Subject:
CALPADS Submission of SPED Data - SELPA Role

Action Requested:
None

Discussion:
Update of CALPADS Submission of Special Education Data – SELPA Role

Financial Summary:
None

Prepared By: Anjanette Pelletier, Associate Superintendent
Subject: Resolution in support of AB 428

Discussion:
After great support for AB 3136 last year, the SELPA Association and Coalition for Adequate Funding have again joined forces to support AB 428, which is a substantially similar bill focused on special education funding increases.

Both organizations concur with several of the findings contained in the 2015 California Special Education Task Force report and recommendations from the Legislative Analyst’s Office, which acknowledge the significant Special Education program fiscal challenges faced by school agencies and provide recommendations and actions to improve the system and student outcomes. Both reports include these undisputable facts:

- Special Education expenditures have increased faster than Special Education funding
- Special Education Local Plan Area (SELP A) base rates are not equitable throughout the state
- The state needs to better support local infant and preschool Special Education programs

AB 428 would address several of these key fiscal issues, including addressing Special Education funding equity by:

- Leveling up base AB 602 funding rates to the 95th percentile over a five-year period
- Establishing a funding formula within AB 602 for programs serving preschoolers with disabilities
- Amending the current AB 602 formula to allow school districts the ability to calculate a declining enrollment adjustment based on individual school district average daily attendance (ADA) instead of aggregated SELPA ADA

Additionally, AB 428 provides a mechanism within AB 602 that provides additional funding for students with significant high-cost disabilities.

All school agencies grapple with increasing mandated Special Education expenditures and decreasing state and federal funding. We believe the changes proposed in AB 428 would assist every school agency to help them meet the educational needs of students with disabilities.

Prepared By:  Anjanette Pelletier, Associate Superintendent
AB 428 (Medina)
Special Education Finance Reform

Background
Under state and federal law (IDEA), local educational agencies are mandated to provide a free and appropriate public education to individuals with disabilities aged birth to age 22, including preschool-age children with special needs. Despite this mandate, no state funding is allocated for special education preschool programs.

Currently there are 700,000 students with disabilities in the state. California’s special education funding formula AB 602 (Chapter 854, Statutes of 1997), does not equitably provide the necessary funding to pay for the cost of services needed for the students with disabilities.

The most common disabilities among students are specific learning disabilities, speech and language impairments, and other health impairments, which together constituted about 73% of all students with exceptional needs in 2015. Students diagnosed with Autism Spectrum Disability (ASD) have increased notably over the last decade, from 2% of all disabilities in 2002 to 13% in 2015.

Problem
Special education in California lacks the following:

**Special Education Preschool Funding:** Early intervention programs for preschoolers are an excellent investment. Children who receive high quality care and education before kindergarten are 40% to 60% less likely to require special education interventions when they reach school-age, resulting in significant future cost savings to the state and local educational agencies.

In California, no state funding is provided to subsidize the estimated $490 million that schools report spending on special education preschool programs. The California Statewide Special Education Task Force and the Public Policy Institute of California have recommended that the state establish a funding mechanism to support special education preschool programs.

**Equalization:** For decades, California’s special education funding rates have varied considerably – from $480 to $930 per pupil – for no logical reason. The Legislative Analyst’s Office, the Public Policy Institute of California, and the California Statewide Special Education Task Force have all recommended that the legislature retain the census-based model and provide funding to equalize special education AB 602 funding rates.

**Funding for students who need extra support:** In the 20 years since the last major special education finance reform, the percentage of special education students requiring greater support has risen dramatically. During the same period, the state’s dedicated fund to support these “low incidence” students was eliminated.

Solution
AB 428 would establish a funding mechanism to support special education preschool programs, by adding preschoolers to the AB 602 funding formula.

AB 428 would address long-standing inequities by equalizing special education funding rates to the 95th percentile over time, making the rates fair throughout the state.

AB 428 would provide a supplemental grant to support students with greater needs, including students on the autism spectrum, and students who are blind, deaf or hard of hearing, and intellectually disabled.

AB 428 would allow school districts the ability to calculate a declining enrollment adjustment based on district, rather than SELPA, ADA.
Joint-authors: Assemblymember O’Donnell, Assemblymember Frazier, Assemblymember Arambula, and Assemblymember Reyes.

Co-authors: Senator Allen, Senator Beall, and Senator Wilk.

Support
Coalition for Adequate Funding for Special Education
California Association of School Business Officials

Staff Contact
Mishaal Gill: mishaal.gill@asm.ca.gov
(916) 319-2675
WHEREAS, Special Education is a federal and state mandated education program that entitles children with disabilities to receive a free appropriate public education; and

WHEREAS, California provides educational services to more than 700,000 children with identified disabilities; and

WHEREAS, California’s neutral funding formula (Assembly Bill (AB) 602) does not adequately or equitably provide the necessary funding to pay for the increasing costs of providing educational services to students with disabilities; and

WHEREAS, AB 602 funding rates among Special Education Local Plan Areas (SELPAs) vary considerably without justification; and

WHEREAS, the Legislative Analyst’s Office has consistently recommended that the Legislature equalize AB 602 funding rates; and

WHEREAS, there has been a significant increase in the population of preschool-age children with autism, many of whom require intensive services; and

WHEREAS, California does not fund average daily attendance or Special Education services for preschool-aged children with disabilities; and

WHEREAS, preschool-age children with disabilities who receive high-quality care and education before kindergarten are 40% to 60% less likely to need Special Education interventions when they reach school age; and

WHEREAS, funding preschool programs for children with disabilities provides educational and social benefits that result in significant future cost savings to state and local educational agencies (LEAs); and

WHEREAS, in March 2015, the California Statewide Special Education Task Force issued a report recommending the state establish a new preschool funding mechanism and equalize AB 602 base funding rates; and

WHEREAS, the current level of funding for students with significant disabilities, such as autism, blindness, deafness, or severe orthopedic impairments, is far below amounts necessary to support their education; and

WHEREAS, the cost of materials, equipment, technology, and/or specialized services necessary for these students far exceed the per-ADA amount provided, with the average costs estimated at $17,600 and can be as high as $40,000; and

WHEREAS, the Governor’s 2019-20 State Budget proposal attempts to address the needs for students with disabilities for a small subset of LEAs, but does not propose any additional funding for these critical Special Education funding issues statewide; and

WHEREAS, AB 428 (Medina, D-Riverside) would increase and equalize AB 602 base funding rates, establish a funding mechanism for preschool programs for children with disabilities, provide additional funding for students with the most intensive needs, and address declining enrollment SELPAs; and

WHEREAS, the San Mateo County SELPA supports increased funding for Special Education equalization, the creation of a preschool funding mechanism for children with disabilities, and additional resources for students with high-cost disabilities as proposed in AB 428 (Medina); and

THEREFORE, be it Resolved that the Governing Board of the San Mateo County SELPA urges Governor Gavin Newsom and the California State Legislature to support and fund AB 428 (Medina).

THE FOREGOING RESOLUTION was adopted at a regular meeting of the Governing Board of the San Mateo County SELPA held this 19th day of March, 2019, by the following vote:

SAN MATEO COUNTY SELPA
Associate Superintendent

SAN MATEO COUNTY SELPA
GOVERNING BOARD

Passed and Adopted on this 19th Day of March 2019
The "Special Education Concentration Grant" proposal by Governor Gavin Newsom places Special Education at the forefront of the 2019-20 State Budget and policy education debate in the State Capitol. While the attention given to students with disabilities through this proposal is welcome, the Governor's proposal provides additional funding to only a fraction of students with disabilities.

This toolkit is intended to help with the effort to get increased funding for Special Education for all students and to inform state policy makers why Special Education funding should be increased for all students to ensure students with disabilities receive the educational programs and related services they are entitled to under state and federal law.

The State Budget will be adopted by June 15, 2019, so timing is critical! We need you to share a common message with your communities, fellow administrators, school board members, schools, parents, and students, letting them know this is the year to fight for more funding for all students with disabilities. Talking points are provided to help you with this effort.

We also provide a sample letter in support of Assembly Bill (AB) 428 (Medina), which proposes equalizing and increasing AB 602, providing funding for preschoolers with disabilities, and additional funding for students with the most costly needs. Please distribute it to your stakeholders, including your Community Advisory Committee members, and ask them to join in a letter-writing campaign in support of the legislation. Instructions for electronic letter submittal are also included.

A sample resolution is provided for use with your governing boards that reinforces the common message of asking for increased Special Education funding for all students. The board-approved resolution should be sent to your local legislators and the Governor.

As a Coalition member, you are urged to send an invitation to your local legislators and staff as soon as possible to arrange for them to visit your programs and to share the important work you do on behalf of children with disabilities.

To locate the contact information for your local legislators, visit the California State Legislature website at: http://www.legislature.ca.gov/legislators_and_districts/legislators/your_legislator.html. This link allows you to search by zip code. The Governor's address is noted in the Key Legislator roster included in this toolkit.

