

# Agenda

Meeting No. 1: 2022-23



9300 Imperial Highway, Downey, CA 90242

(562) 803-8338

**Governance Council Meeting  
January 26, 2023  
8:00 a.m.**

## **Zoom Meeting Participant Information**

**[Join Zoom Meeting Link](#)**

**Meeting ID: 202 850 2366**

**Passcode: 1951**

**Submit Public Comments to: [Mendoza\\_Analy@lacoed.edu](mailto:Mendoza_Analy@lacoed.edu)**

### **I. PRELIMINARY ACTIVITIES**

- A. Call to Order
- B. Ordering of the Agenda
- C. Approval of the Minutes
  - 1. September 1, 2022 Special Meeting No. 1

### **II. COMMUNICATIONS**

- A. Public Comment

### **III. HEARINGS (none)**

### **IV. REPORTS / STUDY TOPICS**

- A. Membership Report
- B. SELPA Reports

### **V. RECOMMENDATIONS**

- A. Approval of Finding That a State of Emergency Exists Which Continues to Directly Impact the Ability of the Governance Council to Meet Safely in Person, and Re-Authorizing Remote Teleconference Meetings for the Period of January 26, 2023 through February 26, 2023.

### **VI. CLOSING ITEMS**

- A. SELPA Calendars: Executive Directors Council; Ad Hoc Committee; Program Council; CAC and Professional Development

### **VII. ADJOURNMENT**



UNAPPROVED DRAFT  
Special Meeting No. 1: 2022-2023

**LOS ANGELES COUNTY CHARTER SELPA**  
**GOVERNANCE COUNCIL MEETING**  
**Held Virtually Through Zoom**

**September 1, 2022**

The Special Meeting of the Governance Council of the LAC Charter SELPA was held on Thursday, September 1, 2022, virtually through Zoom.

**PRESENT:**

1. Ricardo Mireles (Academia Avance)
2. Rachel Villalobos (Academia Moderna)
3. Loretta Burns (Blue Ridge Academy)
4. Caryn Kaufmann (Edward B. Cole Sr. Academy)
5. Christina Navarro-Cabero (Granite Mountain)
6. Courtney McCorkle (Heartland Charter School)
7. James McGrath (Intellectual Virtues Academy)
8. Edward Watson (Irvine International Academy)
9. Nadia Shaiq (Isana Achnar)
10. Damali Thomas (LACOE)
11. Jenell Sherman (Lake View Charter School)
12. Josh Stock (Lashon Charter Academy)
13. Josh Stock (Lashon Academy City Charter)
14. Yelena Shapiro (Opportunities for Learning, William S. Hart)
15. Rachel Villalobos (Prepa Tec LA MS)
16. Donna Jacobson (Russell Westbrook Why Not? High School)
17. Donna Jacobson (Russell Westbrook Why Not? Middle School)
18. Sarah Bach (Sycamore Creek Community Charter School)
19. Wendy Shmaeff (Village Charter Academy)

**ABSENT:**

1. Alejandro Gomez (Bridges Preparatory Academy)
2. Erin Whalen (DaVinci RISE)
3. Shelby Pealer (ICEF Inglewood Charter Elementary Charter Academy)
4. Padmini Srinivasan (International School for Science and Culture)
5. Zuzy Chavez (Jardin de la Infancia)
6. Richard Moreno (Opportunities for Learning, Duarte)
7. Wendy Gillespie (Options for Youth, Acton)
8. Jubria Lewis (SEEDS School LA)
9. Beatriz Gutierrez (Soleil Academy)
10. Gabriel Ramirez (T.I.M.E. Community)
11. Anita Ravi (We the People High School)

**SELPA STAFF in Attendance:** Jim Anderson (LACOE); Heather Whitaker (LACOE); and Alyssa Martinez (LACOE).

**I. PRELIMINARY ACTIVITIES**

**A. Call to Order:** The meeting was called to order at 8:05 a.m. A quorum of 19 of 30 LEA members was established.

**B. Approval of the Minutes**

June 23, 2022 Governance Council Meeting Minutes

**Moved Approval:** James McGrath; **Second:** Ricardo Mireles

**Aye:** 27; **Nay:** 0; **Abstention:** 0; **Motion:** Carried.

Approval of Finding That a State of Emergency Exists Which Continues to Directly Impact the Ability of the Governance Council to Meet Safely in Person, and Re-Authorizing Remote Teleconference Meetings for the Period of September 1, 2022 through September 30, 2022

**Moved Approval:** James McGrath; **Second:** Rachel Villalobos

**Aye:** 26; **Nay:** 0; **Abstention:** 1; **Motion:** Carried.

**II. COMMUNICATIONS**

**A. Public Comment –** there was no public comment.

**III. HEARINGS (none)**

**IV. REPORTS / STUDY TOPICS (none)**

**B. Membership Report (none)**

**B. SELPA Reports (none)**

**V. RECOMMENDATIONS**

Jim and Alyssa gave an overview of information and documents specific to Recommendation A. Wendy Shmaeff asked for clarification on the allocations document.

