteria for qualifying purposes outlined below in Section 2, the SELPA will work with the LEA to develop a plan that will meet criteria.

   b. After the SELPA has approved an LEA’s Plan for Acceptable Use of Mental Health Funds, an LEA must obtain the SELPA Director’s approval prior to making any programmatic revision to their plan. The LEA will receive a response from the SELPA
Director regarding the status of their plan revision(s) within 5 working days.

2. Each member LEA shall submit a year-end reconciliation for cumulative year-to-date mental health expenditures by Object Code, Object Title, Goal, and Function to the SELPA AU by July 31st (Exhibit C). LEAs must provide documentation of expenditures (i.e., paid invoices, payroll documents, etc.). The SELPA AU will verify that the mental health funds expended were used for qualifying purposes. Qualifying purposes are defined with adherence to the following guidelines:

   a. To provide related mental health related services to students on IEPs, including out-of-home residential services, pursuant to federal law and as described in Education Code Section 56363. The SELPA AU will verify related mental health services using member LEA’s Mental Health Service Reports generated in the Special Education Information System (SEIS).

   b. For mental health expenses outlined in the California Department of Education (CDE) guidance letter regarding Assembly Bill 114: Use of Mental Health Funds in the Budget Act of 2011-12 from Fred Balcom dated January 5, 2012 (Exhibit A).

3. If the SELPA AU determines any mental health related expenditures requests were made for non-qualifying purposes, the LEA will not be reimbursed for those expenditures and those funds will be allocated to LEAs with additional qualifying expenses based on prior year’s P2 ADA.

Superintendents’ Council
Adopted: 11/13/2017
Second Reading: 11/13/2017
First Reading: 10/9/2017
DATE: 3/6/2023

ITEM: 6.1

TOPIC: Discuss Governor’s Proposed Budget and Trailer Bill Language

PURPOSE: Information

PRESENTER: Patrick McGrew

ATTACHMENTS: YES( )  NO(X)

FISCAL IMPACT: None

BACKGROUND: January 10, 2023, Governor Newsom revealed his proposed budget for the 2023-2024 fiscal year. There are four areas that are directly related to special education:

- Apply 8.13% COLA to Special Education which would increase the per-ADA rate from $820 in 2022-23 to $886.66 in 2023-24.
- Limit additional funding SELPAs retain for non-direct student services before allocating special education base funding to member LEAs
- Stabilize current SELPA membership by extending the moratorium on the creation of new single-district SELPAs by two years from June 30, 2024, to June 30, 2026.
- Increase fiscal transparency by requiring CDE to post each SELPA’s local plan on the CDE website.

Trailer bill language came out on February 1, 2023 and included clarification on what limiting additional funding SELPAs retain for non-direct student services before allocating special education base funding to member LEAs.

The Administration is proposing to add the following language to Educational Code 56836.148 (the base rate calculation):
“For the 2023-24 fiscal, each special education local plan area shall, at minimum, allocate a total sum of funding to all of their member local educational agencies equal to the total sum allocated to all of their member local educational agencies in fiscal year 2022-23 multiplied by the sum of one plus the inflation factor, as defined in paragraph (1) of subdivision (b) of Section 56836.142 for the 2023-24 fiscal year.”

- The trailer bill language requires SELPAs to allocate a total sum of funding to LEAs that equals the amount allocated in 2022-23 plus COLA.
- SELPAs with declining enrollment should be very weary of this provision, which has no allowance for changing ADA.
- For many SELPAs, current funding relies upon 2020-21 ADA calculations, which drops off in 2023-24, resulting in net fewer funded ADA than in 2022-23.
  - The 2020-2021 ADA rates were artificially high based on the response to schools closing due to COVID

Current allocation estimates indicate that if the trailer bill language passes, the Yolo SELPA faces a funding deficit of roughly $1.1 million.

**ASSISTANT SUPERINTENDENT RECOMMENDATION:** N/A

**JOINT PAC/CBO REVIEW DATE AND RECOMMENDATION:** N/A
DATE: 3/6/2023

ITEM: 6.2

TOPIC: Present State SELPA Report

PURPOSE:

PRESENTER: Patrick McGrew

ATTACHMENTS: YES( ) NO( )

FISCAL IMPACT: N/A

BACKGROUND: This report includes updates on legislative and fiscal issues in California that have an impact on or are related to special education in Yolo County.

ASSISTANT SUPERINTENDENT RECOMMENDATION: N/A

JOINT PAC/CBO REVIEW DATE AND RECOMMENDATION: N/A