

**TEHAMA COUNTY SELPA**  
**EXECUTIVE COMMITTEE -- MEETING AGENDA**  
Tuesday, February 23, 2021 -- 9:00 AM  
<https://tcde.zoom.us/j/92378187155>

**AGENDA**

**ORDER OF BUSINESS**

**1. Call to Order**

**2. Consent Agenda**

*This section is generally approved collectively; however, any item in this section may be considered individually upon request. All items in this section request council approval.*

- 2.1. Adoption of [Agenda](#)
- 2.2. Approval of [January 19, 2021 Minutes](#)

**3. Public Input**

**4. Priorities Requests**

- 4.1. One request has been submitted. The request is in the amount of \$16,660.50 for 75% of legal costs associated with a special education case. The request will be presented in May, during closed session with other priorities requests, due to confidentiality. This is information only, as well as reminders about submitting requests before the May 2021 Governance meeting.

**5. LCI Requests**

- 5.1. There are currently no requests

**6. SELPA Finance**

- 6.1. [SELPA Second Interim Budget and Transportation Report](#) will be reviewed
- 6.2. Governor's Budget -- Early Intervention Grant Proposal will be discussed
- 6.3. Regional Program and Services Staffing 21-22 Projections will be reviewed

**Action**

**Information**

**Information/Discussion**

**Information**

**Information/Discussion**

## 7. Eighth Grade Transition

7.1. SELPA Administrator will review Transition resources for K-8 feeder and High School Teams:

- ✓ [Suggested Guidelines](#)
- ✓ [Transition Worksheet](#)
- ✓ [Transition Data Collection Sheet](#)

Information/Discussion

## 8. Special Education Accountability Update

8.1. Overdue IEPs and Assessments: Continue to work towards decreasing late IEPs and Assessments by 20% each month. If IEPs are not affirmed and attested in the SEIS system and uploaded as a transaction through CALPADs, the data will not reflect your work of decreasing this number.

8.2. [SELPA LCAP Consultation Requirement Presentation](#)

Information

## 9. SELPA Administrator Report

9.1. Legislative Update

9.2. [WestEd Special Education Finance Study](#) and [Stakeholders Presentation](#)

9.3. Alternative Dispute Resolution

Information

## 10. District Reports

Information

## 11. Adjournment

Action

Meeting will be held virtually due to COVID-19 Pandemic and health orders limiting large group meetings. Alternative agenda document formats are available to persons with disabilities by request. To arrange an alternative agenda document format or to arrange aid or services to modify or accommodate a person with disabilities to participate in a public meeting, please email: **Veronica Coates, Assistant Superintendent, SELPA, Tehama County Department of Education, at: [vcoates@tehamaschools.org](mailto:vcoates@tehamaschools.org)**, by 12:00 p.m. on 2/22/2021 prior to the public meeting.

**Telephonic/Virtual Access:**

**Join Zoom Meeting**

**<https://tcde.zoom.us/j/92378187155>**

**Telephonic Access: +1 669 900 9128  
US (West Coast Time Zone)**

**Meeting ID: 923 7818 7155**

**TEHAMA COUNTY SELPA**  
**SELPA EXECUTIVE COMMITTEE -- REGULAR MEETING**

Tehama County Department of Education, Library  
1135 Lincoln Street, Red Bluff, CA 96080

**Tuesday January 19, 2021**

**9:00 AM TO 10:30 AM**

**UNAPPROVED MEETING MINUTES**

**PRESENT:** Todd Brose, Veronica Coates, Jared Caylor, Cliff Curry, Rich DuVarney, Rick Fitzpatrick, Cindy Haase, Jenny Montoya, Jeff Scheele, Jim Weber,

**ABSENT:** Joey Adame, Rachel Davis, Michelle Farrar, Brad Mendenhall,

**GUESTS:** Suzanne Adkins, Diana Davission, Jillian Damon, Noelle DeBortoli, Wes Grossman, Tori Hickok, Michelle Kinner, Angie Pacheco, Katie Silva, Sara Smith, Jim Southwick, Carrie Van Riper.

**1. Call to Order**

Todd Brose called the meeting to order at 9:00am.

**2. Consent Agenda**

Cliff Curry motioned to approve the consent agenda; Jim Weber Seconded motion. All in favor, motion carries. 9 yes/0 no/0 Abstentions

**3. Public Input**

There was no public input.

**4. Priorities Requests**

No Priorities Requests

**5. LCI Requests**

No LCI Requests

**6. State Budget Overview**

Veronica gave an overview of the state budget and how it could impact our SELPA. State Revenues are coming in higher and funding to Prop 98 has

reached an all-time high. There are additional funds LEAs can apply through for the Governor's reopening plan. There is a proposed 1.5% COLA for special education. Additionally, the Governor is proposing to increase the base special education grants up to \$625 for all SELPAs below this rate. If the budget is passed, the COLA will move SELPAs up to \$634, which will provide a slight increase to our base rate. The Governor proposed no structural changes to the AB 602 funding model, which is good news for our SELPA. There is a current SPED fiscal study being done by WestEd that could make recommendations to structurally change the AB 602 model.

The Special Education Early Intervention grant is being introduced again this year by the Governor. This provides funding based on district of residence preschool count. Last year our SELPA worked through a model that districts receiving these funds flowed the money back to the SELPA due to the regional programs of preschoolers with disabilities being covered by the county office. The SELPA authorizes 86% of all preschool regional program and service costs for all K-8 districts to be paid for off the top. Last year we worked as a Governance with district CBOs to determine how to allocate this revenue back to the SELPA. The Governor has proposed to continue this funding, in the amount of 300 Million dollars with language around providing inclusive practices and services for preschool students with disabilities. As we thought this was one-time money, we will need to discuss how these funds should be allocated again as it appears to be ongoing funding. The Governor has shown great interest in early intervention and infant funding. He also indicated at his press release if the legislature wanted to give more money towards this, he was all in. It is anticipated each LEA will receive approximately \$5900 per preschool student, based on the proxy of preschool aged students qualifying for IEPs. Veronica also reminded the group that our infants are served through a combination of Shasta County Office of Education and Far Northern Regional Center as our providers. Todd Brose asked about the proposal including infants and how this would impact us as we do not serve our infants, due to the J50 model. Veronica relayed that until the budget is passed in June we won't know that level of detail. She further indicated that the CDE and other agencies have inquired with the State SELPA Association about the antiquated infant funding model with a desire to look at changing this model, but it would take a legislative fix. Superintendent Brose indicated that if this early intervention grant is included in the budget, it is something the SELPA will have to address within our funding model and asked if this should be worked on this spring. Veronica recommended the Governance Council start working on this in the spring, also including district

CBOs as we did last time this funding was allocated to prepare if it is passed in the state budget in June. Veronica recommended considering using the same or a similar model as before.

Veronica summarized other funding proposals by the Governor, including one time funds for several studies that involve special education including LEA MediCal Bill and NonPublic Day School State Oversight.

## **7. Transition Discussion**

Veronica opened up a discussion regarding the transition process as eighth graders matriculate to high school districts and how the SELPA could assist and support this process. Veronica opened the discussion up the group. Cari Van Riper indicated that having information about student needs and services and having the ability to consult with the feeder districts would be helpful. Jillian Damon indicated it would be great to have a staffing/consultation time with the feeder school to go over service levels for incoming eighth grade to ensure master schedules at the high school level are built to address all student needs. This would also assist in being prepared for IEP meetings to be held at the high school level. Assistant Superintendent, Sara Smith relayed her experience as a former high school special education administrator. She relayed that having meetings without consulting can cause some undue tension. She recommended scheduling and planning consultation between the two teams much earlier than in years past to support a bridge of relationship with the family. There needs to be support for the mindset related to the transition from a K-8 to a high school setting. Superintendent Brose indicated that it is important for the two teams to consult on the incoming 8<sup>th</sup> graders to be able to adequately prepare to service the students appropriately and according to their IEP. Having the dialogue would be important and help set students up for a successful high school transition.

Veronica relayed that the SELPA can assist in setting up some data consultation tools for the districts to work together. She summarized the success of preschool transitions and the method of sharing data and observations by the receiving LEA. She also reiterated that an offer of FAPE made with the feeder districts can be inappropriate as the offer of FAPE and any changes during a transition to another school rests with the receiving district, once the student enrolls. Doing this before can cause undue disputes and inaccurate offers of FAPE.

Suzanne Atkins relayed that having time to consult is a great idea and is in alignment with the preschool to kindergarten transition model we already do. It is an opportunity to provide solid data to the high school teams.

Superintendent Cindy Haase relayed feedback that having some informational sessions would be a good idea, as well as starting the communication with the high schools in August and potentially inviting them to 8<sup>th</sup> grade annual IEPs.

There was a discussion on timing about these meetings and how May can be too late in the year for high schools to adequately plan. Superintendent Brose indicated if there is strong consultation and data sharing early, it makes the other meetings when the IEPs occur more effective for students. Superintendent Jenny Montoya indicated a FAQs about what to expect at the high school would be helpful as well to assist in supporting students and families during this big change. Assistant Superintendent Smith indicated that really prepping the high school counselors on language and offerings for all students, especially students with disabilities, using inclusive language would also be helpful.

Veronica indicated that she will bring back some resources and tools for transitions to the group. There was a consensus to move towards a consultative and data informed model to assist and support students in the transition from a K-8 to High School District, however, the receiving High Schools have the right to make their offer of FAPE after they have officially received the student.

## **8. Special Education Accountability Update**

- 8.1** Annual Determination Notification Letters: All LEAs should have received their Annual Determination Letters last week. They can be difficult to understand and Veronica is happy to help translate them. What the CDE has relayed to SELPA Administrators is that LEAs will continue with their same level of monitoring as they had this year, in essence monitoring their current Special Education Plan (SEP) that they just completed in December, with no further SEP plans due for the following year. At this juncture we have no districts being monitored for Disproportionality, which is positive, but new data will come out in the summer related to those determinations.
- 8.2** CALPADS Certification Fall 1 SELPA Certification: Veronica relayed that the certification for Fall 1 is coming up. Most LEAs have gotten to the final stage and the SELPA is ready to certify. The SELPA does need time prior to the official deadline to ensure there are no more errors. It is important for CALPADS staff and SELPA staff to work together on this.
- 8.3** Overdue IEPs and Assessments: Veronica reminded the Superintendents that the CDE continues to monitor overdue IEP and

special education assessments. Please send any correspondence you receive from CDE to Veronica and the SELPA in order to compare data. The CDE is looking for a 20% decrease in these overdue items, per month. There has been no corrective actions related to this area of monitoring at this point, however, that could and most likely will change in the spring. It is important to realize that some of you actually mitigated the overdue items, but the IEPs were not affirmed in a timely manner or uploaded to CALPADs, which will still reflect as a late IEP. It is very important to affirm and attest those IEPs within 48 hours, 24 hours, if possible, and then ensure your CALPADs staff are uploading those transactions.

## **9. High Hoops event**

Veronica relayed that the staff who volunteer to organize our annual High Hoops event is working to have a COVID safe version this year, rather than cancel. If districts/LEAs still feel worried about having the modified event, which will be with cohorts, please let the SELPA know.

Todd relayed how great the event is and how we need to keep the event going.

## **10. Alternative Dispute Resolution`**

Veronica relayed that the SELPA is here to serve as neutral mediators within an alternative dispute resolution model. We continue to see an increase in disputes and special education litigation. Veronica summarized a case that the SELPA provided support to, including acting as a facilitator of the settlement agreement fund, as it involved two districts. There was a MOU crafted with attorney support. Superintendent Brose asked what other supports the SELPA could provide in this model. Veronica relayed supporting districts with neutral facilitation and pre mediation, in a preventive model. She recommends having some sort of ADR policy or framework, including the MOU template. Superintendent Brose requested bringing back some draft policy language on this at a future meeting.