**A. Approval of the Ad Hoc Committee recommendation to allocate \$413,206 additional AB602 funding from an exited charter school, Isana Himalia, and based on prior year 2020-21 ADA to all LEA SELPA members who were members of the SELPA during the 2021-2022 school year.**

**Moved Approval:** James McGrath; **Second:** Loretta Burns

**Aye:** 23; **Nay:** 3; **Abstention:** 1; **Motion:** Carried.

**VI. CLOSING ITEMS**

Jim shared the date of the next Governance Council meeting to be held October 27, 2022.

**VII. ADJOURNMENT**

**Meeting Adjournment:** Unanimously approved to adjourn the Governance Meeting at 8:22 a.m.

Governance Council Meeting – January 26, 2023

Item IV. **REPORTS / STUDY TOPICS**

**A. Membership Report – Discussion and Information**

1. [2023-24 SELPA Applicants](#)
2. 2023-24 Approved SELPA Members
3. 2022-23 LAC Charter SELPA Members (**30 Members; 16 quorum**)
  1. Academia Avance
  2. Academia Moderna Charter School
  3. Blue Ridge Academy
  4. Bridges Preparatory Academy
  5. Da Vinci Rise Charter School
  6. Edward B. Cole Sr. Academy
  7. Granite Mountain
  8. Heartland Charter School (7/1/23 withdrawal letter received)
  9. ICEF Inglewood Charter Elementary
  10. Intellectual Virtues Academy
  11. International School for Science & Culture
  12. Irvine International Academy
  13. Isana Academies Achnar
  14. Jardin de la Infancia
  15. Los Angeles County Office of Education
  16. Lake View Charter School (7/1/23 withdrawal letter received)
  17. Lashon Academy Charter
  18. Lashon Academy City Charter
  19. Opportunities for Learning, Duarte
  20. Opportunities for Learning, William S. Hart
  21. Options for Youth – Acton
  22. Prepa Tec Los Angeles Middle School
  23. Russell Westbrook Why Not? High School
  24. Russell Westbrook Why Not? Middle School
  25. SEED School of Los Angeles
  26. Soleil Academy
  27. Sycamore Creek Community Charter School
  28. T.I.M.E. Community School
  29. Village Charter Academy
  30. We the People High School
4. Charter Schools at the [Los Angeles County Board of Education](#)

<b>LEA</b>	<b>Motion</b>	<b>Date</b>	<b>Motion Outcome</b>	<b>Notes</b>
Request for a Material Revision to the Charter of Da Vinci RISE High School, Grades 9-12	Report Only	11/15	N/A	<ol style="list-style-type: none"> <li>1. Relocate Operations</li> <li>2. Adjust enrollment projections</li> <li>3. Other Petition revisions</li> </ol>
<b>Recommendation/Public Hearing:</b> Adopt the Superintendent’s Recommendation to Approve the Material Revision to the Charter of Alma Fuerte Public School, Grades TK-8 with Attached Staff Report		8/9		
<b>Hearing:</b> Request for a Material Revision to the Charter of North Valley Military Institute College Preparatory Academy, Grades 6-12 (Enclosure)		8/9		

<b>Hearing:</b> Request for a Material Revision to the Charter of T.I.M.E. Community School, Grades 9-12 (Enclosure)		8/9		
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Item IV.        **REPORTS / STUDY TOPICS**

- B.        SELPA Reports – Information and Discussion
  - 1. Finance & Governance
    - a. 23-24 Governor’s State Budget Proposal
    - b. 22-23 Federal Mental Health Allocation
    - c. 22-23 SELPA Fiscal Reporting Due Dates
    - d. Medi-Cal Billing
      - SMAA
      - Direct Billing
    - e. Learning Recovery & ADR Funding Reports
      - Demographic Data
    - f. SELPA Governance Documents Access
      - [Local Plan](#)
      - [Allocation Plan](#)
      - [Participant’s Agreements](#)
  - 2. Data, Accountability, Compliance & CDE
    - a. CDE Monitoring
      - Compliance Improvement Monitoring (CIM)
      - Small LEA Monitoring
      - IEP Implementation and Monitoring
        - CALPADS Reports 16.7 & 16.8
      - Annual Determination Letters
        - 16.8 Report Cycle Review
        - CALPADS reports not SEIS
      - Online Support for CALPADS SPED Data and IEP Implementation
    - b. CALPADS
      - 22-23 CALPADS Fall 1
      - 23-24 DRDP Requirement Changes
      - Frequent Uploads: Special Education Information



# NewsBreak

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2023 - 02

## **Governor Newsom Releases the 2023-24 State Budget Proposal**

Today, Governor Gavin Newsom released the [2023-24 state budget proposal](#) that focuses on resiliency and protecting existing investments, while emphasizing the use of one-time funding. The budget proposal forecasts General Fund revenues will be \$29.5 billion lower than the 2022 Budget Act projections, and California now faces an estimated budget gap of \$22.5 billion in the 2023-24 fiscal year.

