DATE: September 9, 2019

ITEM: 4.1

TOPIC: Special Education Accountability Changes

PURPOSE: Information

PRESENTER: Elizabeth Engelken

ATTACHMENTS: YES ( X ) NO ( )

FISCAL IMPACT: N/A

BACKGROUND: States must make compliance determinations of each LEA that provides special education and related services to students with disabilities. The Special Education Annual Performance Measures are a series of reports by the California Department of Education (CDE) which disseminate educational data to improve the quality of education for all students, and in this case, with an emphasis on students with disabilities. More recently, these reports have been better aligned with the State Performance Plan (SPP) and the Annual Performance Report (APR). The 14 SPP Indicators are used to determine the compliance status of each LEA as required by IDEA, and to select LEAs for participation in Focused Monitoring activities.

Changes to the District of Special Education Accountability, referenced as DSEA, have been designated by CDE for the fall of 2019. For a student with an IEP, where the student lays his/her head at night (the geographic district of residence) is the DSEA in the following two instances:

- The student’s parents or guardians reside in the same district in which the student is receiving special instruction and related services, or
- The student is placed outside his/her district of geographic residence through the IEP process.

For the 2019 Dashboard for the Academic Indicator only, the District of Special Education Accountability will be held accountable, at the district level, for all SWDs, including those students served in county regionalized programs, non-public schools or residential settings.

The CDE is proposing to apply the DSEA rule to all state indicators, including suspension, absenteeism, and graduation rate, for the 2020 Dashboard.

DIRECTOR RECOMMENDATIONS: N/A

JOINT PAC/CBO REVIEW DATE AND RECOMMENDATION: N/A
District of Special Education Accountability

We wanted to provide you with important information regarding changes to the academic indicator on the fall 2019 California School Dashboard. This change revolves around the term “District of Special Education Accountability” (DSEA).

How to Determine A Student’s DSEA

For a student with an IEP, where the student lays his/her head at night (the geographic district of residence) is the DSEA in the following two instances:

- The student’s parents or guardians reside in the same district in which the student is receiving special education instruction and related services; or
- The student is placed outside of his/her district of geographic residence through the IEP process.

The district where the student attends school becomes the DSEA regardless of where the student lives in the following three instances:

- The student has a formal inter-district transfer agreement under Education Code 63600. (The DSEA is the district to which the student has transferred.)
- The student attends a charter school that is an LEA for Special Education Services. (The DSEA is the charter school.)
- The student is a ward of the court and housed in a juvenile court, court/community school, or licensed children’s institution. (The DSEA is the district or COE serving the student while s/he is incarcerated or institutionalized.

For the 2019 Dashboard for the Academic Indicator only, the District of Special Education Accountability will be held accountable, at the district level, for all SWDs, including those students served in a non-public school, county regionalized program, or placed in another district through an MOU.

The following table provides an illustration:

<table>
<thead>
<tr>
<th>If the Student resides in:</th>
<th>If the student is attending school at:</th>
<th>And the student receives special education services from:</th>
<th>Then the District of Service is:</th>
<th>And the District of Special Education Accountability is:</th>
</tr>
</thead>
<tbody>
<tr>
<td>District A</td>
<td>District A</td>
<td>District A</td>
<td>District A</td>
<td>District A</td>
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<tr>
<td>District A</td>
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<td>District A</td>
<td>District B</td>
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<td>District B</td>
<td>District A</td>
</tr>
</tbody>
</table>

The CDE is proposing to apply the District of Special Education Accountability rule to all the state indicators, (Suspension, Chronic Absenteeism, Grad Rate, College/Career) for the 2020 Dashboard to align with Transition from CASEMIS to CALPADS.
DATE: September 9, 2019

ITEM: 4.2

TOPIC: Performance Indicator Reviews

PURPOSE: Information

PRESENTER: Elizabeth Engelken

ATTACHMENTS: YES ( ) NO (X)

FISCAL IMPACT: N/A

BACKGROUND: The Performance Indicator Review (PIR) is aligned with the CA School Dashboard for the purpose of monitoring Special Education Performance Indicators. This past year, LEAs were selected to participate in the development of PIR plans based on being RED on the CA School Dashboard in Graduation, Performance on Statewide Assessments (Participation and/or Achievement), and Discipline for Students with Disabilities. The PIR plans for each Yolo County LEA were submitted to CDE on time, and prior to the due date of July 31, 2019.