## **11. Changes to Special Education Credentials**

Veronica summarized changes being made to Special Education Credentials. She provided resources and recommended Superintendents share with their Human Resources staff. There are a lot of positives to the changes with some more flexibility and education required of special educators, however, with this



comes some concerns as there is already such a shortage in the field and more requirements could cause shortages to continue.

## **12: SELPA Admin Report**

Veronica provided an update on special education legislation and finance.

## **13. District Reports**

There were no district reports.

## **Adjournment**

Jared Caylor motioned to adjourn meeting, Rick Fitzpatrick seconded motion. All in favor, the meeting adjourned at 9:53 am. 9 yes/0 no/0 Abstentions.

# **TEHAMA COUNTY SELPA**

## **SPECIAL EDUCATION BUDGET**

2020-2021  
SECOND INTERIM

February 10, 2021

## 2020-21 Second Interim RSP Aide Allocation

### Effective COLA Calculation

Current COLA %	0.00000
Current COLA Rate	\$0.0000
Prior Yr. SELPA ADA Rate	\$574.08
Adj. SELPA ADA Rate	\$574.08
Adj. COLA %	0.00000
Prior Yr. RSP Aide Rate	\$18,197.89
Current Yr. RSP Aide Rate	\$18,197.89

### District Allocations

<b>2020/21 RSP Aide Rate</b>	\$18,197.89
<b>RSP FTE</b>	5.6
<b>Total Aide Allocation</b>	\$ 101,908.18
<b>Allocation per District</b>	\$ 16,984.70

Elkins	closed
Flournoy	\$ 16,984.70
Gerber	\$ 16,984.70
Kirkwood	\$ 16,984.70
Lassen View	\$ 16,984.70
Reeds Creek	\$ 16,984.70
Richfield	\$ 16,984.70
<b>TOTAL</b>	<b>\$ 101,908.18</b>

The RSP Aide Allocation will be shared evenly by those non-program operating districts receiving RSP services through the Tehama Office of Education. **The Funds must be used for the costs of providing aide services to the RSP program. If a district can not verify that the funds were used for an RSP aide, that districts' share of funds will be evenly allocated to the other districts.**

## Special Education Income 2020-21 Second Interim

Federal Income		
2020-21 First Interim	2020-21 Second Interim	Difference

TCDE Program	\$ 938,388	\$ 938,388	\$ -
Antelope	\$ 91,107	\$ 91,107	\$ 0
Corning Elem	\$ 239,578	\$ 239,578	\$ (0)
Corning HS	\$ 116,415	\$ 116,415	\$ (0)
Evergreen	\$ 108,822	\$ 108,822	\$ 0
Red Bluff Elem	\$ 236,204	\$ 236,204	\$ (0)
Red Bluff HS	\$ 194,024	\$ 194,024	\$ 0
Los Molinos USD	\$ 63,269	\$ 63,269	\$ (0)
<b>Total</b>	<b>\$ 1,987,807</b>	<b>\$ 1,987,807</b>	<b>\$ -</b>

Combined Federal/State Income		
2020-21 First Interim	2020-21 Second Interim	Difference

	\$ 2,472,502	<b>\$ 2,406,194</b>	\$ (66,308)
	\$ 318,989	<b>\$ 324,913</b>	\$ 5,924
	\$ 794,468	<b>\$ 808,893</b>	\$ 14,425
	\$ 401,524	<b>\$ 408,935</b>	\$ 7,411
	\$ 429,464	<b>\$ 437,800</b>	\$ 8,336
	\$ 787,814	<b>\$ 802,154</b>	\$ 14,340
	\$ 651,702	<b>\$ 663,600</b>	\$ 11,898
	\$ 216,120	<b>\$ 220,094</b>	\$ 3,974
<b>Total</b>	<b>\$ 6,072,583</b>	<b>\$ 6,072,583</b>	<b>\$ (0)</b>

State Entitlement		
2020-21 First Interim	2020-21 Second Interim	Difference

TCDE Program	\$ 1,534,114	\$ 1,467,806	\$ (66,308)
Antelope	\$ 227,882	\$ 233,806	\$ 5,924
Corning Elem	\$ 554,890	\$ 569,315	\$ 14,425
Corning HS	\$ 285,109	\$ 292,521	\$ 7,412
Evergreen	\$ 320,642	\$ 328,977	\$ 8,335
Red Bluff Elem	\$ 551,610	\$ 565,950	\$ 14,340
Red Bluff HS	\$ 457,678	\$ 469,576	\$ 11,898
Los Molinos USD	\$ 152,851	\$ 156,825	\$ 3,974
<b>Total</b>	<b>\$ 4,084,776</b>	<b>\$ 4,084,776</b>	<b>\$ (0)</b>

Local Property Tax		
2020-21 First Interim	2020-21 Second Interim	Difference

SELPA AU	\$ 227,741	\$ 231,790	\$ 4,049
SELPA Priorites	\$ 229,813	\$ 229,813	\$ -
TCDE Program	\$ 2,072,314	\$ 2,068,265	\$ (4,049)
<b>Total</b>	<b>\$ 2,529,868</b>	<b>\$ 2,529,868</b>	<b>\$ 0</b>

Combined Income		
2020-21 First Interim	2020-21 Second Interim	Difference

<b>Total SELPA</b>	<b>\$ 8,602,451</b>	<b>\$ 8,602,451</b>	<b>\$ (0)</b>
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## 2020-21 Second Interim Formulas for Special Education Billback

	20-21 First Interim	20-21 Second Interim
<b>Per ADA Rate:</b> All or a portion of all program deficits, except Resource Specialist, are funded on the basis of ADA. The composite ADA Rate is:	\$ 23.91	\$ 23.61
<b>Preschool:</b> 75% of the deficit is funded by the number of children each district has enrolled in the program. The other 25% is included in the Per ADA Rate. The cost per student is:	\$ 888.09	\$ 628.19
<b>Severely Disabled:</b> 75% of the deficit is funded by the number of children each district has enrolled in the program. The other 25% is included in the Per ADA Rate. The cost per student is: <i>(Gerber SH &amp; TALC)</i>	\$ 2,122.16	\$ 2,116.17
<b>Resource Specialist Program:</b> The entire deficit is funded on the basis of RSP FTE allocated to each participating district. The cost per FTE is:	\$ 10,625.23	\$ 10,584.18
<b>Speech/Language Program:</b> 75% of the deficit is funded by the number of children each district has enrolled in the program. The other 25% is included in the Per ADA Rate. The cost per student is:	\$ 233.60	\$ 197.94
<b>Low Incidence/Related Services:</b> 75% of the deficit is funded by the number of children each district has enrolled in the program. The other 25% is included in the Per ADA Rate. The cost per student is: <i>(DHH, VI/Mobility, APE, OI, and OT)</i>	\$ 450.14	\$ 462.70

# 2020-21 High School's (RBHS/CHS) Severe Class Flow Through

## Second Interim

### 2020-21 Salaries/Benefits

	<b>AVG.</b>	<b>FTE</b>	
LVN	37,420	1	37,420
PSYCH	93,260	0.025	2,332
SPEECH	98,014	0.025	2,450
TEACHER	87,599	1	87,599
SNA	23,633	3	70,900
			200,701
Other Expenses			1,000
			<u>201,701</u>

### PUPIL COUNT

CHS	4
RBHS	11
	<u>15</u>

**13,447** Total expenses divided by pupil count.

### High School Severe Class Flow Through

CHS	53,787
RBHS	147,914
	<u>201,701</u>

Final amount will be based on April 2021 pupil count.

# Special Education Projected Billback Second Interim 2020-21

Districts	Special Education Program Charges							Shared Billback					
	Per ADA		Preschool As of 02/19/2021	Severely Disabled As of 02/19/2021	Specialized Academic Instruction	Speech/Lang Prg As of 02/19/2021	Low Incidence As of 02/19/2021						
	ADA	\$	Enroll.	\$	FTE	\$	Enroll.		\$				
	2019-20 P2	23.61	628.18	2,116.15	10,584.04	197.94	462.70						
Antelope	819.87	\$ 19,359	7	\$ 4,397	2	\$ 4,232	\$ -	8	\$ 1,584	18	\$ 8,329	\$ 37,900	
Corning Elem	1,957.88	\$ 46,229	29	\$ 18,217	5	\$ 10,581	\$ -	27	\$ 5,344	39	\$ 18,045	\$ 98,417	
Corning High	1,020.49	\$ 24,096	0	\$ -	3	\$ 6,348	\$ -	0	\$ -	24	\$ 11,105	\$ 41,549	
Elkins	-	\$ -	0	\$ -	0	\$ -	0.00	\$ -	0	\$ -	0	\$ -	\$ -
Evergreen	1,195.65	\$ 28,231	7	\$ 4,397	5	\$ 10,581	\$ -	13	\$ 2,573	36	\$ 16,657	\$ 62,440	
Flournoy	37.75	\$ 891	0	\$ -	0	\$ -	0.20	\$ 2,117	4	\$ 792	3	\$ 1,388	\$ 5,188
Gerber	363.56	\$ 8,584	4	\$ 2,513	1	\$ 2,116	1.20	\$ 12,701	42	\$ 8,313	5	\$ 2,313	\$ 36,541
Kirkwood	97.35	\$ 2,299	2	\$ 1,256	0	\$ -	0.20	\$ 2,117	13	\$ 2,573	3	\$ 1,388	\$ 9,633
Lassen View	364.66	\$ 8,610	2	\$ 1,256	0	\$ -	0.80	\$ 8,467	25	\$ 4,948	13	\$ 6,015	\$ 29,297
Los Molinos Unif	545.24	\$ 12,874	5	\$ 3,141	2	\$ 4,232	\$ -	7	\$ 1,386	9	\$ 4,164	\$ 25,797	
Red Bluff Elem	1,950.56	\$ 46,056	36	\$ 22,615	9	\$ 19,045	\$ -	32	\$ 6,334	47	\$ 21,747	\$ 115,797	
Red Bluff High	1,622.65	\$ 38,314	0	\$ -	17	\$ 35,974	\$ -	5	\$ 990	26	\$ 12,030	\$ 87,308	
Reeds Creek	175.35	\$ 4,140	1	\$ 628	1	\$ 2,116	0.80	\$ 8,467	19	\$ 3,761	5	\$ 2,313	\$ 21,426
Richfield	235.05	\$ 5,550	1	\$ 628	0	\$ -	0.60	\$ 6,350	24	\$ 4,751	4	\$ 1,851	\$ 19,130
Tehama eLearning	106.77	\$ 2,521	0	\$ -	0	\$ -	1.20	\$ 12,701	0	\$ -	0	\$ -	\$ 15,222
Lincoln Street	68.28	\$ 1,612	0	\$ -	0	\$ -	0.40	\$ 4,234	10	\$ 1,979	2	\$ 925	\$ 8,751
Juvenile Hall	22.30	\$ 527	0	\$ -	0	\$ -	0.20	\$ 2,117	0	\$ -	0	\$ -	\$ 2,643
<b>Totals</b>	10,583.41	<b>\$ 249,894</b>	94	<b>\$ 59,049</b>	45	<b>\$ 95,227</b>	5.60	<b>\$ 59,271</b>	229	<b>\$ 45,328</b>	234	<b>\$ 108,271</b>	<b>\$ 617,039</b>