### **K-12 Highlights**

- \$108.8 billion Proposition 98 General Fund
- 8.13 percent cost-of-living adjustment (COLA)
- \$1.2 billion reduction from the Arts, Music, and Instructional Materials Discretionary Block Grant that was included in the 2022 Budget Act, going from \$3.5 billion to \$2.3 billion
- \$750,000 ongoing Proposition 98 General Fund to support the professional development of local educational agencies' (LEAs) Chief Budget Officers through mentorship programming by the Fiscal Crisis and Management Assistance Team (FCMAT)

### **Trailer Bill Language**

Additional details will be released as part of the trailer bill language in the weeks to come. CASBO will analyze the Administration's budget proposals and provide recommendations and position statements during this year's budget deliberation process.

## Proposition 98 General Fund

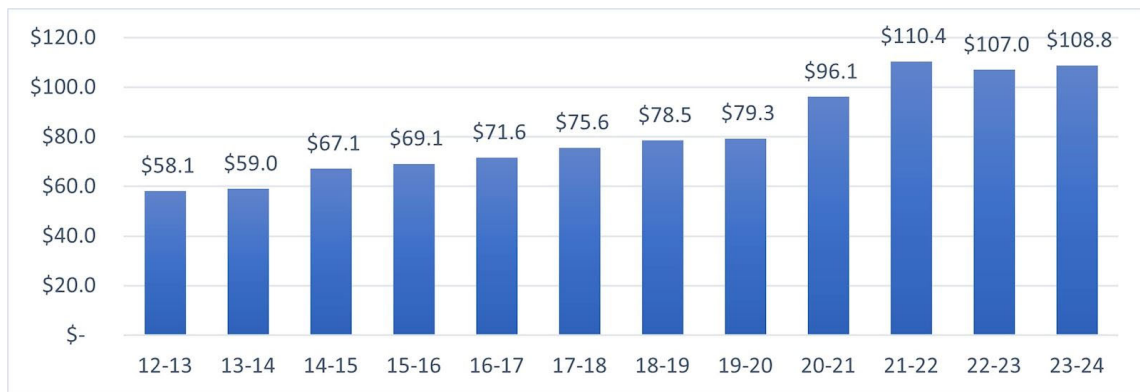
Proposition 98 funding is \$108.8 billion, a decrease of about \$1.5 billion from last year’s budget. The Guarantee continues to be in Test 1 for all years 2021-22 through 2023-24 and is “rebenched” from 38.3 percent to 38.6 percent to accommodate enrollment increases for the implementation of Universal Transitional Kindergarten (UTK). Beginning in 2024-25, the Proposition 98 Guarantee will be “rebenched” according to the requirements of the Arts and Music in Schools—Funding Guarantee and Accountability Act.

The budget includes total funding of \$128.5 billion (\$78.7 billion in the General Fund and \$49.8 billion in other funds) for all K-12 education programs. K-12 per-pupil funding totals \$17,519 per Proposition 98 General Fund and \$23,723 per pupil when accounting for all funding sources.

### Proposition 98 Funding

2012-13 to 2023-24

(Dollars in Billions)



Source: Governor’s 2023-24 Budget Proposal

## Proposition 98 Rainy Day Fund

Due to a decrease in capital gains revenues, and a projected deposit of \$366 million in 2023-24, the total balance of the PSSSA has decreased to \$8.5 billion, down from the \$9.5 billion projected in the 2022 Budget Act.

The balance of \$8.1 billion in 2022-23 continues to trigger school district reserve caps in 2023-24.



## **Local Control Funding Formula (LCFF)**

One of CASBO's priorities is for the state to fund the statutory cost-of-living adjustment (COLA). We recommended to the Administration that before considering new programs/priorities, the state fund existing obligations, including providing the statutory COLA for the LCFF and other programs outside of the LCFF that receive a COLA.

There is a decline of 2.2 percent average daily attendance (ADA), which brings the total LCFF funding to \$80.1 billion in 2023-24. The budget proposes an LCFF COLA of 8.13 percent, an increase of \$4.2 billion. For the state to fund this COLA, the budget provides about \$613 million in one-time funding in 2022-23 and about \$1.4 billion in one-time funding for 2023-24.