Good Luck! The future of Special Education funding depends on your efforts.
KEY BENCHMARKS DURING THE LEGISLATIVE SESSION

January 10—Governor's proposed State Budget released

February—Legislative Analyst releases Analysis of the Governor's Budget
Actions needed:
- Send letters to policy committee supporting AB 428 (Medina)

March—Policy Committee to hear public testimony on AB 428
Actions needed:
- Send SELPA, district, and community member letters to policy committee supporting AB 428 (Medina)
- Adopt School Board Resolutions supporting funding for Special Education for all students—send to your legislators and the Governor
- Attend and testify at Committee hearing (you will receive alerts at key times)

April—Budget Subcommittees and fiscal committee to hear public testimony on Special Education funding proposals
Actions needed:
- Letter writing campaign supporting the inclusion of AB 428 language in the 2019-20 State Budget
- Continue to communicate with local legislators, ask them to visit your programs
- Attend and testify at State Budget hearings (you will receive alerts at key times)

May—Governor's revised State Budget (May Revision) proposal released
Actions needed:
- Continue to contact local legislators, budget committee members, and the Governor
- Attend and testify at State Budget hearings

June—State Budget approved by Legislature on June 15, signed by Governor on June 30
Actions needed:
- Continue to contact local legislators, budget committee members, and the Governor

Throughout—Outreach campaign
- Invite your local legislators to visit your Special Education programs
- Make appointments locally with legislators on a Friday in the district office. Ask superintendents, business officers, school board members, teachers, parents, and students to do the same
- Mobilize your Community Advisory Committees
- Send letters to the Editor about the need to increase funding for Special Education for all students
- Send letters to the Editor in response to local articles that discuss funding for Special Education for all students
The Honorable Patrick O’Donnell, Chair
Assembly Education Committee
1020 N Street, Room 159
Sacramento, CA 95814

Re: AB 428 (Medina, et al.) as Introduced

Dear Assembly Member O’Donnell:

On behalf of ____________, we are writing to express support for Assembly Bill (AB) 428, which would significantly address Special Education funding issues in the state for its most vulnerable student population—children with disabilities. This bill will be heard by the Assembly Education Committee on March 13, 2019.

We concur with several of the findings contained in the 2015 California Special Education Task Force report and recommendations from the Legislative Analyst’s Office, which acknowledge the significant Special Education program fiscal challenges faced by school agencies and provide recommendations and actions to improve the system and student outcomes. Both reports include these undisputable facts:

- Special Education expenditures have increased faster than Special Education funding
- Special Education Local Plan Area (SELPA) base rates are not equitable throughout the state
- The state needs to better support local infant and preschool Special Education programs

AB 428 would address several of these key fiscal issues, including addressing Special Education funding equity by:

- Leveling up base AB 602 funding rates to the 95th percentile over a five-year period
- Establishing a funding formula within AB 602 for programs serving preschoolers with disabilities
- Amending the current AB 602 formula to allow school districts the ability to calculate a declining enrollment adjustment based on individual school district average daily attendance (ADA) instead of aggregated SELPA ADA
Additionally, AB 428 provides a mechanism within AB 602 that provides additional funding for students with significant high-cost disabilities.

All school agencies grapple with increasing mandated Special Education expenditures and decreasing state and federal funding. We believe the changes proposed in AB 428 would assist every school agency to help them meet the educational needs of students with disabilities.

Therefore, we strongly support AB 428, and ask for your support when it is heard by the Assembly Education Committee.

Sincerely,

Your Signature and Title

cc: Members, Assembly Education Committee
Create an Account

1. Go to the Registration Page (https://calegislation.lc.ca.gov/Advocates/)
2. Click on Create an Account
3. Select the No bubble next to "Are you a registered lobbyist?"
4. Complete the required fields in the User Details box.
5. Select the box labeled "I am affiliated with an organization", if applicable.
6. Begin typing the name of your Organization. Select your Organization from the dropdown that will appear as you type.
7. If your Organization does not return in the dropdown, select "Create a new Organization" and enter your position in the Organization.
8. Complete the Account Detail fields.
9. Complete the Captcha and Click "Register."

You will receive an email with your user name and a temporary password. Once you login, you will be prompted to enter a new password. Your password must be between 8 and 20 characters, contain at least one digit, one uppercase character and one lower case character.

Submitting Notes or Position Letter

1. Select measure type (i.e., AB), measure number (i.e., 428) and Session Type (i.e. Regular).
2. Click on the Search button.
3. Select the appropriate Committee that the letter is addressed to.
4. Select Stance (i.e., Support).
5. Input note message in the note box or check the [Submit a letter (below the note box) to upload a letter.
7. Check the I'm not a robot box.
8. Select Submit Letter to send the letter.

Edit Account

Select Edit Account from top-right navigation menu. Modify account information and select Submit.

Change Password

Click Change password link in top-right navigation menu. Input the Old password. Input the New Password twice and select Change Password.
WHEREAS, Special Education is a federal and state mandated education program that entitles children with disabilities to receive a free appropriate public education; and

WHEREAS, California provides educational services to more than 700,000 children with identified disabilities; and

WHEREAS, California's neutral funding formula (Assembly Bill [AB] 602) does not adequately or equitably provide the necessary funding to pay for the increasing costs of providing educational services to students with disabilities; and

WHEREAS, Special Education AB 602 funding rates among Special Education Local Plan Areas (SELPAs) vary considerably without justification; and

WHEREAS, the Legislative Analyst’s Office has consistently recommended that the Legislature equalize Special Education AB 602 funding rates; and

WHEREAS, there has been a significant increase in the population of preschool-age children with autism, many of whom require intensive services; and

WHEREAS, California does not fund average daily attendance (ADA) or Special Education services for preschool-aged children with disabilities; and

WHEREAS, preschool-age children with disabilities who receive high-quality care and education before kindergarten are 40% to 60% less likely to need Special Education interventions when they reach school age; and

WHEREAS, funding preschool programs for children with disabilities provides educational and social benefits that result in significant future cost savings to state and local educational agencies (LEAs); and

WHEREAS, in March 2015, the California Statewide Special Education Task Force issued a report recommending the state establish a new preschool funding mechanism and equalize AB 602 base funding rates; and

WHEREAS, the current amount of funding for students with significant disabilities, such as autism, blindness, deafness, or severe orthopedic impairments, is far below amounts necessary to support their education; and

WHEREAS, the cost of materials, equipment, technology, and/or specialized services necessary for these students far exceed the per-ADA amount provided, with the average costs estimated at $17,600 and can be as high as $40,000; and

WHEREAS, the Governor's 2019-20 State Budget proposal attempts to address the needs for students with disabilities for a small subset of LEAs, but does not propose any additional funding for these critical Special Education funding issues statewide; and

WHEREAS, AB 428 (Medina, D-Riverside) would increase and equalize AB 602 base funding rates, establish a funding mechanism for preschool programs for children with disabilities, provide additional funding for students with the most intensive needs, and address declining enrollment SELPAs; and

WHEREAS, the School District supports increased funding for Special Education equalization, the creation of a preschool funding mechanism for children with disabilities, and additional resources for students with high-cost disabilities as proposed in AB 428 (Medina); and

THEREFORE, be it Resolved that the Governing Board of the School District urges Governor Gavin Newsom and the California State Legislature to support and fund AB 428 (Medina).

THE FOREGOING RESOLUTION was adopted at a regular meeting of the Governing Board of the School District held this day of , 2019, by the following vote:
Special Education Equity (Equalization):

- It has been well over a decade since California added any meaningful funding increases for Special Education programs, even though our school district faces a growing funding need to provide students with exceptional needs his or her federally mandated guarantee to a free and appropriate public education to students from the age of 0 to 22.

- The current Special Education funding model, also called Assembly Bill (AB) 602, was enacted in late nineties and was designed using a census-based average daily attendance (ADA) funding allocation method. The intent was that a census-based funding model removed financial incentives for school agencies to over-identify students with disabilities, which existed under the previous Special Education model. However, when AB 602 was implemented, the funding was based previous Special Education expenditures by school agencies. Therefore, the funding amounts varied and have continued to vary widely throughout the state.

- We pride ourselves of offering quality services to our students, however we are experiencing some alarming trends:
  - The inequity and inadequacy of the base Special Education funding rate. For example, in 2017-18, the base funding rates varied between $480 to $930 per ADA. There is no rationale for the disparate funding rates and we believe all Special Education Local Plan Area (SELPAs) rates should be funded at the same rate.
  - This is exacerbated when the overall number of students (ADA) in our district is declining, while at the same time our Special Education population is increasing, and the cost to serve them is growing at an alarming rate.
  - The number of the students who need high cost services is growing at a faster pace than the number of students who have milder disabilities such as learning challenges and therefore the overall cost of the services being provided is growing.

- In 2015, the Special Education Task Force Report outlined distinct reforms necessary for a successful Special Education system which included a call for additional funding earmarked for services required under the Individuals with Disabilities Education Act (IDEA).

- The Legislative Analyst’s Office (LAO) has consistently recommended that the Legislature provide additional state funding to level up each SELPA’s AB 602 base funding rates. This additional ADA funding would help offset the rising costs associated with providing services to students with exceptional needs without creating placement incentives. Last year, Assembly Member O’Donnell carried AB 3136 that would have increased AB 602 base rates, which received zero “no” votes before being held in Senate Appropriations Committee.

- In Your Own Words: Why is equity and adequacy of Special Education funding important? What services would be enhanced in your local educational agency (LEA)/SELPAs? How would this improve student achievement?
Special Education Preschool Talking Points:

- Under federal law (the IDEA), it is the responsibility of LEAs to provide services for preschoolers with disabilities beginning at age three. In California, the only funding designated specifically for preschool-age children with disabilities are two small federal preschool grants, which amounted to $97 million in 2014-15. In 2013-14, LEAs reported expenditures totaling in excess of $490 million to pay for services provided to preschool-age children with disabilities—a deficit of nearly $400 million.

- One of the continuing challenges we face locally in Special Education is access to state preschool programs because of inadequate federal and state funding.