**Special Education Billback Comparison  
Second Interim  
2020-21**

Districts	2020-21 First Interim B	2020-21 Second Interim A	Difference A-B
Antelope	37,370	37,901	531
Corning Elem	94,804	98,418	3,614
Corning High	39,318	41,549	2,231
Elkins	0	0	0
Evergreen	64,885	62,441	(2,444)
Flournoy	5,312	5,188	(124)
Gerber	38,946	36,541	(2,405)
Kirkwood	9,932	9,633	(299)
Lassen View	28,402	28,835	433
Los Molinos	26,977	25,797	(1,180)
Red Bluff Elem	122,701	116,261	(6,440)
Red Bluff High	91,000	87,309	(3,691)
Reeds Creek	21,942	21,426	(516)
Richfield	19,823	19,130	(693)
TeLA	15,303	15,222	(81)
Lincoln Street	8,885	8,751	(134)
Juvenile Hall	2,892	2,643	(249)
<b>TOTALS</b>	<b>628,492</b>	<b>617,047</b>	



# Non-Public School and Agency Expenses 2020-21 Second Interim

<b>55% District / 45% SELPA</b>	
Beginning Balance	0.00
Less Out of Home Care Funding (LCI)	144,814
District Share 55%	2,710
<b>TOTAL REVENUE \$</b>	<b>147,524</b>
SELPA's 100% LCI	129,345
SELPA's 45%	2,218
Districts 55%	2,710
<b>TOTAL EXPENDITURES \$</b>	<b>134,273</b>
<b>BALANCE</b>	<b>\$ 13,251</b>

		Total Deficit \$	(13,251)		
		Total NPS ADA	3.11		
		Cost per ADA \$	(4,261)		
		<b>2020/21 Second Interim</b>			
		<b>NPS</b>			<b>TOTAL</b>
<b>Districts</b>	<b>100%</b>	<b>55%</b>	<b>NPS ADA</b>	<b>District Share of Deficit</b>	<b>DISTRICT SHARE</b>
Antelope	134,005	0	1.00	-4,261	129,744
Corning Elem.	167,814	0	0.00	0	167,814
Evergreen	58,384		0.00	0	58,384
Gerber	8,130	2,710	0.11	-469	10,372
Red Bluff Elem.	22,736	0	2.00	-8,522	14,215
Corning High	120,630	0	0.00	0	120,630
Red Bluff HS	0	0	0.00	0	0
<b>Totals</b>	<b>\$ 511,700</b>	<b>\$ 2,710</b>	<b>3.11</b>	<b>\$ (13,251)</b>	<b>\$ 501,159</b>

100% SELPA								
District	Student	Grade	NPS or NPA Name	Placement Type	District Share	Entry Date	Exit Date	ADA
RBE	L.S.	5	IEP	LCI	0%	11/27/2018		1.00
	J.N.	7	IEP	LCI	0%	5/21/2019		1.00
Antelope	C.C.	4	IEP	LCI	0%	10/30/2017		1.00

55% District Share								
District	Student	Grade	NPS or NPA Name	Placement Type	District Share	Entry Date	Exit Date	ADA
Gerber	M.B.S.	8	IEP	non	55%			0.11 0.00
Corning HS								
Antelope								

100% District Share							
District	Student	Grade	NPS or NPA Name	Placement Type	District Share	Entry Date	Exit Date
Antelope	T.J.	5	IEP School	non	100%	3/20/2017	8/11/2020
	M.F.	8	IEP School	non	100%	1/11/2021	
	E.R.	6	IEP School	non	100%	2/10/2020	
	D.O.	5	IEP School	non	100%	8/12/2019	
Red Bluff Elem.	D.M.	7	IEP School	non	100%	4/1/2020	1/11/2021
Evergreen	K.S.	4	IEP School	non	100%	3/3/2020	12/9/2020
	L.S.	8	IEP School	non	100%	11/9/2020	
Corning Elem.	C.H.	7	IEP School	non	100%	9/10/2018	
	I.F.	6	IEP School	non	100%	8/12/2019	
	L.L.	7	IEP School	non	100%	2/10/2020	
	A.M.	8	IEP School	non	100%	9/8/2020	
Gerber	M.N.	8	Summit	non	100%	12/9/2019	7/15/2020
Red Bluff HS							
Corning HS	J.D.	9	IEP School	non	100%	12/1/2014	
	C.G.	11	IEP School	non	10000%	7/1/2020	

## Intensive Behavior Interventionists Second Interim 2020-21

<u>Expenses</u>	<u>Revenues</u>	
	\$ 71,331	District Share of IBI's
	\$ 71,331	<b>Total Revenue</b>
\$ 106,996		IBI's (3) \$ 35,665 avg. cost of IBI
<b>\$ 106,996</b>		<b>Total Expenses</b>
	\$ (35,665)	<b>Unassigned IBI's</b>

<u>Districts</u>	2020-21		Pro-Rated by Entry Date	2020-21	
	Local Billing for 100% of Net Placement Cost			First Interim	Difference
Corning Elem.	\$ -		0.00	\$ -	\$ -
Evergreen	\$ 35,665		1.00	\$ 34,840	\$ 825
Red Bluff Elem.	\$ 35,665		1.00	\$ 34,840	\$ 825
Red Bluff High			1.00	\$ -	\$ -
Antelope	\$ -		0.00	\$ -	\$ -
<b>Totals</b>	<b>\$ 71,331</b>		<b>3.00</b>	<b>\$ 69,680</b>	

District of Residence	School of Attendance	Inten. Behavior Intervent. FTE	Entry Date	Exit Date
Red Bluff Elem. N.M.	Metteer	1.00	10/19/2015	
Red Bluff High J.D.	RBHS	1.00	8/14/2017	distance learning
Evergreen A.R.	Evergreen	1.00	2/3/2020	

**Psychological, and Nursing Billback  
Second Interim  
2020-21**

District	Psychological Serv.		Nursing Services		2020/21 Initial Billing Estimate	2020/21 First Interim Totals	2020/21 Second Interim Totals
	Fee For Service	Billing	FTE	Billing			
Antelope		\$ -	0.500	\$ 55,866	\$ 54,610	\$ 55,928	\$ 55,866
Corning High		\$ -	0.600	\$ 67,039	\$ 65,532	\$ 67,114	\$ 67,039
Elkins - FFS		\$ -	0.000	\$ -	\$ -	\$ -	\$ -
Evergreen		\$ -	0.000	\$ -	\$ -	\$ -	\$ -
Flournoy - FFS	0.02	\$ 1,939	0.025	\$ 2,793	\$ 6,020	\$ 2,796	\$ 4,732
Gerber	0.00	\$ -	0.400	\$ 44,692	\$ 43,866	\$ 44,742	\$ 44,692
Juvenile Hall - FFS	0.00	\$ 369	0.060	\$ 6,704	\$ 12,059	\$ 7,406	\$ 7,073
Kirkwood - FFS		\$ 8,264	0.050	\$ 5,587	\$ 6,100	\$ 21,146	\$ 13,850
Lassen View - FFS	0.13	\$ 13,989	0.200	\$ 22,346	\$ 33,922	\$ 35,057	\$ 36,335
Lincoln St - FFS	0.05	\$ 5,494	0.100	\$ 11,173	\$ 15,576	\$ 11,186	\$ 16,667
Los Molinos USD		\$ -	0.300	\$ 33,519	\$ 32,766	\$ 33,557	\$ 33,519
Red Bluff Elem		\$ -	0.000	\$ -	\$ -	\$ -	\$ -
Red Bluff High		\$ -	0.005	\$ 531	\$ 519	\$ 531	\$ 531
Reeds Creek - FFS	0.15	\$ 15,789	0.100	\$ 11,173	\$ 27,014	\$ 25,175	\$ 26,962
Richfield- FFS	0.08	\$ 8,633	0.200	\$ 22,346	\$ 31,163	\$ 33,059	\$ 30,979
Tehama eLearning - FFS	0.09	\$ 9,141	0.100	\$ 11,173	\$ 21,011	\$ 21,265	\$ 20,314
TCDE - SERRF		\$ -	0.020	\$ 2,235	\$ 2,184	\$ 2,237	\$ 2,235
TCDE - Other		\$ -	0.095	\$ 10,614	\$ 10,376	\$ 10,626	\$ 10,614
TCDE - State Preschool		\$ -	0.030	\$ 3,352	\$ 3,277	\$ 3,356	\$ 3,352
Co. Operated Programs	1.400	\$ 148,441	1.215	\$ 135,753	\$ 277,007	\$ 284,516	\$ 284,194
Unallocated			0.000	\$ -	\$ -	\$ -	\$ -
<b>Total</b>	<b>1.92</b>	<b>\$ 212,059</b>	<b>4.000</b>	<b>\$ 446,896</b>	<b>\$ 643,002</b>	<b>\$ 659,697</b>	<b>\$ 658,955</b>

Final FFS (fee for service) will be prorated on actual use.

**TEHAMA COUNTY SELPA**  
**TRANSPORTATION BUDGET**

**2020-2021**

**SECOND INTERIM**

**February 16, 2020**

### Multi-year Comparison of Transportation Billback

	FINAL		FINAL		FIRST INTERIM		SECOND INTERIM	
	2018-19	Pupil Ct.	2019-20	Pupil Ct.	2020-21	Pupil Ct.	2020-21	Pupil Ct.
<b>Antelope</b>	\$9,730	4.0	\$10,950	3.0	\$26,570	4.0	\$ 20,556	3.0
<b>Corning Elem</b>	\$34,056	14.0	\$62,051	17.0	\$66,426	10.0	\$ 61,668	9.0
<b>Corning High</b>	\$9,730	4.0	\$7,300	2.0	\$0	0.0	\$ -	0.0
<b>Elkins</b>	\$0	0.0	\$0	0.0	\$0	0.0	\$ -	0.0
<b>Evergreen</b>	\$19,461	8.0	\$29,200	8.0	\$39,856	6.0	\$ 41,112	6.0
<b>Flournoy</b>	\$0	0.0	\$0	0.0	\$0	0.0	\$ -	0.0
<b>Gerber</b>	\$4,865	2.0	\$3,650	1.0	\$0	0.0	\$ -	0.0
<b>Kirkwood</b>	\$0	0.0	\$0	0.0	\$0	0.0	\$ -	0.0
<b>Lassen View</b>	\$7,298	3.0	\$10,950	3.0	\$13,285	2.0	\$ 13,704	2.0
<b>Los Molinos</b>	\$7,298	3.0	\$14,600	4.0	\$19,928	3.0	\$ 20,556	3.0
<b>RBE</b>	\$43,786	18.0	\$80,301	22.0	\$92,996	14.0	\$ 82,224	12.0
<b>RBH</b>	\$17,028	7.0	\$29,200	8.0	\$53,141	8.0	\$ 41,112	6.0
<b>Reeds Creek</b>	\$2,433	1.0	\$0	0.0	\$6,643	1.0	\$ 6,852	1.0
<b>Richfield</b>	\$4,865	2.0	\$3,650	1.0	\$0	0.0	\$ 6,852	1.0
<b>Total</b>	\$160,550	66.0	\$251,852	69.0	\$318,845	48.0	\$ 294,635	43.0