## **LCFF Equity Multiplier and Accountability Improvements**

It is estimated that LCFF for annual supplemental and concentration grant funding, is \$13.4 billion. The budget proposes \$300 million ongoing Proposition 98 General Fund to create an equity multiplier as an add-on to the LCFF, intended to close opportunity gaps. Without providing the details of what the targeted methodology will be, these funds will be allocated based on a school-site eligibility and is intended to support the highest-needs schools. We anticipate the funding being allocated to LEAs with schools serving high concentration of students eligible for free meals (90% or more free meal eligibility for elementary and middle schools and 85% or more free meal eligibility for high schools) and LEAs would be required to use those funds on services and support that directly benefit those eligible schools, along with providing stakeholder engagement for the use of the funds.

We will share more information once trailer bill language is released but, in the meantime, we anticipate that there will be a requirement for LEAs, where student group performance is low based on the school dashboard indicator at the school level, to include specific actions, goals, and funding in both the LCAP and LEA budget, as well as subsequent evaluations that include stakeholder input. The LCAP review and approval process will be adjusted accordingly. Changes will also be made to the LCAP planning process to equip community members on how to use the dashboard.

The budget does share that there will be changes to the accountability and continuous improvement system through the Local Control and Accountability Plan (LCAP) and Differentiated Assistance (DA) based on research and data evaluations. We anticipate trailer bill language that will tie the Local Control Accountability Plan (LCAP), dashboard, and the state system of support.

## **Early Education**

### **Transitional Kindergarten (TK)**

Based on updated enrollment and attendance data, the budget provides revised estimates for the first year investments, including a reduction of approximately:

- \$10 million, for the first year investment from \$614 million to \$604 million.
- \$46 million, to add one additional certificated or classified staff person from \$383 million to \$337 million.

The budget includes \$690 million to implement the second year of transitional kindergarten expansion (approximately 46,000 children) and \$165 million to support the addition of one additional certificated or classified staff person in TK classrooms serving these students.

### **California State Preschool Program (CSPP)**

The budget proposes to maintain what was planned for in the 2022 Budget Act of \$64.5 million Proposition 98 General Fund and \$51.8 million General Fund to continue a multi-year plan to ramp up the inclusivity adjustments for the State Preschool Program and students with disabilities will be required to make up at least 7.5 percent of State Preschool Program providers' enrollment.

The budget also proposes a \$152.7 million General Fund to support reimbursement rate increases previously supported by available one-time federal stimulus funding. This is in addition to approximately \$63.3 million General Fund and \$112 million Proposition 98 General Fund to support an 8.13 percent statutory cost-of-living adjustment.

The budget proposes an increase of \$763,000 in Proposition 98 General Fund to support the preschool Classroom Assessment Scoring System.

### **California Preschool, Transitional Kindergarten and Full-Day Kindergarten Facilities Grant Program (FDK)**

The budget proposes to delay the \$550 million that was planned for, in the 2022 Budget Act, from 2023-24 to 2024-25.

## **Literacy**

The budget adds \$250 million one-time Proposition 98 General Fund to the existing Literacy Coaches and Reading Specialist Grant Program to continue helping improve the quality of reading for students. It also includes a \$1 million one-time General Fund to create a Literacy Roadmap to better help educators understand how to use existing resources.

## **Transportation**

The budget provides \$238,000 General Fund, for the school bus driver training program, of which \$138,000 is ongoing.

## **Special Education**

Another CASBO budget priority is special education and we recommended to the Administration that future COLA for special education, through the AB 602 formula, be treated the same as the LCFF to ensure that the staff and programs supported through this allocation are not disproportionately affected. We believe these funds will make progress toward equalizing funding rates.

We are pleased to see an increase of \$669 million ongoing Proposition 98 General Fund to reflect an 8.13 percent COLA for categorical programs that remain outside of the LCFF, including special education. This increases the ADA rate to about \$886.

The Administration continues to prioritize special education and the budget includes some programmatic changes including:

- Limiting the amount of additional funding that Special Education Local Plan Areas (SELPAs) are allowed to retain for non-direct student services before allocating special education base funding to their member local educational agencies (LEAs).
- Stabilizing current SELPA membership by extending the moratorium on the creation of new single-district SELPAs by two years from June 30, 2024, to June 30, 2026.
- Increasing fiscal transparency by requiring the California Department of Education (CDE) to post each SELPA's annual local plan on its website, including its governance, budget, and services plans.

## **Educator Workforce**

Another CASBO budget priority is addressing staff shortages. CASBO recommended suspending certain requirements and bringing back, for a short-term, hiring flexibilities for retirees.

The budget highlights the multi-year investments made to address the educator shortages in the 2021 and 2022 Budget Act and expresses the commitment to continue funding those programs.

## **Arts and Cultural Enrichment**

The budget acknowledges the passage of Proposition 28 (Arts and Music in Schools—Funding Guarantee and Accountability Act) and provides about \$941 million from the General Fund for this purpose. In return, the budget reduces \$1.2 billion from the Arts, Music, and Instructional Materials Discretionary Block Grant that was included in the 2022 Budget Act, going from \$3.5 billion to \$2.3 billion, which is intended to help cover LCFF costs.