- Research shows that intensive, early intervention services significantly increase a student with disabilities’ ultimate educational success. Statistics show early learning programs, such as preschool, result in significant educational and social gains and allow students with disabilities to be educated in the least restricted environment (LRE) in classrooms with their peers when they enter primary grades.

- According to the California Resource and Referral Network and California Childcare Portfolio, Children Now Data book, only 8% to 10% of three- to four-year olds receive Head Start or State preschool services. Three out of every four children who are eligible for State Preschool or Head Start are not able to access these programs due to limited capacity issues.

- California can begin addressing this issue by providing funding through the AB 602 funding system for preschoolers with disabilities as proposed in AB 428 and as recommended by the LAO.

In Your Own Words: Why is increased funding for preschool good for students in your school districts/SELPAs? How has inadequate funding for preschoolers with disabilities limited available services to students with disabilities?

Special Education Significant Disability Add On Talking Points:

The current amount of funding for students with significant and high cost disabilities, such as autism, blindness, deafness or severe orthopedic impairments is far below amounts necessary to provide the materials, equipment, technology, or specialized services needed to support the education of these students.

- These students often need significant support such as additional services and staff to meet their educational and related services needs while in school such as interpreters, specialized equipment (walkers, standers, lifts, changing tables), assistive technology, assistive communication devices, and real time captioning services, etc.

- The current level of supplemental funding for students with significant disabilities is approximately $460 per student, while the average costs are an estimated $17,600 and can be as high as $40,000. The cost of materials, equipment and services necessary for these students far exceed that amount.
Coalition for Adequate Funding for Special Education  
EDUCATION AND ADVOCACY TOOLKIT

- Given the additional needs of students with significant disabilities, funding of approximately $107 million should be added and adjusted annually for growth. This would provide approximately $533 per student with a high cost disability.

In Your Own Words: How would an increase in funding for significant high cost students help your school district/SELPA? How has inadequate funding for students with significant disabilities limited available services to students with disabilities?
Coalition for Adequate Funding for Special Education
EDUCATION AND ADVOCACY TOOLKIT

IMPORTANT CONTACT INFORMATION

Governor and Legislative Leadership

**Governor of California**
The Honorable Gavin Newsom
State Capitol
1303 10th Street, Suite 1173
Sacramento, CA 95814
(916) 445-2841
Fax: (916) 558-3160

**Speaker of the Assembly**
Anthony Rendon (D-Lakewood)
State Capitol, Room 219
Sacramento, CA 95814
(916) 319-2063
Fax: (916) 319-2163

**Senate President pro Tempore**
Toni G. Atkins (D-San Diego)
State Capitol, Room 205
Sacramento, CA 95814
(916) 651-4039
Fax: (916) 651-4939

**Assembly Minority Floor Leader**
Brian Dahle (R-Redding)
State Capitol, Room 2170
Sacramento, CA 95814
(916) 319-2001
Fax: (916) 319-2101

**Senate Minority Floor Leader**
Patricia Bates (R-Laguna Hills)
State Capitol, Room 3048
Sacramento, CA 95814
(916) 319-4036
Fax: (916) 319-4936

**Assembly Education Committee**

Patrick O'Donnell, Chair (D-Long Beach)
1020 N Street, Room 159
Sacramento, CA 95814
Phone: (916) 319-2070
Fax: (916) 319-2170

Kevin Kiley, Vice Chair (R-Granite Bay), Member
State Capitol, Room 4153
Sacramento, CA 95814
Phone: (916) 319-2006
Fax: (916) 319-2106

Ash Kalra (D-San Jose), Member
State Capitol, Room 2196
Sacramento, CA 95814
Phone: (916) 319-2027
Fax: (916) 319-2127

Kevin McCarty (D-Sacramento), Member
State Capitol, Room 2136
Sacramento, CA 95814
Phone: (916) 319-2007
Fax: (916) 319-2107

Christy Smith (D-Santa Clarita), Member
State Capitol, Room 2158
Sacramento, CA 95814
Phone: (916) 319-2038
Fax: (916) 319-2138

Shirley Weber (D-San Diego), Member
State Capitol, Room 3123
Sacramento, CA 95814
Phone: (916) 319-2079
Fax: (916) 319-2179
Coalition for Adequate Funding for Special Education
EDUCATION AND ADVOCACY TOOLKIT

Senate Education

Connie Leyva (D-Chino), Chair
State Capitol, Room 2083
Sacramento, CA 95814
(916) 651-4020
Fax: (916) 651-4920

Scott Wilk (R-Lancaster), Vice Chair
State Capitol, Room 3063
Sacramento, CA 95814
(916) 651-4021
Fax: (916) 651-4921

Ling Ling Chang (R-Brea), Member
State Capitol, Room 4062
Sacramento, CA 95814
(916) 651-4029
Fax: (916) 651-4929

Maria Elena Durazo (D-Los Angeles), Member
State Capitol, Room 5066
Sacramento, CA 95814
(916) 651-4024
Fax: (916) 651-4924

Steve Glazer (D-Antioch), Member
State Capitol, Room 5108
Sacramento, CA 95814
(916) 651-4007
Fax: (916) 651-4907

Mike McGuire (D-Santa Rosa), Member
State Capitol, Room 5061
Sacramento, CA 95814
(916) 651-4002
Fax: (916) 651-4902

Richard Pan (D-Sacramento), Member
State Capitol, Room 5114
Sacramento, CA 95814
(916) 651-4006
Fax: (916) 651-4906
Coalition for Adequate Funding for Special Education
EDUCATION AND ADVOCACY TOOLKIT

Assembly Budget Subcommittee on Education Finance

Kevin McCarty (D-Sacramento), Chair
State Capitol, Room 6026
Sacramento, CA 95814
(916) 319-2007
Fax: (916) 319-2107

Jose Medina (D-Riverside), Member
State Capitol, Room 2141
Sacramento, CA 95814
(916) 319-2061
Fax: (916) 319-2161

William Brough (R-San Juan Capistrano)
State Capitol, Room 3141
Sacramento, CA 95814
(916) 319-2073
Fax: (916) 319-2173

Al Muratsuchi (D-Torrance), Member
State Capitol, Room 2179
Sacramento, CA 95814
(916) 319-2066
Fax: (916) 319-2166

James Gallagher (R-Chico), Member
State Capitol, Room 3147
Sacramento, CA 95814
(916) 319-2003
Fax: (916) 319-2103

Patrick O’Donnell (D-Long Beach), Member
State Capitol, Room 4001
Sacramento, CA 95814
(916) 319-2070
Fax: (916) 319-2170

Monique Limón (D-Santa Barbara), Member
State Capitol, Room 6031
Sacramento, CA 95814
(916) 319-2037
Fax: (916) 319-2137

Senate Budget Subcommittee on Education

Richard Roth (D-Riverside), Chair
State Capitol, Room 2080
Sacramento, CA 95814
(916) 651-4031
Fax: (916) 651-4931

Mike Morrell (R-Rancho Cucamonga), Member
State Capitol, Room 3056
Sacramento, CA 95814
(916) 651-4023
Fax: (916) 651-4923

Connie Leyva (D-Chino), Member
State Capitol, Room 4061
Sacramento, CA 95814
(916) 651-4020
Fax: (916) 651-4920
Subject: Agenda Item #: 6.2
Resolution for Autism Awareness Month – April 2019

Action Requested:
Adopt

Discussion:
April 2019 has been designated National Autism Awareness Month and April 2 has been designated by the United Nations as World Autism Awareness Day. This resolution has been proposed to endorse April as Autism Awareness month in San Mateo County SELPA.

Financial Summary:
None

Prepared By: Anjanette Pelletier, Associate Superintendent
Resolution No. 2-2018 - 2019
San Mateo County SELPA
State of California

Endorsing April as Autism Awareness Month

Whereas, April has been designated National Autism Awareness Month; and

Whereas, the Centers for Disease Control and Prevention (CDC) estimates that 1 in 68 children live with autism spectrum disorder (ASD); and

Whereas, the San Mateo County SELPA Governing Board recognize and celebrate the countless ways individuals who live on the autism spectrum contribute to and strengthen our communities; and

Whereas, every year, people around the world join together to support Autism Awareness Month and highlight Autism Awareness by wearing blue through the month of April; and

Whereas, the United Nations has recognized April 2 as World Autism Awareness Day to highlight the need to help those with autism lead full and meaningful lives; and

Whereas, it is vital that students living with autism spectrum disorder feel included and accepted in our classrooms, businesses, and communities;

Now, Therefore, Be It Resolved that the San Mateo County SELPA Governing Board hereby observe April as Autism Awareness Month; and

Be It Further Resolved that the San Mateo County SELPA Governing Board encourages the community to promote Autism Awareness on April 2 and through the month of April to help shine a light on autism.

SAN MATEO COUNTY SELPA
Associate Superintendent

SAN MATEO COUNTY SELPA
GOVERNING BOARD

Passed and Adopted on this
19th Day of March 2019
Subject: SELPA Update

Board Agenda Item #: 7.1

Meeting Date: March 19, 2019

Action Requested:
None

Attended Coalition for Adequate Funding and SELPA Meetings

Performance Indicator Review LEAs are awaiting notification of initial or ongoing participation. Preliminary Notifications were received by LEAs in late December 2018. CDE provided a training to LEAs in our SELPA, and we provide webcasting services for other SELPAs around the state on February 11 regarding the process related to PIRs. A copy of that training is attached for reference. We have been waiting since then for formal notification of PIR areas and timelines. We anticipate notification will arrive during the month of March. 17 LEAs were identified as participants in Performance Indicator Review.