**Transportation Billback  
2020-21 SECOND INTERIM**

	TCDE transporting Districts students to county programs	TCDE transporting Districts students to District programs- cost to District 100%	Total in County Programs	%	2020-21 SECOND INTERIM  <u>Billback</u>	2020-21 FIRST INTERIM  <u>Billback</u>	<u>Difference</u>
	<u>Pupils</u>	<u>Pupils</u>					
<b>Total Billback</b>					<b>\$ 294,635</b>	\$ 318,844	\$ (24,209)
Antelope	3		3	0.0698	\$ 20,556	\$ 26,570	\$ (6,014)
Corning Elem	9		9	0.2093	\$ 61,668	\$ 66,426	\$ (4,758)
Corning High	0		0	0.0000	\$ -	\$ -	\$ -
Elkins	0		0	0.0000	\$ -	\$ -	\$ -
Evergreen	6		6	0.1395	\$ 41,112	\$ 39,856	\$ 1,256
Flournoy	0		0	0.0000	\$ -	\$ -	\$ -
Gerber	0		0	0.0000	\$ -	\$ -	\$ -
Kirkwood	0		0	0.0000	\$ -	\$ -	\$ -
Lassen View	2		2	0.0465	\$ 13,704	\$ 13,285	\$ 419
Los Molinos	3		3	0.0698	\$ 20,556	\$ 19,928	\$ 628
Red Bluff Elem	12		12	0.2791	\$ 82,224	\$ 92,996	\$ (10,772)
Red Bluff High	6		6	0.1395	\$ 41,112	\$ 53,141	\$ (12,029)
Reeds Creek	1		1	0.0233	\$ 6,852	\$ 6,643	\$ 209
Richfield	1		1	0.0233	\$ 6,852	\$ -	\$ 6,852
							\$ -
<b>Total</b>	<b>43</b>	<b>0</b>	<b>43</b>	<b>1.0000</b>	<b>\$ 294,635</b>	\$ 318,845	\$ (24,210)

**Detail Report of Transportation Revenue and Expenditures  
2020-21 SECOND INTERIM**

TCDE	Resource 0724	SECOND INTERIM 2020-21	FIRST INTERIM 2020-21	Difference
State Obj 8980	\$390,254	<b>\$390,254</b>	<b>\$390,254</b>	\$0
<b>TOTAL REVENUE</b>	<b>\$390,254</b>	<b>\$390,254</b>	<b>\$390,254</b>	\$0
Salaries	\$287,967	<b>\$287,967</b>	\$301,911	-\$13,944
Benefits	\$110,440	<b>\$110,440</b>	\$119,408	-\$8,968
Supplies	\$77,482	<b>\$77,482</b>	\$77,482	\$0
Other Services	\$172,355	<b>\$172,355</b>	\$172,355	\$0
Direct/Indirect	\$36,645	<b>\$36,645</b>	\$37,942	-\$1,297
<b>Total TCDE Expenses</b>	<b>\$684,889</b>	<b>\$684,889</b>	<b>\$709,098</b>	-\$24,209
	<b>Reimbursements to Districts:</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>TCDE EXPENSES</b>		<b>\$684,889</b>	<b>\$709,098</b>	-\$24,209
	<b>TOTAL REVENUE</b>	<b>\$390,254</b>	<b>\$390,254</b>	<b>\$0</b>
	<b>TOTAL EXPENSE</b>	<b>-\$684,889</b>	<b>-\$709,098</b>	<b>\$24,209</b>
	<b>2019-20 BILLBACK</b>	<b>-\$294,635</b>	<b>-\$318,844</b>	<b>\$24,209</b>
	<b>Excess Cost Per Pupil</b>	<b>\$6,852</b>	<b>\$6,643</b>	<b>\$209</b>

**Bus Purchase Billing**  
**2020-21**  
**SECOND INTERIM**  
**Bus Replacement Fund of \$75,000/Year**

			20/21
	Unaudited		Payment
	19/20 Expenses	% of Expenses	\$ 75,000
Antelope	\$ 8,434,952	6.37%	\$ 4,780
Corning Elem	\$ 26,055,512	19.69%	\$ 14,764
Corning High	\$ 15,508,844	11.72%	\$ 8,788
Elkins	\$ 182,365	0.14%	\$ 103
Evergreen	\$ 12,324,693	9.31%	\$ 6,984
Flournoy	\$ 495,201	0.37%	\$ 281
Gerber	\$ 4,920,216	3.72%	\$ 2,788
Kirkwood	\$ 1,155,522	0.87%	\$ 655
Lassen View	\$ 3,686,438	2.79%	\$ 2,089
Los Molinos	\$ 7,811,552	5.90%	\$ 4,426
RB Elem	\$ 25,203,759	19.04%	\$ 14,282
Red Bluff High	\$ 22,188,989	16.76%	\$ 12,573
Reeds Creek	\$ 1,795,583	1.36%	\$ 1,017
Richfield	\$ 2,595,153	1.96%	\$ 1,471
<b>Totals</b>	<b>\$ 132,358,779</b>	<b>100.00%</b>	<b>\$ 75,000</b>

Starting Balance as of July 2020: **\$158,717.00**

Revenue for 2020/2021 SY: **\$75,000.00**

Total : **\$233,717.00**



## **Tehama SELPA: Transition Eighth to Ninth Grade Transitions Suggested Guidelines**

These guidelines offer a framework of the K-8 district of special education accountability working with the future / receiving High School District. This framework provides examples of how the two teams will collaborate. It is important to remember the receiving high school district has the right to make the offer of FAPE once the student enrolls in their school. It is recommended the two teams collaborate and staff these cases in the spring. The High School (receiving district) will analyze the data and make an offer of education once the student becomes enrolled within their district, preferably in July through meetings and addendums. During the collaborations, the data will assist the high school teams in their offer of FAPE. It also assists the high school district to bring vital and crucial data back to their master schedule team to ensure the needs of students on IEPs are built into this master schedule, ensuring the continuum of support reflects the needs of students, based on data.

The guidelines provide actions in preparing for the collaboration and responsibilities of each entity during the collaboration. It also provides a framework of the responsibilities of the receiving district of SPED accountability once the student is officially enrolled within one of the high school districts.

### ***Responsibilities Prior to meeting:***

#### **✓ 8th grade Case Carriers:**

- Collect any necessary or unknown information about student's ELA and Math levels.
- Students' present grade levels of functioning. Especially in the areas of ELA (fluency, comprehension, and written expression). Additionally, present levels in other areas such as language, social/emotional/behavioral, life/adaptive skills, Graduation Track, etc. It would be important to note any additional plans that are attached to the IEP (BIP, Direct Treatment Protocol, etc). See sample form.
- Work collaboratively with your administrative team to identify a location to conduct the meetings (if in person, this could be up to 6-8 staff members).

✓ **High School Counselors and/or School Psychologists**

- Meet with 8<sup>th</sup> grade students to gather information about students' interests and elective preferences. It is important to remember that the IEP team determines the level of service, which could impact elective offerings.

✓ **High School Lead Case Carrier and/or High School SPED Administrator:**

- Please send out a copy of the Transition Worksheet (considerations for Team Discussion) to all of the 8<sup>th</sup> grade case carriers or K-8 SPED Administrator. If 8<sup>th</sup> grade teachers have this information available prior to the transition meetings they can start to complete it to make this process go more smoothly.

***During the meeting:***

- ✓ **8<sup>th</sup> grade Case Carriers** will have SEIS up and running so that high school staff can access your caseloads. Please make sure that at the meetings you have easy access to a copy of the most recent psych report and current IEP. This would prevent hard copies from being distributed. The SELPA can assist in offering view only support to the receiving district.
- ✓ **High School Case Carriers:** Bring document which identifies support options and what the continuum looks like in the new setting (i.e. pull out, push in, approximately what level of academic support is available within these service options, etc.) for students. This document also serves as a reference guide for the high school staff at a later time if needed.
- ✓ High School Counselors will likely have available a list of the students' elective preferences and interests for review.

***Following transition meetings:***

- ✓ Registrar will send confidential and cumulative files from K-8 to the receiving high school in June.
- ✓ Once the student enrolls in the receiving high school district, that team has a responsibility to complete an Amendment and services page to reflect any changes related to this placement change from 8th to 9th grade. The start date for services would be the first day of school. These amendments need to be done with parents, either in person, virtually, or

with permission to send home for signature. This could be done as early as July 1.

***Additional Documents:***

A copy of *The Guidelines for Scheduling Co-Teaching. 8<sup>th</sup> grade Case Carriers* please be thinking about these ratings for your students as we have found these guidelines to be helpful when scheduling co-taught classes for 9<sup>th</sup> grade students. However I have found that sometimes these ratings are also generated during the 8th/9th grade transition meeting with input from HS staff.

Student Name: \_\_\_\_\_  
 SSID: \_\_\_\_\_

High School District: \_\_\_\_\_  
 Feeder School District: \_\_\_\_\_

**Eighth Grade to High School Transition Worksheet  
 Tehama County Special Education Local Plan Area (SELPA)**

**Diploma Track:**    Diploma

                                 Certificate Track

**IEP Services**

<u>Service</u>	<u>Direct or Indirect</u>	<u>Minutes</u>	<u>Service Location</u>	<u>Service Provider</u>

**Supplementary Aides, Services, Tools, and Other Supports**

<u>Type: Accommodation Modification Support Tool</u>	<u>Description:</u>	<u>Frequency &amp; Duration</u>	<u>Location</u>

Student Name: \_\_\_\_\_  
SSID: \_\_\_\_\_

High School District: \_\_\_\_\_  
Feeder School District: \_\_\_\_\_

**Transportation as a Related Service Eligibility:** YES NO

*If Yes, please detail/explain:*

**Extended School Year (ESY) Eligibility:** YES NO

*If Yes, please detail what services and verify regression/recoupment data has been taken to ensure eligibility:*

<b><u>ESY Service</u></b>	<b><u>Direct or Indirect</u></b>	<b><u>Minutes</u></b>	<b><u>Service Location</u></b>	<b><u>Service Provider</u></b>

**Tentative Courses for 9th Grade (based on data and record analysis):**

(Remember, this needs to be discussed with families and there must be consent with Addendum. This is a planning tool for the high school team)

**Fall Term**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Spring Term**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Student Name: \_\_\_\_\_  
 SSID: \_\_\_\_\_

High School District: \_\_\_\_\_  
 Feeder School District: \_\_\_\_\_

**Considerations For Team Discussion for Ninth Grade Scheduling**

Class Name	Push in or Co-Teaching Availability	Notes
<b>Math:</b>		
<b>English</b>		
<b>Science</b>		
<b>Social Science</b>		
<b>Learning Strategies</b>		
<b>Elective Preferences</b>		
1.		
2.		
<b>Other Data Points:</b>		
ELPAC/CELDT:	AR Levels:	Math Grade Level:

Student Name: \_\_\_\_\_  
SSID: \_\_\_\_\_

High School District: \_\_\_\_\_  
Feeder School District: \_\_\_\_\_

<b>Time Recommendations</b>			
<b>General Education</b>	<b>Specialized Academic Instruction (SAI) Direct</b>	<b>Specialized Academic Instruction (SAI) Push In *General Education Location*</b>	<b>Specialized Academic Instruction (SAI) Consultation</b>

**Behavior and Social Emotional Plans/Goals**

**Behavior or Social Emotional Goals:** YES NO If YES, describe below:  
**Behavior Intervention Plan (BIP):** YES NO If YES, describe below:  
**Direct Treatment Protocol (DTP):** YES NO if YES, describe below:

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Student Name: \_\_\_\_\_  
SSID: \_\_\_\_\_

High School District: \_\_\_\_\_  
Feeder School District: \_\_\_\_\_

**Other Considerations:**

- **Specialized Transportation Needs** (List if student has transportation as a related service on the IEP)
  
- **Behavioral Considerations** (Notes or Information on BIP, DTP, or Goals)
  
- **Social Emotional Considerations** (Family Needs, Environmental Needs, IEP Goals, Site Based Counseling, Regionalized Services, Etc.)
  
- **Other Considerations** (Health, Foster/Child Welfare, Outside Agencies, Homelessness, English Language Learner, etc.)



# LCAP -- SELPA Support & Consultation

February 23, 2021  
LCAP Journey  
Tehama County SELPA





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

— *Education Code Section 52062(a)(5)*

## Stakeholder Engagement

### Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

### Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

#### **Local Control and Accountability Plan:**

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

# Consultation just **makes real** good sense.

- Special education students are general education students first and foremost.
- Over 65% of the total cost of educating students with disabilities comes from the General Fund contribution (i.e. LCFF). Our SELPA is closer to 70%
- Most LEAs in Differentiated Assistance are out for their SWD student group.
- Shared activities and vocabulary avoids misunderstanding and duplication of effort.
- Reminds us special education is a service, not a place.