The budget also includes a \$100 million one-time Proposition 98 General Fund (about \$100-200 per high school senior in a public school) to provide cultural enrichment experiences. Details around this proposal are still being developed.

## Major K-12 Budget Adjustments

This section highlights the budget’s significant adjustments to various educational programs outside of the LCFF.

Issue	Proposal
<i>Local Property Tax Adjustment</i>	Decrease of \$153 million Proposition 98 General Fund for school districts and county offices of education in 2022-23 and a decrease of \$1.3 billion ongoing Proposition 98 General Fund for school districts and county offices of education in 2022-23, as result of increased offsetting property taxes.
<i>Cost of Living Adjustment</i>	Increase of \$669 million ongoing Proposition 98 General Fund to reflect an 8.13 percent COLA for categorical programs that remain outside of the LCFF.
<i>School Facility Program</i>	Decrease of \$100 million General Fund in planned support for the School Facility Program, taking the planned allocation in 2023-24 from approximately \$2.1 billion to approximately \$2.0 billion.
<i>County Offices of Education</i>	Increase of \$51.7 million ongoing Proposition 98 General Fund to reflect an 8.13 percent cost-of-living adjustment and ADA changes applicable to the LCFF.
<i>Charter School Facility Grant Program</i>	One-time investment of \$30 million Proposition 98 General Fund.
<i>Commercial Dishwasher Grants</i>	Set-aside \$15 million of the \$600 million one-time Proposition 98 General Fund appropriated in the 2022 Budget Act to specifically support LEAs acquisition and installation of a commercial dishwasher.
<i>Student Friendly Services</i>	Increase of \$3.9 million ongoing Proposition 98 General Fund to support the California College Guidance Initiative.
<i>K-12 High Speed Network</i>	Increase of \$3.8 million ongoing Proposition 98 General Fund to support the K-12 High Speed Network program.

<i>Reversing Opioid Overdose</i>	Increase of \$3.5 million ongoing Proposition 98 General Fund for all middle and high school sites to maintain at least two doses of naloxone hydrochloride or another medication to reverse an opioid overdose on campus for emergency aid.
<i>Data Support</i>	Increase of \$2.5 million non-Proposition 98 General Fund and 15 positions for CDE to meet state and federal data and accountability reporting requirements, support data exchanges with other agencies, and to quickly respond to emergent needs for data both internally and externally.
<i>Fiscal Crisis and Management Assistance Team</i>	Increase of \$750,000 ongoing Proposition 98 General Fund to support the professional development of LEAs Chief Budget Officers.

### **Budgetary Reserves**

The Budget reflects \$35.6 billion in total budgetary reserves. These reserves include \$22.4 billion in the Budget Stabilization Account. The reserve total also includes:

- \$8.5 billion in the Public School System Stabilization Account (PSSSA),
- \$3.8 billion in the state’s operating reserve – the Special Fund for Economic Uncertainties
- \$900 million in the Safety Net Reserve

To help close the \$22.5 billion budget gap, the budget reflects the following:

- \$7.4 billion in funding delays
- \$5.7 billion in reductions and pullbacks
- \$4.3 billion in fund shifts, specific to the California State University, bonds to cash projects, and zero-emission vehicle commitments
- \$3.9 billion in trigger reductions, primarily in climate and transportation, housing, parks, and workforce training (\$55 million)
- \$1.2 billion in limited revenue generation and borrowing

The budget does not project a recession; however, the volatility of revenue conditions may change in the coming months. The Administration acknowledges if that is the case, they can propose to withdraw from reserve accounts as well as additional program reductions.

The budget also provides the following measures to close projected shortfalls in the coming years:

- \$7 billion to address inflationary adjustments, which were scheduled over 2024-25 and 2025-26, are now withdrawn.

- \$4 billion in supplemental deposits to this reserve account had been scheduled over 2024-25 and 2025-26. These are now withdrawn.
- \$4 billion in additional deposits to the Safety Net Reserve had been scheduled in 2024-25 and 2025-26. These are now withdrawn.
- \$2.1 billion in General Fund had been scheduled to reduce lease revenue bond liability in 2022-23 through 2025-26, which is reverted to lease revenue bond funds to pay for capital projects.
- \$1.7 billion in General Fund, which had been scheduled in 2024-25 to reduce General Obligation bond liability through the redemption of callable bonds, is now withdrawn.