Last year 20 LEAs were selected for this compliance monitoring activity, which includes convening of a stakeholder group to review and identify systemic and root causes of non-compliance with the Annual Performance Report Indicators. We have been informed that timelines for completion of PIR plans will more closely align with Differentiated Assistance and LCAP timelines, which means due in the Spring. A SELPA member will be part of each local stakeholder group.

Disproportionality reviews were completed by CDE. 9 LEAs were required to submit additional documentation as corrective actions. These were completed in mid-February and completion of Disproportionality review letters have been coming to SELPA and LEAs as they are finalized.

SELPA staff have been tracking support activities provided to LEAs this year. San Mateo County SELPA has experienced a large influx of new or newer directors. This year 14 new leaders at in our LEAs, some with more experience than others. Attached are two tables, one with definitions and narrative about SELPA supports and a simple checklist page that shows which LEAs have been engaged in SELPA in specific areas.

CDE has been completing Compliance Reviews with several LEAs. SELPA plays a critical role during CRs, completing policy and procedure and SELPA governance analysis for CDE, providing training, support for documentation organization, production and corrections, and as required members during CDE site visits. Right now 4 LEAs are in one stage or another of CR processes.

A Progress update on SELPA goals is attached which lists the current status for the goals set in June 2018.

SELPA sent over 24 participants to a Legal Symposium hosted by Fagen, Friedman, Fullfrost. The timely and targeted information presented supports LEA directors in keep up to speed with rapidly changing requirements, due process findings and OAH hearings. The topics were Parental Consent, In-Home placements, writing Prior Written Notices and a selection of Hot Topic legal cases.

Multiple LEAs also attended the ACSA Every Child Counts Symposium and this year we welcome a superintendent as well. The ECC is the premier educational conference for special and pupil personnel educators. This year over 1600 attendees were able to network and hear from noted experts in the field on topics. Keynote speakers Marlee
Maitlin and the Principal from Columbine HS provided moving speeches about the power of perseverance and the importance of communication and safety. We recommend that all LEAs consider planning for sending their administrator to this conference annually in February.

Upcoming is the Carnegie Summit in April.

Legislative Sharing Day – which is the SELPA Association day for parents and administrators to share key advocacy points with their legislators is May 1. An all call went out to solicit interested participants. Still awaiting participation names from several LEAs, especially for parents.

SELPA has been invited to attend CYSOC, the San Mateo County youth system of care meeting where key stakeholders, including SMCOE, Probation, child welfare and others convene to address critical issues facing our youth in county. As Anjanette is one of the statewide experts on the issues related to Continuum of Care Reform, and since San Mateo County is one of the leaders in supporting the needs of system involved youth, we will be working to utilize our existing structures to improve our services and supports to county students, and hope to have our work used as a model for an upcoming required MOU at the state level.

Prepared By: Anjanette Pelletier, Associate Superintendent
Performance Indicator Review

Special Education Division
California Department of Education
2018–2019

Overview

• Special Education Division Structure
• Background
• Changes to Monitoring
• Data Collection
• Local Education Agency (LEA) Selection
• Annual Performance Report (APR)
• Required Activities
• Special Education Local Plan Area (SELPA) Role
• Questions
Quality Assurance Unit

Focused Monitoring and Technical Assistance Units

FMTA I and IV
Comprehensive Review (CR)
Technical Assistance
916-324-8898
916-445-9772

FMTA III
Disproportionality (Dispro)
Significant Disproportionality
(Sig Dis) Review
916-327-6966

FMTA VI
Non Public School
Non Public Agencies
916-327-3141

FMTA II
Performance Indicator Review (PIR)
Compliance Complaints
Waivers
Facilities
916-445-4632

FMTA V
Data Identified Non Compliance
(DINC)
SELPA Plan Review
Targeted TA—Literacy
916-323-2409

Consultants, Region 4

<table>
<thead>
<tr>
<th>Unit</th>
<th>Consultant</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>FMTA I CR</td>
<td>NA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FMTA II PIR</td>
<td>Vince Pastorino</td>
<td>916-327-0839</td>
<td><a href="mailto:vpastorino@cde.ca.gov">vpastorino@cde.ca.gov</a></td>
</tr>
<tr>
<td>FMTA III Dispro</td>
<td>Kishaun Thornton</td>
<td>916-445-5727</td>
<td><a href="mailto:kthornton@cde.ca.gov">kthornton@cde.ca.gov</a></td>
</tr>
<tr>
<td>FMTA IV CR</td>
<td>Rose Penrose</td>
<td>916-327-3674</td>
<td><a href="mailto:rpenrose@cde.ca.gov">rpenrose@cde.ca.gov</a></td>
</tr>
<tr>
<td>FMTA V DINC</td>
<td>Shari Presnall</td>
<td>916-445-7474</td>
<td><a href="mailto:spresnall@cde.ca.gov">spresnall@cde.ca.gov</a></td>
</tr>
<tr>
<td>Data</td>
<td>Steven Rogers</td>
<td>916-445-4484</td>
<td><a href="mailto:srogers@cde.ca.gov">srogers@cde.ca.gov</a></td>
</tr>
</tbody>
</table>
Number of LEAs in PIR 2016-17 to 2018-19

Performance Indicator Review (PIR)
- PIR Team
- Root Cause Analysis
- Improvement Plan
- Plan Monitoring
A General Overview of PIR Activities

- LEA submits a signed Assurances Form

- LEA submits a Root Cause Analysis and Improvement Plan to SELPA
  - Only for LEAs which have unmet Indicators
  - Only for those Indicators that have been unmet

- SELPA checks plans for the required components

- SELPA submits all plans to CDE via email
  - PIR@cde.ca.gov

Background of PIR

- The Performance Indicator Review (PIR) is a component of the Annual Submission Process (ASP)

- The PIR is part of Special Education Division (SED) overall Quality Assurance Process

- It is designed to meet, along with our other processes, the requirements of a system of general supervision required by Title 34, Code of Federal Regulations, Section 300.600

- All LEAs participate in selection
Annual Performance Report Measures

2016-17 District Level Special Education Annual Performance Report Measure for Unified School District

Indicator 1 – Graduation Four Year Rate: Percent of all graduating students in grades twelve and eleven, who graduate from high school with a regular diploma. This is a Four Year Calculation.

<table>
<thead>
<tr>
<th>Graduation Rate</th>
<th>Target</th>
<th>Target Hit</th>
</tr>
</thead>
<tbody>
<tr>
<td>72.0%</td>
<td>75.0%</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Data Source: Cohort Date: http://www.cohortdata.ed.gov
All LEAs from the same graduation cohort Targeted 75.0% graduation rate for all LEAs.

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, who are special education students, who have not graduated by dropping out of school.

<table>
<thead>
<tr>
<th>Percent Dropout</th>
<th>Target</th>
<th>Target Hit</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.0%</td>
<td>&lt;3.72%</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Data Source: June 2017 CAASP Submissions

Indicator 3 – Standards Assessments: Academic achievement testing to meet the requirements of California Assessment of Student Performance and Progress (CAASPP)

<table>
<thead>
<tr>
<th>Area</th>
<th>Percent Participating</th>
<th>Target</th>
<th>Target Hit</th>
<th>Percent Level 3 or 4 Achieved</th>
<th>Achievement Target</th>
<th>Target Hit</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts</td>
<td>93.3%</td>
<td>95%</td>
<td>Yes</td>
<td>96.0%</td>
<td>88.0%</td>
<td>Yes</td>
</tr>
<tr>
<td>Math</td>
<td>89.1%</td>
<td>95%</td>
<td>Yes</td>
<td>88.0%</td>
<td>88.0%</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Data Source: Spring 2017 CAASPP Data

Indicator 4 – Suspension and Expulsion: Percent of all students ages nine through twenty-one enrolled in special education that are suspended or expelled for greater than ten days in the school year.

Annual Performance Report

• The APR is driven by requirements of the U.S. Department of Education (ED) and the Office of Special Education Programs (OSEP)
• The APR consists of 17 Indicators
  – Compliance (5)
  – Performance (11)
  – Both (1)
• Targets for compliance indicators are set by OSEP at either zero percent or 100 percent.
• Targets for performance indicators are set in collaboration with the various stakeholder groups and have been rebased for 2013-14 through 2018-19.
PIR Indicators

- Indicator 1—Graduation Four Year Rate
- Indicator 2—Dropout Four Year Rate
- Indicator 3—Statewide Assessments
  - Participation Rate
  - Achievement Rate
- Indicator 4A—Suspension and Expulsion
- Indicator 5—Least Restrictive Environment
- Indicator 6—Preschool Least Restrictive Environment
- Indicator 8—Parent Involvement
- Indicator 14—Post-school Outcomes
- Child Find

Data Calculations
2017–18 APR Data

The 2017–18 APR utilizes the 2017–18 data submission. LEA submits data through:

- California Special Education Management Information System (CASEMIS)
  - December
  - June
- California Assessment of Student Progress and Performance (CAASPP)
- California Longitudinal Pupil Achievement Data System (CALPADS)

Data Calculations

- **Indicator 1 Graduation Rate: 4 Year Cohort**
  - Data from CALPADS
  - Freshmen Cohort – 4 Year to Graduate
- **Indicator 2 Dropout: Single Year CASEMIS**
  - 16, 17 or 18 years old and exit code
- **Indicator 3 Assessment: Data from CAASPP**
- **Indicator 4A Discipline: Data from CASEMIS and CALPADS**
Data Calculations