**We are here  
to support you**

# The Nature of our Consultation

- ✓ The SELPA Administrator will work with the TCDE Director of LCAP on how to streamline this process, so it is not just another thing, but meaningful consultation for you.
- ✓ SELPA staff will utilize a review process to ensure the inclusion of students with disabilities throughout LEA LCAPs.
- ✓ SELPA staff can attend meetings or trainings hosted by TCDE LCAP team to provide guidance and support in meeting the needs of students with disabilities as needed.
- ✓ SELPA Administrator will schedule consultation interviews with each LEA to identify how their LCAP meets the needs of students with disabilities as a student group.
- ✓ The major focus of our consultation will be the alignment of LCAP activities with improvement on State Performance Plan Indicators and Elements where targets may not have been met and any specific goals or initiatives you may have.

# The Nature of our Consultation

- Suggestion: SELPA Administrator meet with each LEA to provide individualized consultation on how their LCAP intentionally provides for students with disabilities as a student group as appropriate to dashboard indicators and special education state indicators.
- Additionally, if LEAs have specific goals around other areas such as inclusive practices or specific service models, those would also be great areas to consult and potentially add.
- Some **sample questions** may help guide these meetings, and SELPA staff will provide a summary of notes from the meeting for LEA staff.

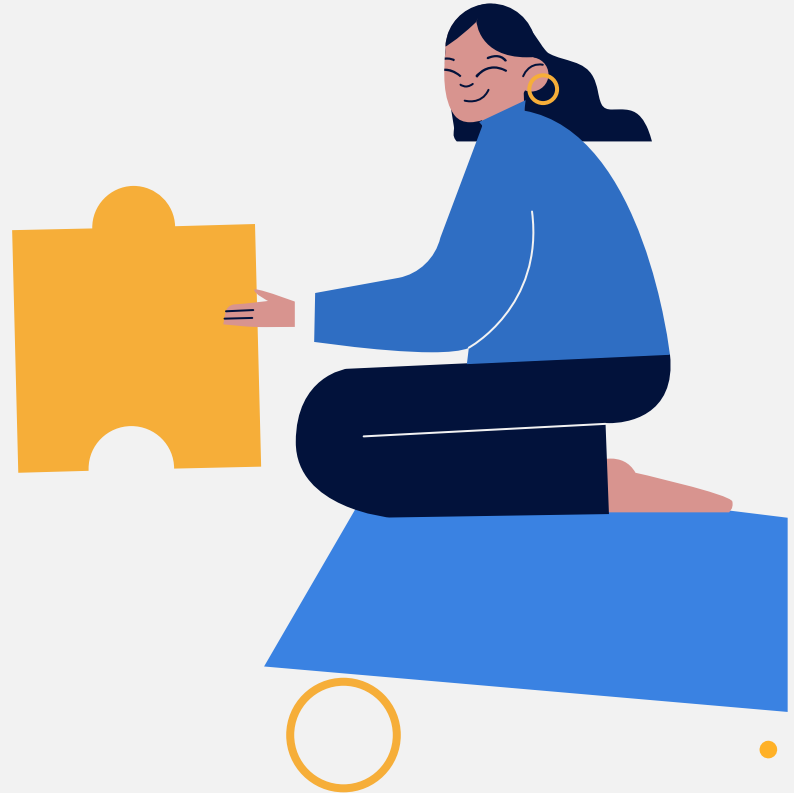


# Some **sample** questions

## Basic Services

How do you ensure that **students with disabilities** have access to:

- a) fully credentialed teachers
- b) standards-aligned instructional materials (e.g. textbook adoption counts, appropriate intervention materials); and
- c) appropriate school facilities that are maintained?





# More **sample** questions

## State Standards

Explain how general and special educators work together to implement programs and services that enable **students with disabilities** to access the state academic content standards, including the preschool learning foundations and the English Language Development (ELD) standards.

## Student Achievement

Explain how you are working to improve academic outcomes, increase college/career readiness, and provide appropriate academic interventions and/or supports for **students with disabilities**.



# Even more **sample** questions

## Parental Engagement

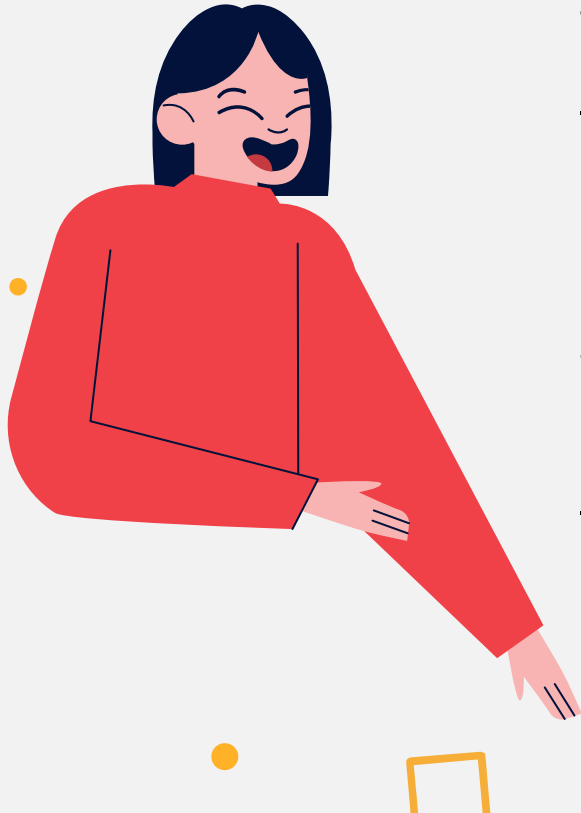
How have you provided for parent (and student) voice for students with disabilities in the development of the LCAP, including other community stakeholders who typically advocate for **students with disabilities**?

How do you encourage parents of **students with disabilities** to become involved in school planning and decision-making?

How are your LEA's parents, students, and families included in developing LEA and school site strategies?



**And finally ...**



### Student Engagement

In what ways are you supporting student engagement and motivation for school by addressing absenteeism, dropout, and graduation rates, and are there any activities particular to **students with disabilities**?

### School Climate

How does your LEA model practices for building a positive school climate to meet the cognitive, social, emotional, and physical needs of each **students with disabilities**? Factors include suspension and expulsion rates, and surveys on school safety and connectedness. What inclusive practices are occurring? What initiatives cross the many student groups, including SWDs?

### Course Access

How does your LEA ensure that all **students with disabilities** receive instruction aligned with the California state content standards and curriculum frameworks as well as any necessary intervention, accommodations, and assistance to meet graduation, college, and career requirements?

# Thank You!

Questions?

[vcoates@tehamaschools.org](mailto:vcoates@tehamaschools.org)

530.527.8614

530.588.4476





A blurred background of a classroom with rows of wooden desks and blue chairs. A semi-transparent blue rectangle is overlaid in the center, containing white and green text.

# California Special Education Finance System Study

**Stakeholder Input Sessions**

**January to March 2021**





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# Objectives for Stakeholder Engagement

1. Share findings and considerations from the implications stage of the study
2. Collect input on potential benefits and drawbacks on the considerations for inclusion in our final report





# Engagement Outline

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- 1) Context setting
- 2) Presentation of findings
- 3) Presentation of considerations and discussion on benefits and drawbacks
  - Inclusive Planning, Coordination, and Intervention
  - Funding for Early Childhood Special Education and other High Leverage Practices
  - Differentiated Funding Responsive to the Population



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# Context Setting

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# Purpose of the California Special Education Finance System Study

- Advance understanding of the current special education funding system.
- Learn how the system might better contribute to providing the *right* amount of funding to the *right* agencies so they can provide the *right* services to the *right* students, ultimately improving outcomes for students with disabilities.



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# Grounding Assumptions

- This is a study of funding distribution of state special education dollars, not funding adequacy.
- We only studied the SELPA role in the funding system, not the service delivery and other functions assigned to SELPAs.
- There is no single entity responsible for any shortcomings or able to improve the system on its own; improvement will require systemic work. We are all a part of the solution.





# — Study Timeline

**October  
2020** Descriptive Report  
published

**January  
to March  
2021** Gather broad  
stakeholder input on  
considerations

**May 2021** Publish Implications  
Report

# Context Setting: Key Takeaways from the Descriptive Report

- **California's special education population is growing, and the census-based allocation does not appear to have a long-term effect on identification rates.**
- **The majority of California's current special education funding formula does not differentiate based on the need of the student.**
  - 68% of students with disabilities are also low-income (versus 61% of all students)
  - 29% of students with disabilities are also English learners (versus 19% of all students)
- **Current special education funding allocation approach is a mix of funding streams that are not all purely census-based.**



# Context Setting: Key Takeaways from the Descriptive Report

- **Special education and general education funding are parallel and separate.**
- **California's approach of distributing special education funds exclusively to and through SELPAs is unique.**
  - Education Code and policies lack clarity about which entity is responsible for FAPE.
- **California's statewide high-cost pools to support LEAs with high-cost special education students are among the lowest funded in the nation.**



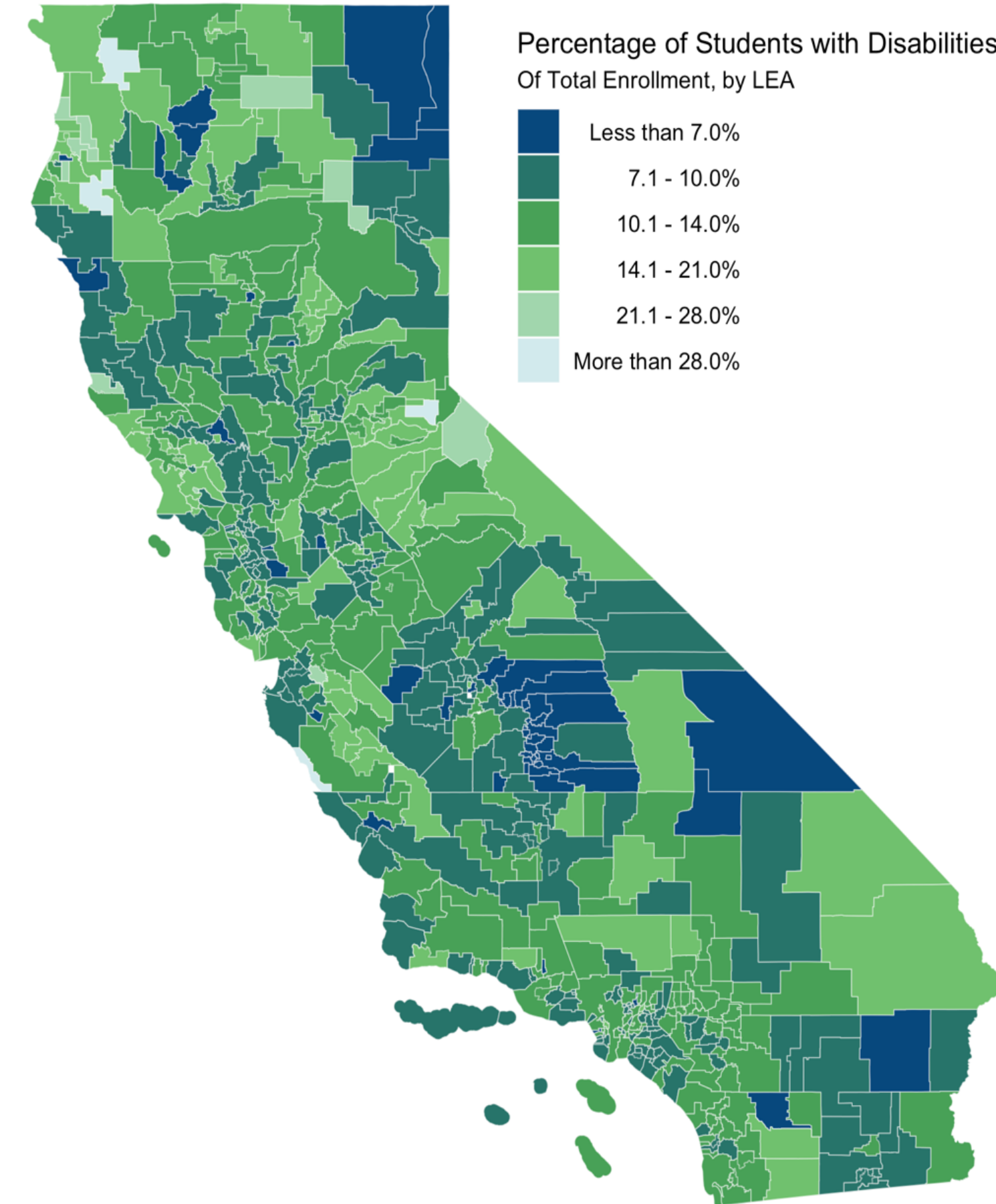
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## Key Findings and Implications