## General Fund

### 2023-24 Governor’s Budget

#### General Fund Budget Summary

*(Dollars in Millions)*

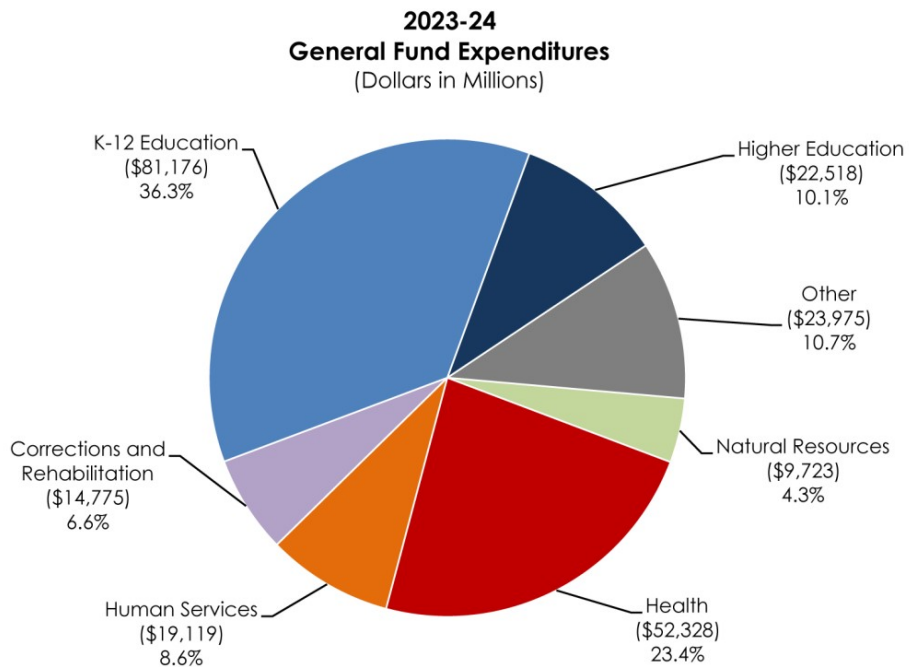
	<b>2022-23</b>	<b>2023-24</b>
<b>Prior Year Balance</b>	\$52,713	\$21,521
Revenues and Transfers	\$208,884	\$210,174
<b>Total Resources Available</b>	<b>\$261,597</b>	<b>\$231,695</b>
Non-Proposition 98 Expenditures	\$160,973	\$143,060
Proposition 98 Expenditures	\$79,103	\$80,554
<b>Total Expenditures</b>	<b>\$240,076</b>	<b>\$223,614</b>
<b>Fund Balance</b>	<b>\$21,521</b>	<b>\$8,081</b>
Reserve for Liquidation of Encumbrances	\$4,276	\$4,276
Special Fund for Economic Uncertainties	\$17,245	\$3,805
<b>Public School System Stabilization Account</b>	<b>\$8,108</b>	<b>\$8,473</b>
<b>Safety Net Reserve</b>	<b>\$900</b>	<b>\$900</b>
<b>Budget Stabilization Account/Rainy Day Fund</b>	<b>\$21,487</b>	<b>\$22,398</b>

Note: Numbers may not add due to rounding.

*Source: Governor’s 2023-24 Budget Proposal*

## 2023-24 General Fund Expenditures

(Dollars in Millions)



Source: Governor's 2023-24 Budget Proposal

### **Materials**

[Governor's Budget Summary](#)

[K-12 Education Summary](#)

[Education Budget Agency Report](#)

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CASBO NewsBreaks and advocacy tools are posted on our [website](#). For more information, contact CASBO's Governmental Relations staff: [Elizabeth Esquivel](#), Assistant Executive Director, Governmental Relations; or [Mishall Gill](#), Director, Policy & Advocacy. Remember that the most effective and convenient way to become involved is by joining CASBO's Count Me In campaign. To participate, please email [countmein@casbo.org](mailto:countmein@casbo.org) using "Advocacy" as the subject line.





**2022-23 Federal Mental Health Average Daily Attendance (ADA) Allocation**  
**Award: 7/1/22 - 9/30/24**  
 Resource: 3327