- Indicator 5 Least Restrictive Environment (LRE): CASEMIS
  - Federal School Setting
  - Percent of time in Regular Class

- Indicator 6 Least Restrictive Environment (LRE): CASEMIS
  - Hours in General Education
  - Federal Preschool Setting

Data Calculations

- Indicator 8: Parent Input: CASEMIS

- Indicator 14: Post-school Outcomes: CASEMIS
  - Prior Year Exiters
  - Graduated
  - Surveyed 1 Year After Graduation
2017–18 APR Data

- The 2017–18 APR utilizes the 2017–18 data submission
  - EXCEPT for Graduation Rate (Indicator 1)
  - EXCEPT for Dropout Rate (Indicator 2)
  - EXCEPT for Overall Discipline Data (Indicator 4A)

- 2016–17

Data Challenges

- Lag Year Data on APR
- Two Sources of Data (Dashboard and APR) with Different Calculations
  - Suspension Rate
  - Statewide Assessments
California School Dashboard

- Chronic Absenteeism: Yellow
- Suspension Rate: Yellow
- English Learner Progress: No Performance Color
- Graduation Rate: Green

- College/Career: Green
- English Language Arts: Green
- Mathematics: Green
- Parent Engagement: Green
- Local Climate Survey: Green
- Access to a Broad Course of Study: Green

Implementation of Academic Standards: STANDARD MET

PIR Selection

APR Targets Met?
- Dropout Rate
- Statewide Assessment Participation
- LRE (5 & 6)
- Parent Involvement
- Post-school Outcomes

Dashboard Performance Levels Reached?
- Graduation Rate
- English Language Arts and/or Mathematics
- Suspensions

RED ORANGE
PIR Indicators

- Indicator 1—Graduation Four Year Rate
- Indicator 2—Dropout Four Year Rate
- Indicator 3—Statewide Assessments
  - Participation Rate
  - Achievement Rate
- Indicator 4A—Suspension and Expulsion
- Indicator 5—Least Restrictive Environment
- Indicator 6—Preschool Least Restrictive Environment
- Indicator 8—Parent Involvement
- Indicator 14—Post-school Outcomes
- Child Find

Child Find

- Not found on APR or Dashboard
- Uses % of Students with Disabilities K-12
- LEAs with 2 Standard Deviations below % would be in PIR

LEAs with less than 3.43%
Alignment with LCAP

Reasons for Alignment

- Requested by SELPAs and LEAs
- Students with disabilities are general education first
- Allows for the LEAs to plan for students with disabilities alongside and as part of general education
- Many of the same students who are in one or more of the unduplicated groups (EL, low SES, foster youth) are also students with disabilities
### Percent of Students with Disabilities Who are in One or More of the Local Control Funding Formula (LCFF) Student Groups

<table>
<thead>
<tr>
<th>LCFF</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unduplicated Total in LCFF</td>
<td>71%</td>
</tr>
<tr>
<td>Non LCFF</td>
<td>29%</td>
</tr>
</tbody>
</table>

### LCAP and PIR Examples

<table>
<thead>
<tr>
<th>LCAP</th>
<th>LCAP</th>
<th>PIR</th>
</tr>
</thead>
<tbody>
<tr>
<td>GENERAL ED</td>
<td>UNDUNDICATED</td>
<td>SPECIAL EDUCATION</td>
</tr>
<tr>
<td>Access to Common Core through materials and PD</td>
<td>Needs EL Support to Develop Academic Language</td>
<td>Special Education teachers need PD in the Common Core curriculum, specialized materials and meeting time</td>
</tr>
<tr>
<td>LCAP</td>
<td>LCAP</td>
<td>PIR</td>
</tr>
<tr>
<td>GENERAL ED</td>
<td>UNDUNDICATED</td>
<td>SPECIAL EDUCATION</td>
</tr>
<tr>
<td>Counselor meets with all Sophomores</td>
<td>Low SES, EL and Foster students receive support for learning about Financial Aid, College Tours, Trade Schools</td>
<td>PD to help staff, including counselors, learn more about best practices in transition planning</td>
</tr>
</tbody>
</table>
LCAP Alignment in the Field
What Other LEAs Have Done

- PIR Sub-Committee and part of LCAP process
- PIR Team Representative on LCAP Committee
- LCAP Representative on PIR Team
Aligning the Monitoring
Changes to the Monitoring Calendar

Data Collection and DINC
Data Collected for the June Submission
DINC Returned to STS

Data Collection
December CDEEMS Due
Analysis for Claims
CBEI and Public School

DINC Due Alignment with Dashboard
DINC Due: Feb 28
CR for LEAs and Annual Determinations and Dashboards Released

Disproportionality
Disproportionally Endangered Students
Disproportionality Dashboard

Completion of CRs, PIR, DINC
CBEI Data cleaner
County DAC Officer

2018–2019 Performance Indicator Review
2017–18 APR Data

• The 2017–18 APR utilizes the 2017–18 data submission.
  
  – California Special Education Management Information System (CASEMIS)
  – California Assessment of Student Progress and Performance (CAASPP)
  – California Longitudinal Pupil Achievement Data System (CALPADS)

PIR Selection

APR
  Dropout Rate
  Assessment - Participation
  LRE (5 & 6)
  Parent Involvement
  Post-school Outcomes

Dashboard
  Graduation Rate
  English Language Arts and/or Mathematics Suspensions

Target Met: Yes or No

Performance Level: Red or Orange
Using the California Dashboard for PIR

California School DASHBOARD

Getting to Know the California School Dashboard

10 Measures of School Success

State Measures

Six state measures allow for comparisons across schools and districts based on information collected statewide.

- High School Graduation Rate
- Academic Performance
- Suspension Rate
- English Learner Progress
- College/Career Readiness
- Chronic Absenteeism

Schools and districts receive one of five color-coded performance levels on each of the six state measures.

RED ORANGE YELLOW GREEN BLUE

The performance level (color) is based on current and prior year data.

Results are presented for all districts, schools, and defined student groups (e.g., racial groups, low income, English learners, homeless, foster youth, students with disabilities).
Navigating the Dashboard

1. Open the Dashboard for the LEA
2. In the upper right hand corner, select “View Additional Reports”

To “School Dashboard Additional Reports and Data Page”
Navigating the Dashboard
School Dashboard Additional Reports and Data Page

Select the desired report

Choose a report and click Submit:

- 5x5 Chronic Absenteeism Placement Report (Grades K-8)
- 5x5 Suspension Rate Placement Report (Grades K-12)
- 5x5 Graduation Rate Placement Report (Grades 9-12)
- 5x5 College/Career Placement Report (Grades 9-12)
- 5x5 English Language Arts Placement Report (Grades 3-8 and 11)
- 5x5 Mathematics Placement Report (Grades 3-8 and 11)
- College/Career Measures Report
- Participation Rate Report
- Student Group Report
- California School Dashboard

Click "Submit"

Navigating the Dashboard
Five-by-Five Placement Reports

Larger LEAs with multiple sites will be directed to the Five-by-Five Placement Report for all of their schools.

To get to the Five-by-Five Report for Student Groups, select "View Student Groups Five-by-Five Report" from the list in the top right hand corner

To get to the specific percentages, which will be needed for the Root Cause Analysis, select "View Detailed Data"
**Navigating the Dashboard**

Five-by-Five Student Group Placement Grid Detailed Data

<table>
<thead>
<tr>
<th>Student Group</th>
<th>Color</th>
<th>Status</th>
<th>Change</th>
<th>CURRENT 5/01/18 - 2017-18 Graduation Rate</th>
<th>CHANGE - Difference between 2017-18 graduation rate and 2016-17 graduation rate</th>
<th>Number of graduates in the 2017-18 graduation cohort</th>
<th>Number of graduates in the 2016-17 graduation cohort</th>
<th>Number of students in the 2017-18 graduation cohort</th>
<th>Number of students in the 2016-17 graduation cohort</th>
<th>PRIOR STATUS 2016-17 Graduation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>Yellow</td>
<td>Medium</td>
<td>Maintained</td>
<td>80.5%</td>
<td>0.7%</td>
<td>1,769</td>
<td>2,222</td>
<td>1,102</td>
<td>2,182</td>
<td>79.8%</td>
</tr>
<tr>
<td>English Learners</td>
<td>Red</td>
<td>Very Low</td>
<td>Increased</td>
<td>65.0%</td>
<td>1.4%</td>
<td>384</td>
<td>655</td>
<td>355</td>
<td>554</td>
<td>64.3%</td>
</tr>
<tr>
<td>Foster Youth</td>
<td>None</td>
<td>Very Low</td>
<td>Declined</td>
<td>54.2%</td>
<td>-15.1%</td>
<td>13</td>
<td>24</td>
<td>9</td>
<td>13</td>
<td>69.2%</td>
</tr>
<tr>
<td>Homeless</td>
<td>Orange</td>
<td>Low</td>
<td>Declined</td>
<td>68.0%</td>
<td>-1.7%</td>
<td>64</td>
<td>92</td>
<td>104</td>
<td>146</td>
<td>71.2%</td>
</tr>
<tr>
<td>Socioeconomically disadvantaged</td>
<td>Yellow</td>
<td>Low</td>
<td>Increased</td>
<td>79.1%</td>
<td>1.1%</td>
<td>1,404</td>
<td>1,775</td>
<td>1,517</td>
<td>1,088</td>
<td>78.9%</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>Red</td>
<td>Very Low</td>
<td>Increased</td>
<td>50.6%</td>
<td>5.5%</td>
<td>168</td>
<td>281</td>
<td>198</td>
<td>254</td>
<td>54.3%</td>
</tr>
<tr>
<td>African American</td>
<td>Yellow</td>
<td>Low</td>
<td>Increased</td>
<td>70.0%</td>
<td>2.8%</td>
<td>331</td>
<td>410</td>
<td>340</td>
<td>446</td>
<td>78.2%</td>
</tr>
</tbody>
</table>

**Using the New APR for PIR**
Annual Performance Report Measures

2016-17 District Level Special Education Annual Performance Report Measures for
Unified School District

Indicator 1 - Graduation Rate: Percentage of all exiting special education, and exiting gifted students, who graduated or who were placed in a regular or special education program. (Report calculation)

Data Source: Cohort Data

Indicator 2 - Dropout Four Year Rate: Percentage of 12th grade students who are enrolled in the school district or are employed and have earned a high school diploma or GED.