# Key Finding: Current state special education allocations do not reflect variability of students with disabilities population

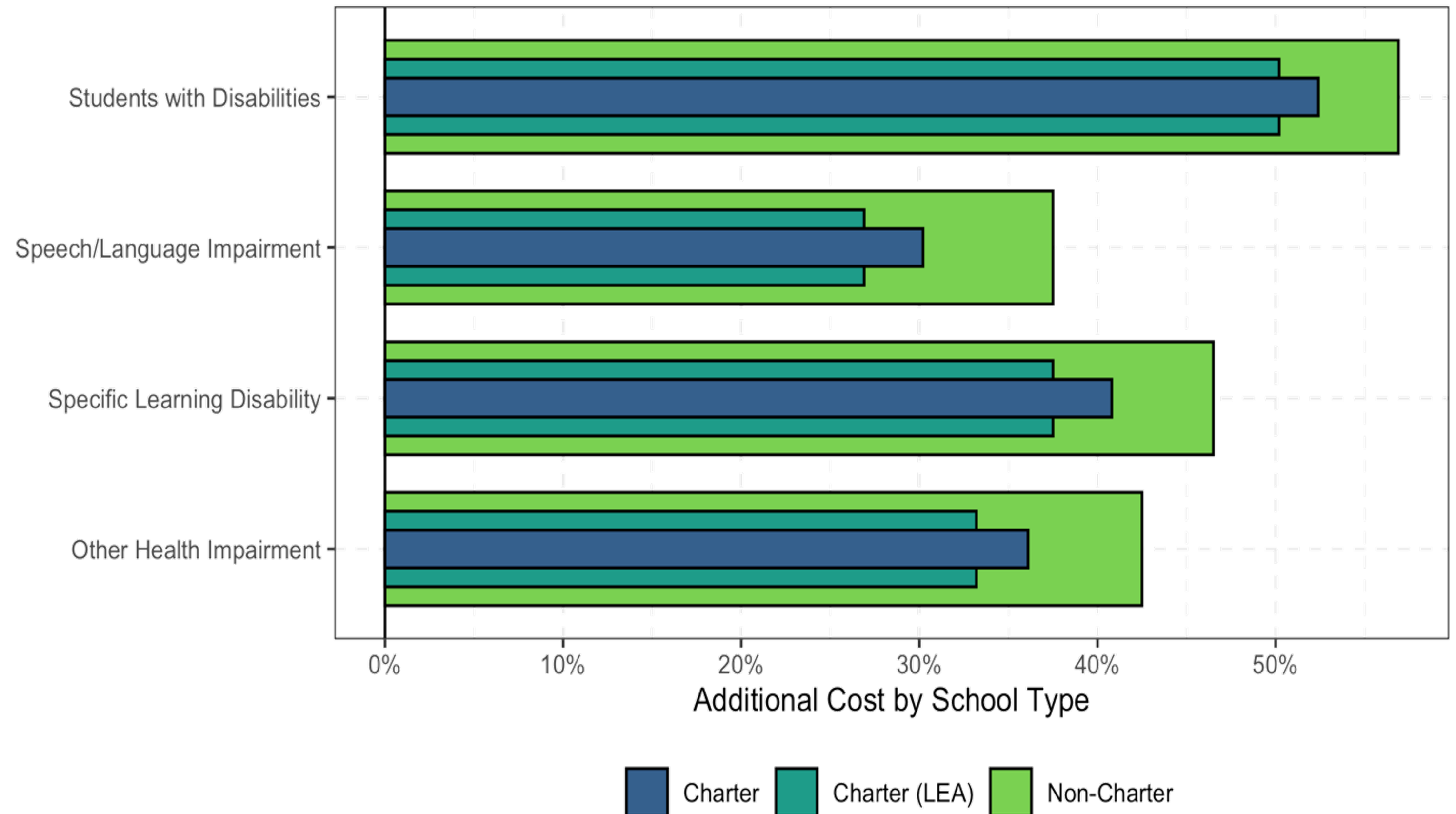
- There is a positive correlation between **cost** and **academic achievement**.
- The additional cost of programs for students with disabilities to achieve equivalent academic growth to their peers without disabilities is approximately **50.5% more**.



Source: CASEMIS, 2018-19

# Key Finding: Cost of achievement varies by school type

- Cost of programs that lead to student growth in **elementary** and **middle** school is **less** than cost of programs in high school.
- Cost of achieving growth for SWDs is, on average, **lower in charter schools.**

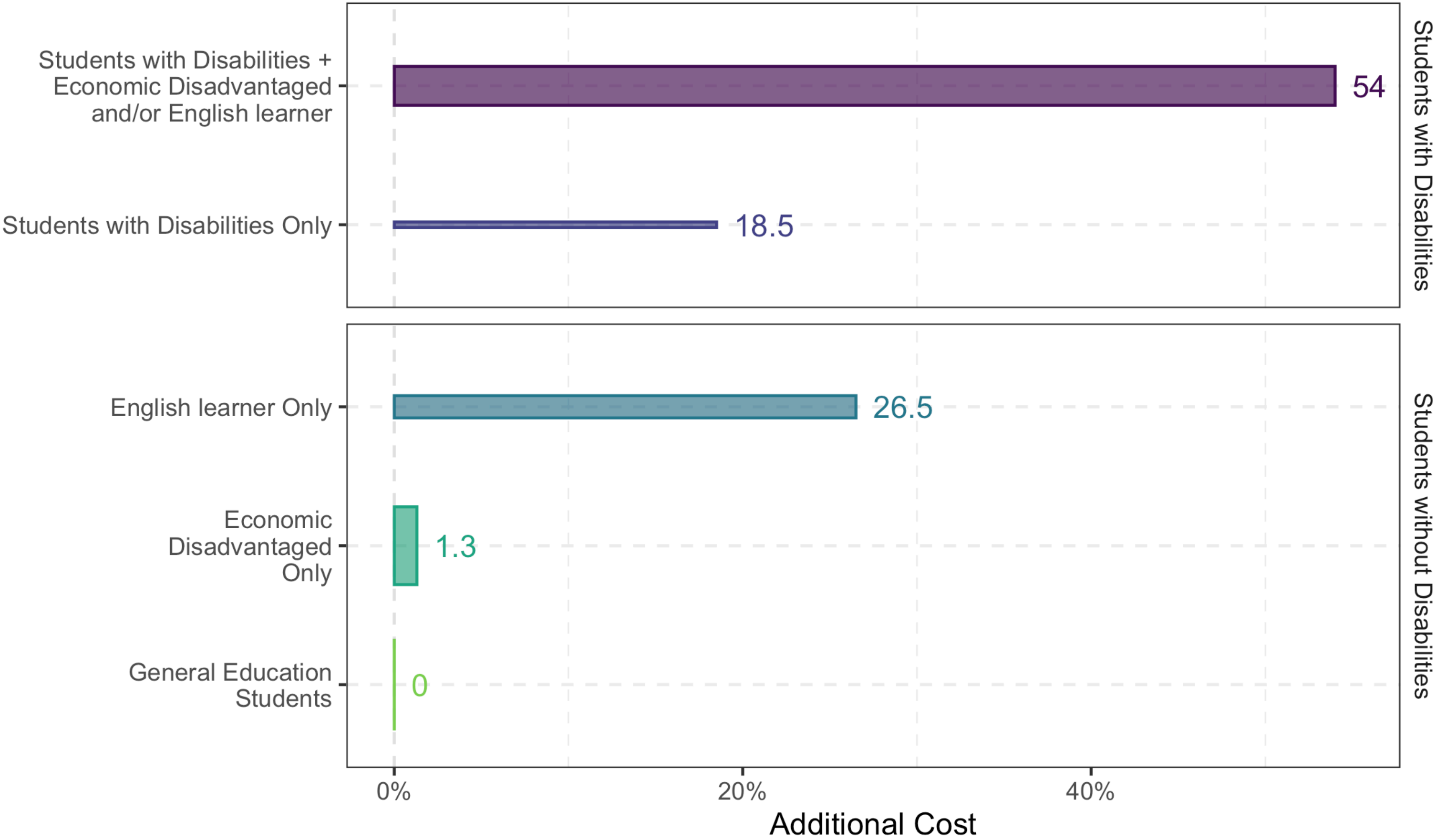




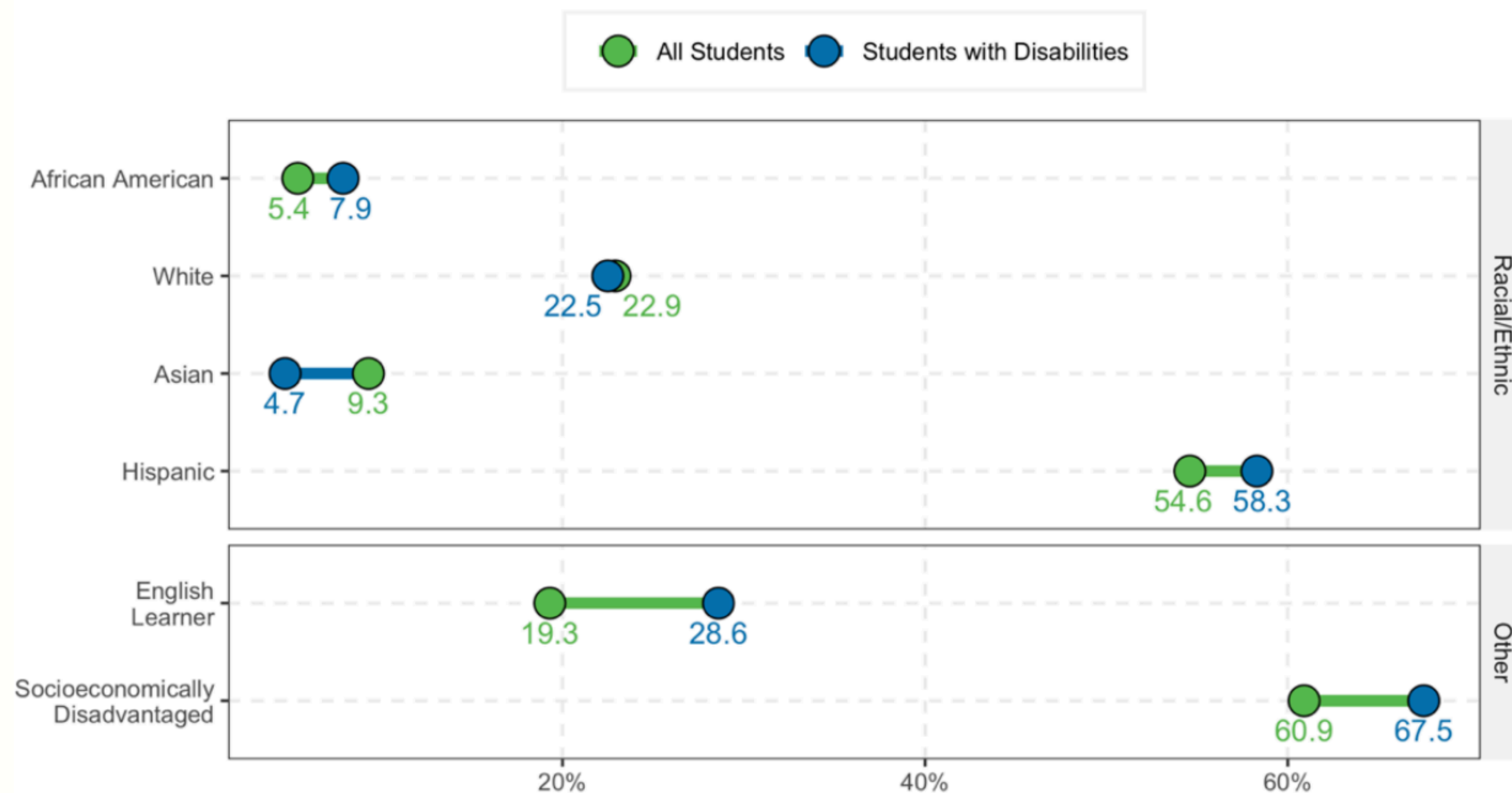
# Key Finding: Cost of achievement increases with multiple needs