Schools	County	2021-22 P-2 ADA*	Rate per		Total Award
			2021-22 ADA	2021-22 ADA	
			\$ 6.76	\$ 0.85	\$ 159,315
Schools	County	2021-22 P-2 ADA*	Original Allocation	Funds to Reallocate**	LEA Allocation
Academia Avance Charter School	Los Angeles	232.26	1,570	197	1,767
Academia Moderna	Los Angeles	382.73	2,587	324	2,912
Blue Ridge	Kern	6477.16	43,788	5,487	49,274
Bridges Preparatory Academy	Los Angeles	79.21	535	67	603
Da Vinci RISE HIGH	Los Angeles	113.62	768	96	864
Edward B Cole Academy	Orange	371.46	2,511	315	2,826
Granite Mountain Charter School	San Bernardino	3365.09	22,749	2,850	25,600
Heartland Charter School	Kern	4355.37	29,444	3,689	33,133
ICEF Inglewood Elementary	Los Angeles	324.46	2,193	275	2,468
Intellectual Virtues Academy	Los Angeles	85.66	579	73	652
International School of Science and Culture	Orange	163.94	1,108	139	1,247
Irvine International Academy	Orange	305.7	2,067	259	2,326
Isana Achnar Academy	Los Angeles	428.24	2,895	363	3,258
Isana Himalia Charter School (6/30/21 exit SELPA)	Los Angeles	577.91	3,907	(3,907)	-
Jardin de la Infancia - DENIED FUNDS	Los Angeles	15.15	102	(102)	-
Lake View Charter School	Glen	617.05	4,172	523	4,694
Lashon Academy City	Los Angeles	36.28	245	31	276
Lashon Charter Academy	Los Angeles	501.01	3,387	424	3,811
Opportunities for Learning, Duarte - DENIED FUNDS	Los Angeles	303.01	2,048	(2,048)	-
Opportunities for Learning, Santa Clarita - DENIED FUNDS	Los Angeles	1470	9,938	(9,938)	-
Option for Youth, Acton	Los Angeles	1842.94	12,459	1,561	14,020
Palm Lane Elementary Charter School (6/30/22 exit SELPA)	Orange	257.85	1,743	(1,743)	-
Prepa Tec Los Angeles Middle	Los Angeles	244.8	1,655	207	1,862
Russell Westbrook Why Nct? High	Los Angeles	199.24	1,347	169	1,516
Russell Westbrook Why Nct? Middle	Los Angeles	147.56	998	125	1,123
SEED (New 2022-23)	Los Angeles	0.00	-	-	-
Soleil Academy	Los Angeles	203.42	1,375	172	1,548
Sycamore Creek Community Charter	Orange	131.84	891	112	1,003
T.I.M.E. Community	Los Angeles	34.37	232	29	261
Village Charter	Los Angeles	253.8	1,716	215	1,931
We the People High	Los Angeles	44.67	302	38	340
		<b>23,565.80</b>	<b>159,315</b>	<b>0</b>	<b>159,315</b>

ADA for reallocation 20,941.88

Allocation Approval:  Jan 18, 2023  
**Jim Anderson - SELPA Director**

\*Grant amount is based on prior year P-2 ADA.

\*\*Funding generated by LEAs which have left the SELPA or denied funds is reallocated to LEAs based on prior year P-2 ADA.

Questions? Please contact Alyssa Martinez at (562) 922-8899 or martinez\_alyssa@lacoed.edu





**Fiscal Reporting Due Dates  
 2022-23**

<b>Due date</b>	<b>Report</b>	<b>Due to:</b>
<b>September 15, 2022</b>	Excess Cost Calculation MOE Report Subsequent Year Tracking Report Table 8 Report	<a href="mailto:Martinez_Alyssa@lacoedu">Martinez Alyssa@lacoedu</a> <a href="mailto:Martinez_Alyssa@lacoedu">Martinez Alyssa@lacoedu</a> <a href="mailto:Martinez_Alyssa@lacoedu">Martinez Alyssa@lacoedu</a> <a href="mailto:Martinez_Alyssa@lacoedu">Martinez Alyssa@lacoedu</a>
<b>January 31, 2023</b>	ADR & LR Expenditure – Report 3 (for period 7/1/2022 to 12/31/2022)	<a href="mailto:Martinez_Alyssa@lacoedu">Martinez Alyssa@lacoedu</a>
<b>February 28, 2023</b>	Federal Local Assistance-Report 1 for 2022-23 (for period 7/1/2022 to 12/31/2022) Federal Mental Health-Report 1 for 2022-23 (for period 7/1/2022 to 12/31/2022)	<a href="mailto:Khatib_Jawwad@lacoedu">Khatib Jawwad@lacoedu</a> <a href="mailto:Martinez_Alyssa@lacoedu">Martinez Alyssa@lacoedu</a>
<b>March 17, 2023</b>	Annual Budget Plan	<a href="mailto:Martinez_Alyssa@lacoedu">Martinez Alyssa@lacoedu</a>
<b>April 10, 2023</b>	Federal Local Assistance-Report 2 for 2022-23 (for period 1/1/2023 to 3/31/2023) Federal Mental Health-Report 2 for 2022-23 (for period 1/1/2023 to 3/31/2023)	<a href="mailto:Khatib_Jawwad@lacoedu">Khatib Jawwad@lacoedu</a> <a href="mailto:Martinez_Alyssa@lacoedu">Martinez Alyssa@lacoedu</a>
<b>June 30, 2023</b>	Low Incidence Equipment Reimbursement Claims	<a href="mailto:Thomas_Damali@lacoedu">Thomas Damali@lacoedu</a>
<b>July 10, 2023</b>	Federal Local Assistance-Report 3 for 2022-23 (for period 4/1/2023 to 6/30/2023) Federal Mental Health-Final for 2022-23 (for period 4/1/2023 to 6/30/2023)	<a href="mailto:Khatib_Jawwad@lacoedu">Khatib Jawwad@lacoedu</a> <a href="mailto:Martinez_Alyssa@lacoedu">Martinez Alyssa@lacoedu</a>
<b>July 31, 2023</b>	ADR & LR Expenditure – Report 4 (for period 1/1/2023 to 6/30/2023)	<a href="mailto:Martinez_Alyssa@lacoedu">Martinez Alyssa@lacoedu</a>