Data Source: State Data

Indicator 3 - Statewide Assessment of Student Performance (CASPER)

Local Level Annual Performance Report

Local Level Annual Performance Report

Name and Code:  Unified,  

SELPA Name and Code:  County,  

Annual Determination 2017-18: Needs Intervention

School Dashboard:  https://www.caschooldashboard.org/

Monitoring Activities 2018-19:

Performance Indicator Review (P(R));
Significant Disproportionality;
Data Identified Noncompliance (DINC).
Local Level Performance Report 2017-18

<table>
<thead>
<tr>
<th>No.</th>
<th>Indicator</th>
<th>Rate</th>
<th>Target</th>
<th>Target Met?</th>
<th>Monitoring Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>4 Year Cohort Graduation Rate *</td>
<td>74.83%</td>
<td>&gt;90.0%</td>
<td>No</td>
<td>NA</td>
</tr>
<tr>
<td>2</td>
<td>Dropout Rate</td>
<td>0.00%</td>
<td>&lt;11.72%</td>
<td>Yes</td>
<td>NA</td>
</tr>
<tr>
<td>3</td>
<td>Math Participation Rate</td>
<td>95.48%</td>
<td>&gt;93.0%</td>
<td>Yes</td>
<td>NA</td>
</tr>
<tr>
<td>4</td>
<td>ELA Achievement Rate</td>
<td>97.01%</td>
<td>&gt;96.0%</td>
<td>Yes</td>
<td>NA</td>
</tr>
<tr>
<td>5</td>
<td>Math Achievement Rate</td>
<td>96.48%</td>
<td>&gt;95.0%</td>
<td>Yes</td>
<td>NA</td>
</tr>
<tr>
<td>6</td>
<td>Discipline (&gt;10 days) Rate *</td>
<td>1.18%</td>
<td>&lt;2.76%</td>
<td>Yes</td>
<td>NA</td>
</tr>
</tbody>
</table>

Local Level Annual Performance Report 2017-18

<table>
<thead>
<tr>
<th>No.</th>
<th>Indicator</th>
<th>Rate</th>
<th>Target</th>
<th>Target Met?</th>
<th>Monitoring Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>4 Year Cohort Graduation Rate *</td>
<td>74.83%</td>
<td>&gt;90.0%</td>
<td>No</td>
<td>NA</td>
</tr>
<tr>
<td>2</td>
<td>Dropout Rate</td>
<td>0.00%</td>
<td>&lt;11.72%</td>
<td>Yes</td>
<td>NA</td>
</tr>
<tr>
<td>3</td>
<td>Math Participation Rate</td>
<td>95.48%</td>
<td>&gt;93.0%</td>
<td>Yes</td>
<td>NA</td>
</tr>
<tr>
<td>4</td>
<td>ELA Achievement Rate</td>
<td>97.01%</td>
<td>&gt;96.0%</td>
<td>Yes</td>
<td>NA</td>
</tr>
<tr>
<td>5</td>
<td>Math Achievement Rate</td>
<td>96.48%</td>
<td>&gt;95.0%</td>
<td>Yes</td>
<td>NA</td>
</tr>
<tr>
<td>6</td>
<td>Discipline (&gt;10 days) Rate *</td>
<td>1.18%</td>
<td>&lt;2.76%</td>
<td>Yes</td>
<td>NA</td>
</tr>
<tr>
<td>7</td>
<td>ELA Achievement Rate</td>
<td>97.01%</td>
<td>&gt;96.0%</td>
<td>Yes</td>
<td>NA</td>
</tr>
<tr>
<td>8</td>
<td>Math Achievement Rate</td>
<td>96.48%</td>
<td>&gt;95.0%</td>
<td>Yes</td>
<td>NA</td>
</tr>
<tr>
<td>9</td>
<td>Discipline (&gt;10 days) Rate *</td>
<td>1.18%</td>
<td>&lt;2.76%</td>
<td>Yes</td>
<td>NA</td>
</tr>
</tbody>
</table>

Tony Thurmond
State Superintendent of Public Instruction
### Local Level Annual Performance Report 2017-18

#### Dashboard

<table>
<thead>
<tr>
<th>No.</th>
<th>Indicator</th>
<th>Rate</th>
<th>Target</th>
<th>Target Met?</th>
<th>Monitoring Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>4 Year Cohort Graduation Rate</td>
<td>74.83%</td>
<td>&gt;60.0%</td>
<td>No</td>
<td>NA</td>
</tr>
<tr>
<td>2</td>
<td>Dropout Rate</td>
<td>0.00%</td>
<td>&lt;1.0%</td>
<td>Yes</td>
<td>NA</td>
</tr>
<tr>
<td>3</td>
<td>Assessment ELA Participation</td>
<td>97.01%</td>
<td>&gt;90.0%</td>
<td>Yes</td>
<td>NA</td>
</tr>
<tr>
<td>3</td>
<td>Math Participation Rate</td>
<td>96.46%</td>
<td>&gt;95.0%</td>
<td>Yes</td>
<td>NA</td>
</tr>
<tr>
<td>3</td>
<td>ELA Achievement Rate</td>
<td>6.10%</td>
<td>&gt;10.0%</td>
<td>No</td>
<td>NA</td>
</tr>
<tr>
<td>3</td>
<td>Math Achievement Rate</td>
<td>4.68%</td>
<td>&gt;12.0%</td>
<td>No</td>
<td>NA</td>
</tr>
<tr>
<td>4a</td>
<td>Discipline (&gt;10 days) Rate</td>
<td>1.18%</td>
<td>&lt;2.76</td>
<td>Yes</td>
<td>NA</td>
</tr>
</tbody>
</table>

#### Indicator 5a, 5b, and 6b based on the APR

Need to check the Dashboard for Indicator 1, 3 Achievement and 4a.

### Local Level Annual Performance Report 2017-18

#### Dashboard

<table>
<thead>
<tr>
<th>No.</th>
<th>Indicator</th>
<th>Rate</th>
<th>Target</th>
<th>Target Met?</th>
<th>Monitoring Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1c</td>
<td>Use of Appropriate Behaviors</td>
<td>83.6%</td>
<td>&gt;77.4%</td>
<td>Yes</td>
<td>NA</td>
</tr>
<tr>
<td>1d</td>
<td>Use of Appropriate Behaviors</td>
<td>76.0%</td>
<td>&gt;74.0%</td>
<td>No</td>
<td>NA</td>
</tr>
<tr>
<td>2e</td>
<td>Parent Involvement Rate</td>
<td>69.87%</td>
<td>&gt;62.0%</td>
<td>Yes</td>
<td>NA</td>
</tr>
<tr>
<td>3f</td>
<td>Disproportionality by Disability Areas</td>
<td>1</td>
<td>0</td>
<td>No</td>
<td>Dispro</td>
</tr>
<tr>
<td>11</td>
<td>Rate of Eligibility Determined within 90 Days</td>
<td>60.56%</td>
<td>100%</td>
<td>No</td>
<td>NA</td>
</tr>
<tr>
<td>12</td>
<td>Rate of Part C to Part B Students with Timely IEPs</td>
<td>100%</td>
<td>100%</td>
<td>Yes</td>
<td>NA</td>
</tr>
<tr>
<td>13</td>
<td>Rate of Students with Transition Goals/Services</td>
<td>100%</td>
<td>100%</td>
<td>Yes</td>
<td>NA</td>
</tr>
<tr>
<td>14a</td>
<td>Rate of Post School Outcomes: Higher Education</td>
<td>65.48%</td>
<td>&gt;53.3%</td>
<td>Yes</td>
<td>NA</td>
</tr>
<tr>
<td>14b</td>
<td>Comparator Employment of Higher Education</td>
<td>91.67%</td>
<td>&gt;75.4%</td>
<td>Yes</td>
<td>NA</td>
</tr>
<tr>
<td>14c</td>
<td>Any Employment or Education</td>
<td>95.24%</td>
<td>&gt;82.6%</td>
<td>Yes</td>
<td>NA</td>
</tr>
<tr>
<td>NA</td>
<td>Rate of Timely IEPs</td>
<td>0</td>
<td>0</td>
<td>Yes</td>
<td>NA</td>
</tr>
<tr>
<td>NA</td>
<td>Rate of Timely Transfers</td>
<td>0</td>
<td>0</td>
<td>No</td>
<td>DISP</td>
</tr>
<tr>
<td>NA</td>
<td>LRE Disproportionality Areas</td>
<td>0</td>
<td>0</td>
<td>Yes</td>
<td>NA</td>
</tr>
<tr>
<td>NA</td>
<td>Discipline Disproportionality Areas</td>
<td>2</td>
<td>0</td>
<td>No</td>
<td>Disp</td>
</tr>
</tbody>
</table>
PIR Notification