- The additional cost of programs for **SWDs who are also** either EL and/or economically disadvantaged is **greater than the sum** of the additional costs related to each factor alone.

Additional cost of programs for students in multiple groups compared to average cost of programs for students who do not belong to any of these groups



Width of bar proportional to prevalence of each group.



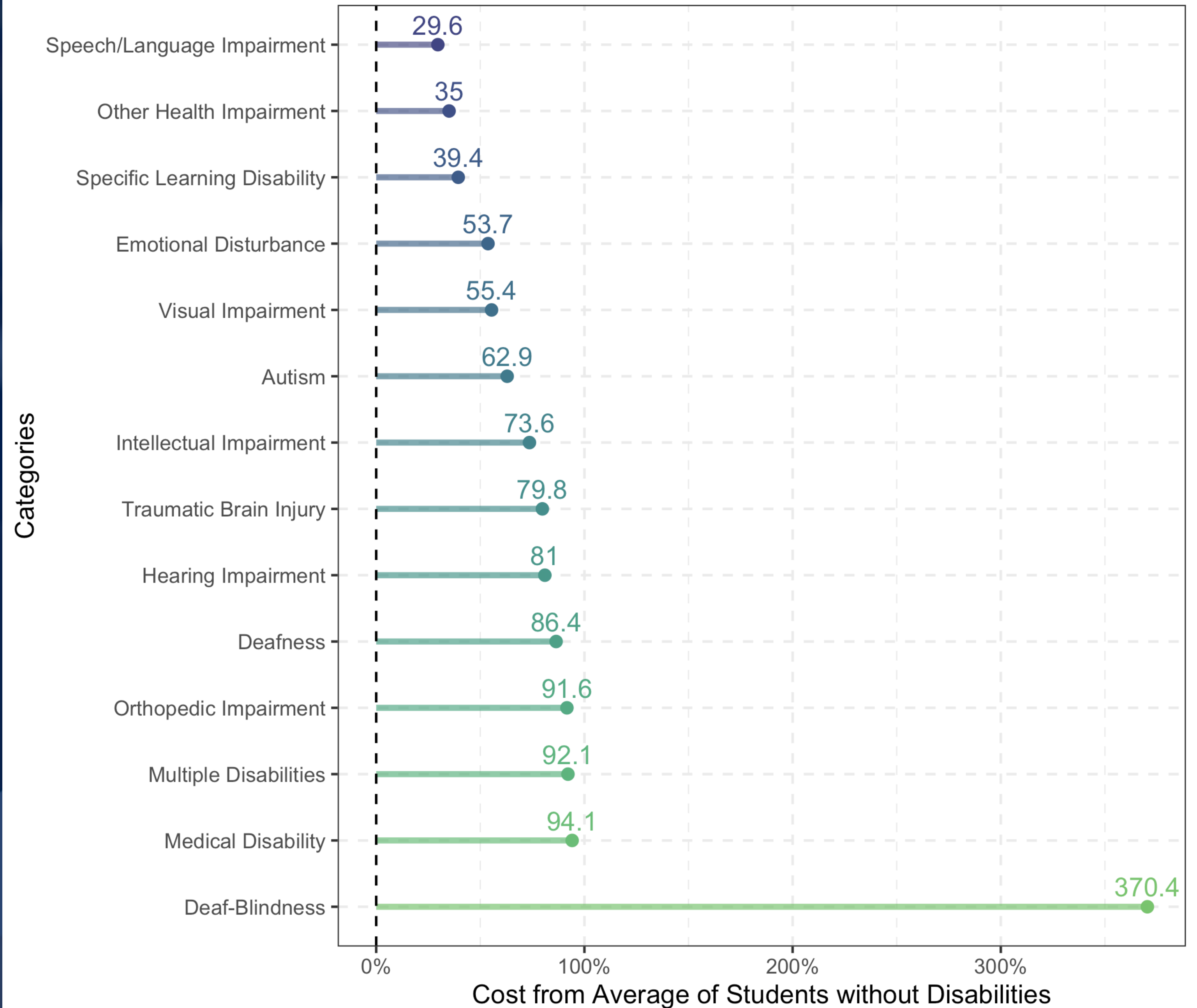
*Note. Data from DataQuest Enrollment Data, 2018/19 (CDE, n.d.).*

**Key Finding: Students who are Hispanic, migrant, and Spanish-speaking ELs are the most likely students to be identified as having SLDs during elementary school.**



# Key Finding: Current allocations do not reflect variability in costs within special education

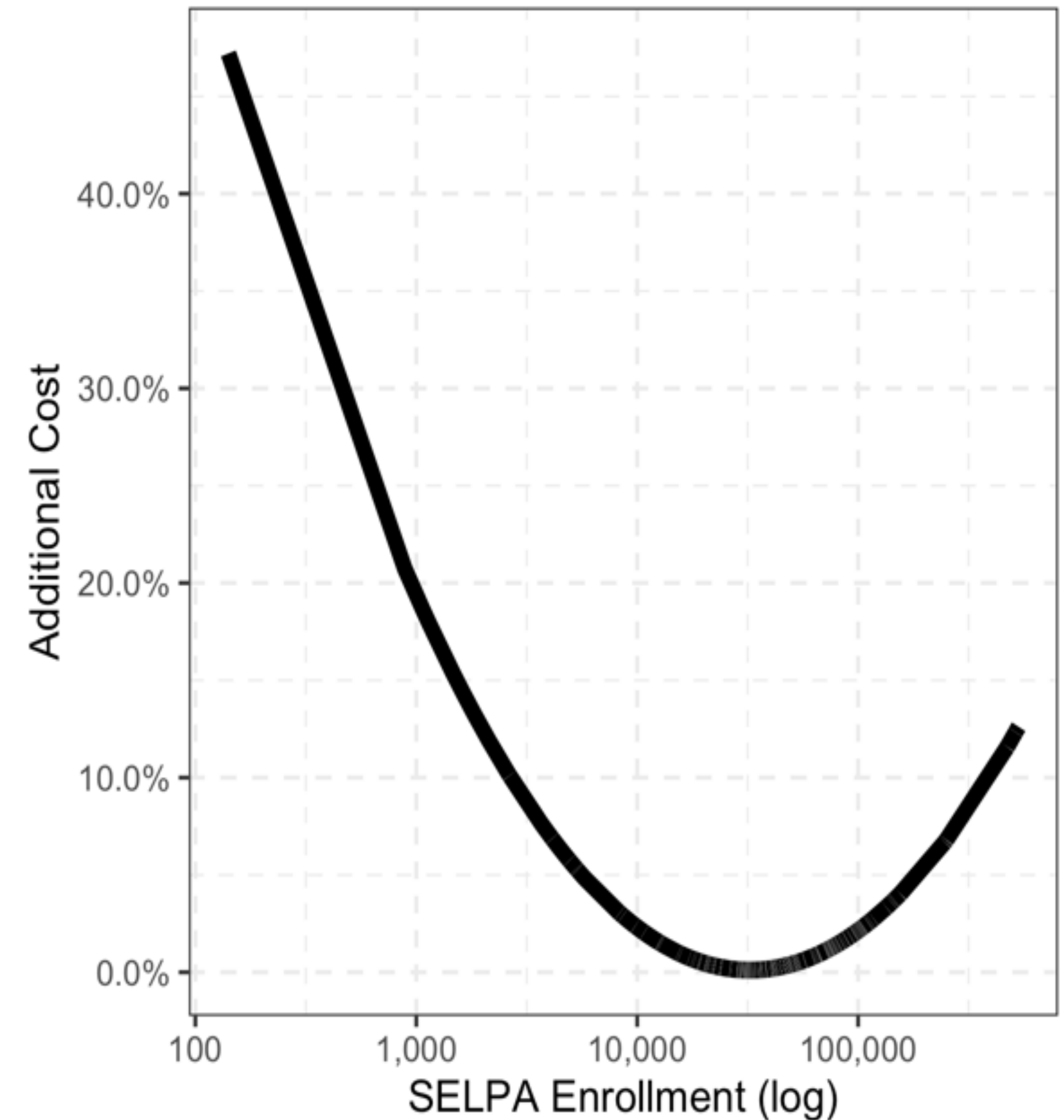
- The cost to achieve equivalent outcomes for students without disabilities varies by disability category.



# Key Finding: Economies of scale for service provision observed at all levels

- Economies of scale were observed at the **SELPA, LEA, and school** levels.
- There are **regional differences** in the cost of providing services across CA.
- Most **educationally related mental health services** are **provided by LEAs** even though ERMHS funds are allocated and distributed to SELPAs.