The SELPA will continue to support quarterly and mid-year review of each LEA’s PIR plans and provide updates from CDE regarding next steps in this performance review process.

DIRECTOR RECOMMENDATIONS: N/A

JOINT PAC/CBO REVIEW DATE AND RECOMMENDATION: N/A
DATE: September 9, 2019

ITEM: 4.3

TOPIC: Disproportionality Self Review

PURPOSE: Information

PRESENTER: Elizabeth Engelken

ATTACHMENTS: YES (X) NO ( )

FISCAL IMPACT: N/A

BACKGROUND: California LEAs are selected for Disproportionality Review based upon performance on the following indicators:
- Indicator 4 – Suspension and Expulsion
- Indicator 5 – Least Restrictive Environment
- Indicator 9 – Overall Disproportionality
- Indicator 10 – Disproportionate by Disability

The upcoming Disproportionality Review will include a Self-Review of individual student files and district policies and procedures. During September 2019, CDE will be providing webinar trainings, with the Self-Review process to be completed during the months of September and October, and submission through SECMS due October 30, 2019. Corrective Action notification is expected to occur in December, with final corrections due late February, 2020.

Participating Yolo County LEAs are addressing Indicators 4 and 10, and have incorporated intervention supports into the recently developed PIR plans. Currently, Yolo County has no LEAs in “Significant Disproportionality”, which is identified by an LEA which fails for 3 consecutive years in calculations related to: overall identification by race and ethnicity, identification by disability, placement, or rates of suspension and expulsion. Districts found to be significantly disproportionate are directed to use 15% of their IDEA funds to provide Coordinated Early Intervening Services (CEIS) to address the specific area or areas of disproportionality.

The Self-Review process is intended to further investigation and root cause analysis of the systems which perpetuate disproportionate findings.

DIRECTOR RECOMMENDATIONS: N/A

JOINT PAC/CBO REVIEW DATE AND RECOMMENDATION: N/A
**LEA Dispro Review Timeline**

<table>
<thead>
<tr>
<th>Approximate Date</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>May</td>
<td>SELPA Meeting Training</td>
</tr>
<tr>
<td>On or Before August 1</td>
<td>SELPA Preview of identified LEAs</td>
</tr>
</tbody>
</table>
| On or Before August 16 | LEAs/SELPA notified of Disproportionality Status  
PIN number to access SECMS provided to LEAs/SELPA  
Student Lists distributed to LEAs in Dispro |
| September        | Dispro Trainings conducted throughout the state for LEAs with SELPA support |
| October 30       | Self-Study submission due to CDE through SECMS |
| December         | LEAs notified of Corrective Actions |
| Mid-February (45 days after notification of findings) | Student Level Corrective Actions due from LEAs |
| Late-February (60 days after notification of findings) | Policy and Procedure Corrective Actions due from LEAs |
DATE: September 9, 2019

ITEM: 4.4

TOPIC: June, 2019 CASEMIS Data

PURPOSE: Information

PRESENTER: Elizabeth Engelken

ATTACHMENTS: YES (X) NO ( )

FISCAL IMPACT: N/A

BACKGROUND: California Education Code provides statutory authority to the California Department of Education (CDE) to collect special education data, at least annually, in a form and manner determined by the State Superintendent of Public Instruction. CDE collects student level data on students with disabilities biannually using the CASEMIS software system.

The Yolo County SELPA June 30, 2019 Special Education Annual Data Comparison Report will be reviewed by the Superintendent’s Council, noting trends in Eligibility Determinations and Student Population across Grade Levels. Each district’s June 30, 2019 certified report will be reviewed by superintendents.