- The notification letter identifies unmet Indicators
  - General requirements
  - Guidance for developing a plan
  - Evaluation criteria
  - SELPA's role
- Link to detailed information [https://www.cde.ca.gov/re/lc/](https://www.cde.ca.gov/re/lc/)
  - Plan requirements
  - Data explanation
  - Sample activities
- Forms to complete

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Performance Indicator</th>
<th>17/18 Rate</th>
<th>Target</th>
<th>Target Met</th>
<th>17/18 Selection</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Graduation Rate¹</td>
<td>ORANGE</td>
<td></td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>2</td>
<td>Drop-Out Rate</td>
<td>1.4%</td>
<td>≤ 11.72%</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>3a</td>
<td>ELA Participation</td>
<td>90.01%</td>
<td>&gt; 95.0%</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>3b</td>
<td>Math Participation</td>
<td>95.71%</td>
<td>&gt; 95.0%</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>3c</td>
<td>ELA Achievement²</td>
<td>GREEN</td>
<td></td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>3d</td>
<td>Math Achievement²</td>
<td>RED</td>
<td></td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>4a</td>
<td>Overall Discipline³</td>
<td>GREEN</td>
<td></td>
<td>NO</td>
<td></td>
</tr>
<tr>
<td>5a</td>
<td>LRE Regular Class 80% or more</td>
<td>52.8%</td>
<td>≤ 51.2%</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>5b</td>
<td>LRE Regular Class 40% or less</td>
<td>19.8%</td>
<td>≤ 22.6%</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>5c</td>
<td>LRE Separate School</td>
<td>1.5%</td>
<td>≤ 4.0%</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>6a</td>
<td>Regular Class</td>
<td>54.2%</td>
<td>&gt; 34.9%</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>6b</td>
<td>Separate Schools</td>
<td>42.8%</td>
<td>≤ 37.4%</td>
<td>NO</td>
<td>YES</td>
</tr>
<tr>
<td>7</td>
<td>Parent Involvement</td>
<td>99.6%</td>
<td>&gt; 90.0%</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>10</td>
<td>Higher Education</td>
<td>NC</td>
<td>&gt; 53.3%</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>11b</td>
<td>Competitive Employment</td>
<td>NC</td>
<td>&gt; 73.4%</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>14c</td>
<td>Any Education/Employment</td>
<td>NC</td>
<td>&gt; 80.0%</td>
<td>NA</td>
<td>NA</td>
</tr>
</tbody>
</table>

Total count: 3

Child Find² | Percent of Special Education Students | Selected for Review |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>10.27%</td>
<td>NO</td>
<td></td>
</tr>
</tbody>
</table>
LEA Responsibilities

- Develop a PIR Team
  - Special education administration
  - General education administration
  - School level participants—BOTH general education and special education
  - SELPA

- Develop a schedule of meetings for data analysis, identification of root causes, plan writing, and plan implementation and monitoring

- Review the LEA's current performance on each indicator on the APR and the California School Dashboard

- Identify any current LEA initiatives or plans aimed at improving the LEA’s performance on each indicator that was not met
Plan Components

1. List of PIR Team members
2. List of PIR Team meetings
3. Root causes that led to the LEA’s failure to meet the target for the specified indicator
4. Strategies and activities to address root causes as well as other improvement strategies
5. Resources needed to support the strategies and activities
6. Title(s) and role(s) of person(s) responsible for carrying out activities
7. Dates by which activities will be initiated and/or completed
8. Methods and standards used to measure progress

SELPA Role

- Play an active role in helping LEAs to understand the calculation of SPPIs and the implications of a failure to meet the targets established for LEAs in California
- Assist the LEA in:
  - Identifying and correcting noncompliant policies, procedures, and practices
  - Identifying root causes and new strategies and activities that would contribute to LEA improvement
  - Locating resources
- Collect and review all LEA plans
  - Required components
- Submit LEA’s improvement plans to the CDE
Criteria for Evaluating Improvement Plans

Consultants will review the documents submitted by the LEA to ensure the plan includes:

1. A list of names, titles and roles of members of the PIR Team, including SELPA, Special Education Administration, General Education Administration and others
2. A list of PIR Team meeting dates, including dates for data analysis, plan writing, plan implementation, and plan monitoring
3. A summary of the issues/root causes that interfere with the performance of the district
4. Overall strategies and specific activities to address the root causes
5. Resources that will be used to implement the strategies and activities
6. Title(s) and role(s) of person(s) responsible for carrying out activities
7. Dates by which activities will be initiated and/or completed
8. Methods and standards that would be used to measure success

Using the LCAP Document for PIR

- Label and highlight all components clearly
- Include all components:
  1) List of PIR Team members
  2) List of PIR Team meetings
  3) Root causes that led to the LEA's failure to meet the target for the specified indicator
  4) Strategies and activities to address root causes as well as other improvement strategies
  5) Resources needed to support the strategies and activities
  6) Title(s) and role(s) of person(s) responsible for carrying out activities
  7) Dates by which activities will be initiated and/or completed
  8) Methods and standards used to measure progress
Using the LCAP Document for PIR

- Address the unmet indicators or areas for students with disabilities
- Perform Root Cause Analysis for students with disabilities
- Assure SELPA participation and SELPA review of components
- Include targeted strategies

---

### Required Activities

<table>
<thead>
<tr>
<th></th>
<th>Assurances Form</th>
<th>Improvement Plan</th>
<th>File Review</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Year Unmet Indicator</strong></td>
<td>Yes</td>
<td>Root Cause Analysis New Plan</td>
<td>No</td>
</tr>
<tr>
<td><strong>Second Year Unmet Indicator (Year-one Repeater)</strong></td>
<td>Yes</td>
<td>Root Cause Analysis Revised Plan</td>
<td>No</td>
</tr>
<tr>
<td><strong>Third Year Unmet Indicator (Year-two Repeater)</strong></td>
<td>Yes</td>
<td>Root Cause Analysis Revised Plan</td>
<td>Yes</td>
</tr>
</tbody>
</table>
Timeline for PIR

- **August-September**: APR released
- **October-November**: Dashboard released
- **December-February**: PIR notification
  
  PIR improvement plan development begins

- **March-April**: Local Board presented with PIR plan
- **May**: SELPA reviews each LEA plan for required components
- **June**: SELPA submits to CDE

Review

- Changes to the process
- New Annual Performance Report (APR)
- Special Education Local Plan Area (SELPA) Role
- Governing Board Involvement
- Alignment to the California School Dashboard
- Forms
- Multi-year missed targets
Group Work

Planning . . .

- Who will be on the team?
- When will the team meet?
- Where?
- What resources will we need?
- How will the plan be developed?
Planning...

- What current strategies is the LEA implementing to address the issue?
  - Where can we find this information?
  - Does it address all students?
  - How does it address students with disabilities?

- Root Cause Analysis
  - Review sample activities
  - Brainstorm how you will dig deep into your data

Vince Pastorino
916-327-0839
vpastorino@cde.ca.gov
Areas of Support including De-Identified Data:

**Area #1: Compliance - SELPA** Staff spent a lot of time with every LEA. This year we have supported Three LEAs with Significant Disproportionality and Four with Compliance Reviews. Remaining LEAs are participating in DISPRO and other Corrective Action work. There have been 3 LEAs that have required a high level of personalized support in this area. For SELPA/CASEMIS/CALPADS, all LEAs have required some level of support. All LEAs are working on demand training utilizing archived webinars. Some LEAs that do not have a SELPA Sun have required more support than others. Healthman has increased in use with LEAs and we provide annual trainings to our LEAs for this service. PBIS requires extensive support from our SELPA and the requirement is to have a SELPA team member at each meeting. Annual Service Plan occurs with every LEA and most require individualized support. DROD occurs within LEAs that serve preschool aged students and are required to follow strict timelines.

**Area #2: Finance** - Fiscal support and consultation occurs in almost all LEAs to some degree. Certain LEAs require more specialized support with new staff or when the task at hand is challenging. 11 LEAs have required the extra support this year with regards to the various cost pools, mental health allocation monitoring, and NPS/NPA tracking.

**Area #3: Best Practices** - This is an area that should be utilized by all LEAs. All LEAs receive training with regards to UIP best practices. MTSS and PBIS trainings have varied based on where the LEA is in creating their tiered levels of supports. Very few LEAs have strong tier 3 supports due to lack of robust for 1 and 2 supports. Many LEAs view PBIS differently and the interventions are not seen consistently across the LEAs. We have provided tier 3 training but due to feedback and observation, we have found that we need to support in tier 1 and tier 2 first.

**Area #4: Case Management** - All LEAs have access to this area of support and are very good at advocating for help with specific cases and trends they are observing on their sites.

**Area #5: Tech Support** - We offer tech support to administrators (including principals) including consultation and training for the various ODE required monitoring data online.

**Area #6: NPSPCA, Master Contract/Endorsement and Support** - All LEAs utilize support in this area for many different reasons. Reasons may include but are not limited to: fiscal questions, contract questions or concerns, specific programmatic questions and or concerns.

**Area #7: ADR** - This support is increasingly becoming more and more popular. We have 12 LEAs that have accessed this support. We continue to offer a 3 day IPPE training and coaching.