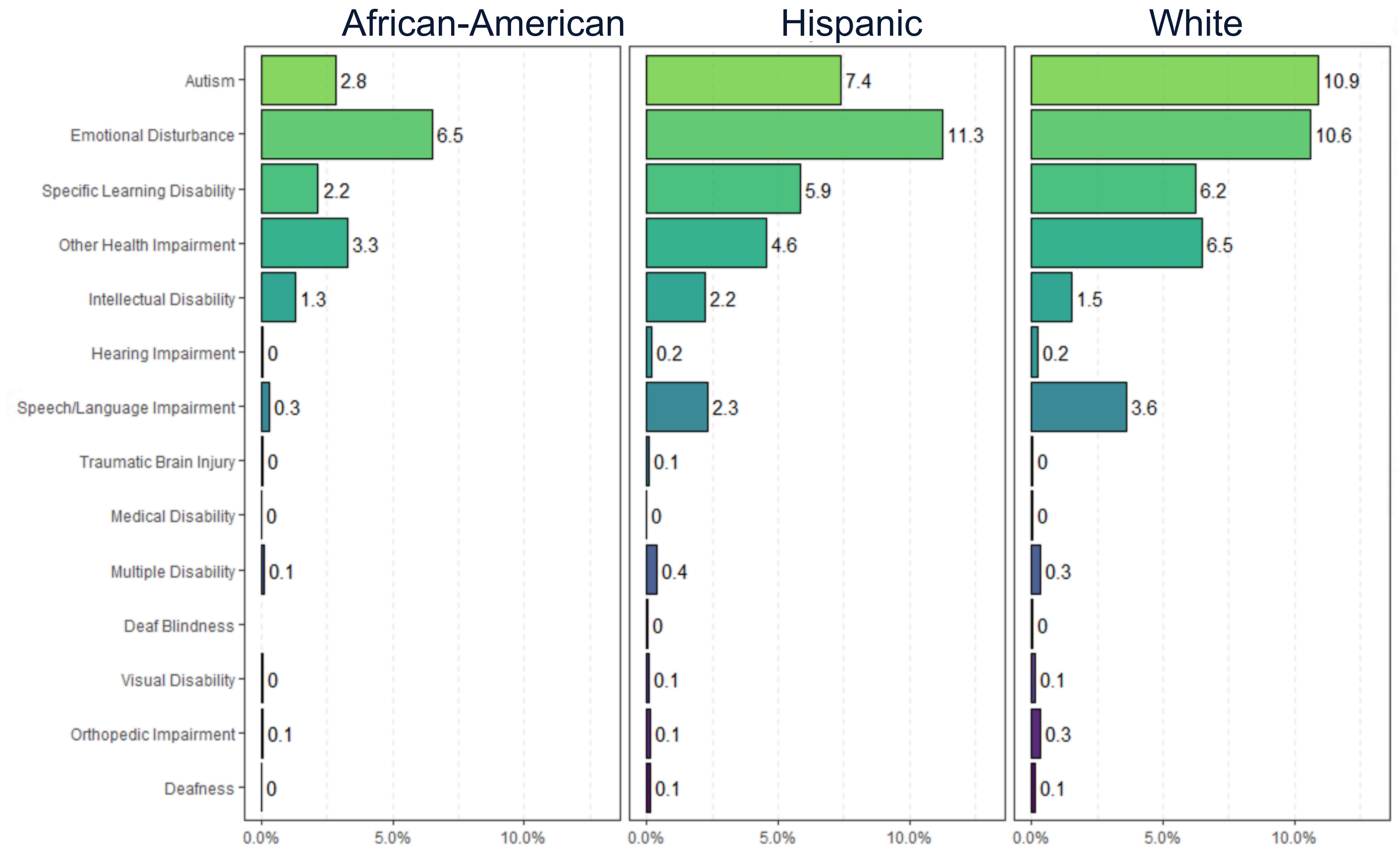
Cost from minimum based on SELPA census enrollment





# Key Finding: NPS Placement Patterns

- The current funding formula may incentivize placement in NPS settings.
- Students in the disability categories **Emotional Disturbance, Autism, Specific Learning Disability, and Other Health Impairment** were most likely to be placed in an NPS.
- **White students were most likely** to be placed in an **NPS setting**.



Percent of Total Students in an NPS Placement

Source: CASEMIS, 2018-19.

NPS placement includes Nonpublic Day School, Nonpublic Residential School (outside CA), Private Day School, Private Residential School, and Nonpublic Agency.



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# Considerations

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# Considerations

**Inclusive Planning, Coordination, and Intervention**

**Funding for Early Childhood Education and Other High Leverage Practices**

**Differentiated Funding Responsive to the Population**

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# Inclusive Planning, Coordination, & Intervention

## Long-term:

- Create one system for planning and coordination of special education and other supplemental services.

## Immediate and Near-Term

- Combine planning and reporting requirements related to accountability mechanisms aimed at improving outcomes for students with disabilities, eliminating duplication between the Local Control and Accountability Plan (LCAP) and Special Education Plan (SEP).
- Identify and promote best practices for coordinating instructional supports for student groups known to be likely to be identified as having disabilities through grants for model demonstration projects and funded technical assistance projects from CDE.



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# Inclusive Planning, Coordination, & Intervention

## Long-term:

- Continue to provide Educationally Related Mental Health Services (ERMHS) funds for services for students with and without IEPs, through a separate fund or through an allowance for flexible use of base funds.
  - Introduce flexibility for LEAs to apply to receive ERMHS funds directly when capacity to provide services is demonstrated.
  - Allow ERMHS funds to be used to develop Medi-Cal billing infrastructure and build school-based health partnerships to help LEAs realize additional reimbursement for health services.
- Transition over time from the exclusive distribution of state SPED funds to SELPAs toward a mixed distribution to LEAs and a regional entity (e.g., COEs and SELPAs).

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# Inclusive Planning, Coordination, & Intervention

## Immediate and Near-Term:

Consider the findings from:

- Medi-Cal for Students workgroup
- LAO Workgroup examining Out-of-Home Care program
- CDE special education governance & accountability study
- CDE IEP template and alternate pathways workgroups



# Discussion

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- **Clarifying questions?**
- **What are the potential benefits of each of these considerations for students with disabilities?**
- **What are the potential drawbacks of each of these considerations for students with disabilities?**



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# Considerations

**Inclusive Planning, Coordination, and Intervention**

**Funding for Early Childhood Education and Other High Leverage Practices**

**Differentiated Funding Responsive to the Population**

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# Funding for Early Childhood Education and Other High Leverage Practices

## Long-term:

- Use one-time and ongoing funds to invest in inclusive early childhood education and early elementary personnel preparation.
- Build expertise of CDE special education and federal program staff to provide guidance to LEAs on funding strategies for coordinated interventions including braiding and blending funding strategies, incidental benefit, and the allowable use of special education funds to fund inclusive preschools.

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# Funding for Early Childhood Special Education and Other High Leverage Practices

## Immediate and Near-term:

- Allow low incidence disabilities and other special education funds to be used for inclusive preschool programs that include students with low-incidence disabilities, other students with disabilities, and students without disabilities.
- Continue and increase competitive grant programs to create model demonstration projects for inclusive preschools and effective core instruction to reduce overidentification for special education.





# Discussion

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- **Clarifying questions?**
- **What are the potential benefits of each of these considerations for students with disabilities?**
- **What are the potential drawbacks of each of these considerations for students with disabilities?**

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# Goals of the Study's Considerations

**Inclusive Planning, Coordination, and Intervention**

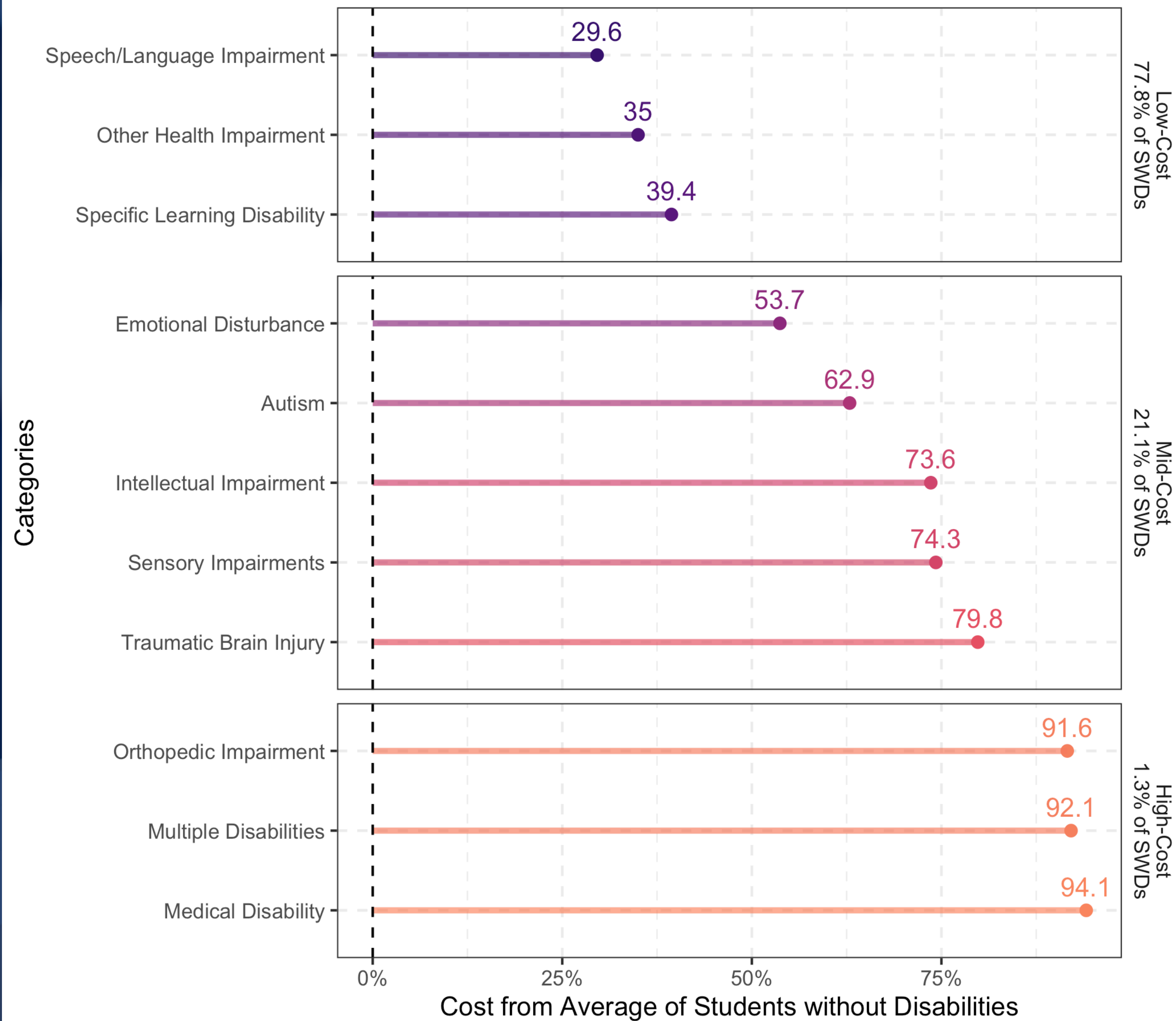
**Funding for Early Childhood Education and Other High Leverage Practices**

**Differentiated Funding Responsive to the Population**



# Long-term Consideration: Allocation Formula

- Allocate special education base funding using child count.
- Weight the allocation by disability category cost groupings; the research team established three weighted cost groupings:
  - Low: 1.34
  - Mid: 1.68
  - High: 1.92



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# Access to Extraordinary Cost Pool Funds

## Long-term:

- Establish, adequately fund, and administer an extraordinary cost pool that is large enough to provide sufficient funds for programs for students based on a program cost threshold that is not placement dependent.
- Allow extraordinary cost pool reimbursements to be accessed by individual LEAs or consortia.
- In coordination with the LAO workgroup examining the Out-of-Home Care program and funding, consider transitioning Out-of-Home Care funds to the extraordinary cost pool.



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# Access to Extraordinary Cost Pool Funds

## Immediate & Near-term:

- Combine the Extraordinary Cost Pool for NPS/ Licensed Children's Institutions with the Necessary Small SELPAs Mental Health Service Extraordinary Cost Pool.
- Remove the requirement for an NPS placement in order to access extraordinary cost pool funds, thereby allowing LEAs that serve students within their local community to access funds.
- Further study NPS placements.



# Discussion

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- **Clarifying questions?**
- **What are the potential benefits of each of these considerations for students with disabilities?**
- **What are the potential drawbacks of each of these considerations for students with disabilities?**

# Thank you!

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Provide additional feedback on the benefits and drawbacks of specific considerations at:

<https://forms.gle/9JZ7cbJuv4DY4Qi28>

Email questions to: [caspedfunding@wested.org](mailto:caspedfunding@wested.org)

Sara Doutre ([sdoutre@wested.org](mailto:sdoutre@wested.org))

Jason Willis ([jwillis@wested.org](mailto:jwillis@wested.org))