DIRECTOR RECOMMENDATIONS: N/A

JOINT PAC/CBO REVIEW DATE AND RECOMMENDATION: N/A
DATE: September 9, 2019

ITEM: 4.5

TOPIC: Update of CASEMIS to CALPADS Transition

PURPOSE: Information

PRESENTER: Elizabeth Engelken

ATTACHMENTS: YES ( ) NO ( X )

FISCAL IMPACT: N/A

BACKGROUND: The 2019-2020 school year marks the full implementation into the California Longitudinal Pupil Achievement Data System, frequently referenced as CALPADS. This integration of data supports programmatic efforts to include students with disabilities to the maximum extent in a supported general education environment enhancing achievement for all students. “One child sits in your classroom, why have two sets of data?”

SELPA staff met with district program and data management staff from each Yolo County LEA on July 30, 2019 to facilitate discussion, questions and answers relating to the approaching October transition. The first Wednesday in October will be the ‘snapshot’ date for students with disabilities receiving IEP services and supports. For 2019-2020, the date falls on October 2. The submission window will be October 2 through December 20, 2019. Additionally, the amendment window extends through January 24, 2020, when all errors must be cleared, data certified and submitted.

Yolo County SELPA will be hosting a CALPADS Webinar cohosted by CDE and SEIS on September 12, 2019, between 1:00 and 4:00 pm. District program and data support staff are encouraged to attend.

DIRECTOR RECOMMENDATIONS: N/A

JOINT PAC/CBO REVIEW DATE AND RECOMMENDATION: N/A
DATE: September 9, 2019

ITEM: 4.6

TOPIC: Update Policy Revisions from May, 2019

PURPOSE: Information

PRESENTER: Elizabeth Engelken

ATTACHMENTS: YES ( ) NO (X)

FISCAL IMPACT: N/A

BACKGROUND: The Yolo County SELPA Director, Carolynne Beno, presented information on two upcoming proposals for policy revision at the May 6, 2019 Superintendent’s Council. These policies included:

- **Special Circumstance Instructional Aide (SCIA) Policy**: An ad hoc committee, led by Program Specialist, Lisa Young, had revised the SCIA policy which outlines the protocols and process necessary to determine if a student with a disability needs 1:1 support to make meaningful educational progress. This proposed process was piloted in Washington Unified, resulting in suggested refinements and use of additional data collection materials. The Program Advisory Committee (PAC) has recommended an extended pilot across the SELPA, with a mid-year review of data, prior to making a final recommendation to the superintendents.

- **Independent Educational Evaluation (IEE) Policy**: An IEE is an evaluation conducted by a qualified examiner who is not employed by the Local Education Agency (LEA). If a parent of a child with a disability disagrees with the findings of an evaluation conducted by the LEA, the parent has the right to request an IEE. This evaluation must be provided at public expense, unless the LEA demonstrates in a Due Process hearing, that the evaluation did not meet the district’s criteria.

The Yolo County SELPA Director, Elizabeth Engelken, will continue to work with Region 3 to determine the legally defensible cost criteria for IEEs in our region. The proposed cost criteria will be added to our policy for the Superintendent’s consideration.

DIRECTOR RECOMMENDATIONS: N/A

JOINT PAC/CBO REVIEW DATE AND RECOMMENDATION: N/A
DATE: September 9, 2019

ITEM: 4.7

TOPIC: Review 2019-2020 Professional Development Offerings

PURPOSE: Information

PRESENTER: Elizabeth Engelken

ATTACHMENTS: YES (X) NO ( )

FISCAL IMPACT: N/A

BACKGROUND: The Superintendent’s will receive a copy of the Yolo County SELPA Professional Development offerings for the 2019-2020 year. Superintendents will be invited to give input and suggestions to address Disproportionality, with specific focus on identification and discipline for students receiving special education services and supports. Further discussion will address the Guidebook for English Learners with Disabilities, and both SELPA and regional training opportunities.

DIRECTOR RECOMMENDATIONS: N/A

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