**Area #8: WRAP/PDNIPBC** - Almost all LEAs have accessed support in one or all of these areas. Though we have decreased the number of residential placements dramatically in our county, we have increased our level of mental health and behavioral supports on school sites. This year 5 of our LEAs have accessed extra support and guidance in this area.

**Area #9: SELPA wide committees work** - This area of support has increased tremendously this year. We work with several committees and create committees that are requested. We have been working with several LEAs committees with regards to consultation, training, and support when requested. We have provided a new customized 3 day behavior support training that was developed by SELPA behavior and mental health experts. We created a behavior intervention plan panel to aid in behavior plans that are not successful. We meet with mental health coordinators and directors individually to capture unique needs and concerns. We partnered with the BTSA and PASC team to provide PD for those in training. SELPA holds monthly LEA committee, BTSA, and program specialist meetings. We hold quarterly meetings for PRT and Captain teams.

**Area #10: Interagency work** - We sit on the following committees, panels, and/or boards: Watch Me Grow, CPYFTE, IPSC, CYSOC, Death Review Panels

**Area #11: Community Support - CACRPC, Thrive, Mills Hospital, Special Education PTAs, SEEDs, CDAC, PAIMI, Accessibility, MNU**
<table>
<thead>
<tr>
<th>Area #1: Current Status:</th>
<th>Area #2: Vision:</th>
<th>Area #3: Mission:</th>
<th>Area #4: Core Values:</th>
<th>Area #5: Pillars of the Program:</th>
<th>Area #6: Alternative Routes to Resolution</th>
<th>Area #7: Mentor Support</th>
<th>Area #8: Mentors Available:</th>
<th>Area #9: Mentors:</th>
<th>Area #10: Institution:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bayshore</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Belmont</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Berkeley</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Calvera</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clovis</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>East Bay</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evergreen</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hillsborough</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>JSUSD</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LCDUSD</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>KIPP</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LSF</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LLUSD</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MPSUSD</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Milpitas</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pacific</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Portola</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Redwood</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RWC</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>San Bruno</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SCCLC</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>San Carlos</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SMHSC</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SJUSD</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sequoia</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SFF</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summit</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Westside</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SMCOE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## GOALS 2018-2019

**Anjanette Pelletier, Senior SELPA Administrator**

<table>
<thead>
<tr>
<th>Category</th>
<th>Goal</th>
<th>Status as of March 11, 2019</th>
</tr>
</thead>
</table>
| **Service Delivery** | 1. Support LEAs in monitoring and implementation of high-quality, compliant programs. Focus on issues related to Disproportionality, LRE and Discipline.  
2. Support LEAs in supervision of mental health supports, including development of quality progress monitoring/outcomes for MH supports provided to students.  
3. Expand Pilot of shift to PSW assessment practices for identification of students with Specific Learning Disabilities | In Progress – currently working with LEAs on discipline data alignment – CALPADS reported discipline events for SWD and Attendance reported events.  
2. Ongoing – quarterly meetings and individual consultation provided to ensure program development, quality and auditability of reimbursement requests.  
3. Pilot of PSW expanded to include all elementary level LEAs – additional training and presentations for pyschos ongoing |
| **Fiscal**        | 1. Provide training and leadership in budget planning and oversight to LEA Directors.  
2. Process and certify all Mental Health billing for LEAs and approved agencies to ensure appropriate expenditure of allocation.  
3. Continue work with the Coalition for Adequate Funding for Special Education to increase federal and state funding for special education.  
4. Work with LEAs to ensure that special education students are incorporated into their LCAP development | 1. Budget code session in December, MOE data at AC in March and Budget Development session in April  
2. Ongoing – three audits this year for Wrap, Residential Treatment and NPS placements to review for compliance and transition planning.  
3. Ongoing – Resolution and letter campaign for AB423  
4. LCAP alignment activities ongoing. March 22 will be LCAP consultation with SELPA to comply with Ed Code. Ongoing alignment with other compliance activities including PIR |
<table>
<thead>
<tr>
<th>Staff Development</th>
<th>Interagency</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Conduct IEP Best Practices Training of Trainers to enhance capacity of staff conducting IEPs.</td>
<td>1. Ongoing. Development of segments to be archived on the website. With Kathy Meola departure, fewer sessions scheduled, but plan for additional sessions on demand at LEAs and via webinar.</td>
</tr>
<tr>
<td>2. Coordinate Facilitation Skills training to enhance mediation and alternative dispute resolution skills throughout the SELPA.</td>
<td>2. Two cohorts of FIEP training completed this year. Support for ADR conference attendance by LEAs. ADR trainings on the calendar for rest of this year.</td>
</tr>
<tr>
<td>3. Staff development in critical topics to support related services providers and educational specialists.</td>
<td>3. Coordination with MTSS and BTSA groups on trainings related to UDL, inclusive practices, and evidence based behavioral supports.</td>
</tr>
<tr>
<td>4. Staff development in critical assessment and intervention topics for psychologists and Speech Specialists.</td>
<td>4. Psychs participating in PSW. SLP topics including articulation, evidence based practices for mod-severe needs.</td>
</tr>
<tr>
<td>5. Coordinate cohort of 12 Speech Language Pathologists to engage in AAC certification</td>
<td>5. AAC certification course completed for 12 SLPs. Two Dyslexia Summits completed!</td>
</tr>
<tr>
<td>6. Provide assistance for presentation of Dyslexia Summit at SMCOE.</td>
<td>6. MOU completed, next MOU starts in April.</td>
</tr>
</tbody>
</table>

**Interagency**

1. Complete compliant and timely interagency agreements as required with IHSID, GGRC, NPS/NPAs and CCS.
2. Continue collaboration with NPS/NPAs to build positive practices and procedures that lead to students returning to LEAs, and coordinate professional development opportunities that can lead to improved service delivery for students receiving NPS/NPA support.
3. Coordinate with community advocacy partners on trainings and compliance
4. Complete annual MOU with Belmont Redwood Shores, Charles Armstrong and San Mateo County SELPA.
5. Agreements for 18-19 completed. New agreement meetings start in April.
6. 3 NPS/NPA meetings this year – Master Contract almost finalized, shared training calendars and reviewed compliance monitoring with attendees. Provided overview of Dyslexia Guidelines and Dashboard for NPS partners. Monitoring implementation of CAASP and CAST assessments.
7. Ongoing coordination – presentations at Congress in Ravenswood for families, with SEDAC and Spec Ed PTA, for CAC-RPC and an upcoming panel for summer activities for SWDs.
8. MOU completed, next MOU starts in April.

Prepared by Anjanette Pelletier, Associate Superintendent
3.11.2019
**Program Development**

1. Coordinate efforts with SMCOE and county LEA expansion of activities in areas of PBIS and MTSS.
2. Coordinate with SMCOE Differentiated Assistance team to provide special education specific technical assistance as appropriate. Investigate grant opportunities for providing DA as a regional lead.
3. Support LEAs in the areas of assessment and intervention for Dyslexia.
4. Provide Best Practices presentations to SELPA Governing Board, Superintendent’s Association and/or AC meetings to highlight instructional practices focused on equity, student outcomes and single System of Support activities.
5. Engage in Improvement Science training and implementation with member LEAs.

**Compliance**

1. Provide training and support to LEAs on identified systemic noncompliant items, including areas identified in DINC, DISPRO, PIRs and CASEMIS reports.
2. Provide ongoing alternative dispute resolution support in response to compliance complaints and as preventative measures across the SELPA.

---

**Coordinating with MTSS and PBIS**

1. Coordinating with MTSS and PBIS — shared trainings, presentations and attendance at conferences. SELPA staff attending Carnegie Summit.
2. Coordination with DA team, SELPA completing LCAP consultation on March 22, providing support for special ed needs upon request. Attending planning and follow up meetings.
3. Dyslexia Summit — 2 events completed as of March 7. Plan for next year is a dyslexia series, an intensive structured literacy PD and a parent session.
4. Ongoing Spotlight presentations
5. Improvement science activities as part of AC, compliance monitoring work and supports offered to LEAs.

---

Prepared by Anjanette Pelletier, Associate Superintendent

3.11.2019
## Board Agenda Item

<table>
<thead>
<tr>
<th>Subject:</th>
<th>Board Member Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Action Requested:

Discussion

---

Board Members will be provided with an opportunity to share information relevant to special education, the operation of the SELPA, or other information of interest to the special education community as a whole.

---

### Financial Summary:

None

### Prepared By:

Anjanette Pelletier, Associate Superintendent
### Board Agenda Item

**Meeting Date:** March 19, 2019

<table>
<thead>
<tr>
<th><strong>Subject:</strong></th>
<th><strong>Agenda Item #:</strong> 7.3</th>
</tr>
</thead>
<tbody>
<tr>
<td>County Superintendent Update</td>
<td></td>
</tr>
</tbody>
</table>

**Action Requested:**
- Discussion

Nancy Magee, County Superintendent, will provide an update on the San Mateo County Office of Education programs and services.

**Financial Summary:**
None

**Prepared By:** Anjanette Pelletier, Associate Superintendent
Board Agenda Item

Meeting Date: March 19, 2019

Subject:    Agenda Item #: 8.1
Spotlight Presentation: Spotlight presentation from Bayshore Elementary School District

Action Requested:
Staff from Bayshore Elementary School District will spotlight a program highlighting inclusive practices for students in the Special Education Program.

Financial Summary:
None

Prepared By: Anjanette Pelletier, Associate Superintendent