**AB 130 Alternate Dispute Resolution: FINAL**  
**Fiscal Year 2022–23**  
**Due Date: September 30, 2023**

<b>Special Education Local Plan Area (SELPA) Information</b>
<b>SELPA Name:</b>
<b>SELPA Code:</b>
<b>Applicable local education agencies (LEAs) served in the SELPA AB 130 ADR plan:</b>
<b>Please complete a copy of final actual expenditure report to detail funds used.</b> <b>What percentage of the funds have been expended as of September 30, 2023?</b>
<b>Please list the number of cases your SELPA/LEA mediated through alternative dispute resolution services.</b> <b>Include a) Number of Cases totally resolved by agreement.</b> <b>b) Number of Cases refusing alternative dispute resolution services and requesting due process.</b>
<b>Please give a list of the issues that generated the request for dispute resolution services.</b>

List the demographics of pupils served, including, but not limited to, the pupil's disability, family income, English learner classification, and the parent's primary language.

**a) Disability categories**

**b) Family income (however your LEA classifies student socioeconomic status)**

**c) EL classifications**

**d) Parent primary language**

**e) Other (other data points your SELPA/LEA determined relevant in classifying pupils served, such as foster youth, chronic absenteeism, students with late IEP's, race/ethnicity etc.)**

Please provide a summary of all outreach activities conducted pursuant to this section.

Please provide a summary of activities conducted in partnership with family support organizations pursuant to this section.

If you were unable to complete some of the activities detailed in your initial or amended ADR plan, please describe which activities and why they were unable to be completed.

California Department of Education  
Special Education Division

**Which ADR activities would your SELPA/LEA consider continuing to use to prevent and resolve future due process disputes or to continue to educate/inform educational partners?**

--

**Final AB 130 ADR Report completed by:**

**SELPA Director:** \_\_\_\_\_

**Date:** \_\_\_\_\_

Received by:

Date:

### Final Expenditures

Object Codes	ADR Allocation Funds (Proposed expenditures)	ADR Allocation Funds (Actual expenditures)	Itemized Description and Justification
1. 1000–Certified Salaries			
2. 2000–Classified Salaries			
3. 3000–Employee Benefits			
4. 4000–Materials and Supplies (cannot exceed 10%)			
5. 5000–Services and other operating costs			
<b>6. Total Direct Costs</b> <i>(Total of 1 through 5)</i>			
7. 6000–Capital Outlay (cannot exceed 10% of allocation or \$10,000 per purchase)			
8. 7300–Indirect Costs <i>CDE approved rate:</i>			
<b>9. Total Grant Budget</b> <i>(Total 6 through 8)</i>			



# Cyclical Monitoring for Small Local Educational Agencies Overview Training

Cycle A 2022

**CALIFORNIA DEPARTMENT OF EDUCATION**

Tony Thurmond, State Superintendent of Public Instruction

# **Welcome**

## **Shiylah Duncan-Becerril**

**Associate Director, Special Education  
Division**



# **Introductions**

**Carmen Barnhart, Administrator**

**Focused Monitoring and Technical  
Assistance for Small LEAs (FMFTA-S)**

# Your Support Team

## FMTA-S Unit

- **Regions 1, 8, 11:** Patricia Astin
- **Regions 9, 10, 11:** Emily Ingram
- **Regions 2, 3, 4:** Carissa LaGasca
- **Regions 5, 6, 7:** Christina Toney
- **Administrator:** Carmen Barnhart

# Training Objectives

- Define "Small LEA"
- Provide an overview of the Cyclical Monitoring Self-Review for Small LEAs
- Understand how LEAs were selected for monitoring
- Identify the activities, training, and tools needed for the monitoring process

**What is the purpose of  
monitoring small LEAs?**

# Purpose of CDE's Monitoring Framework

The majority of the State's obligations to monitor and support LEAs arise from 20 U.S.C. Section 1416 and 34 C.F.R. Section 300.600.

CDE's monitoring framework is designed to:

1. Address fundamental, systemic concerns within LEAs,
2. Support LEAs' improvement in meeting the program requirements under the Individuals with Disabilities Education Act (IDEA) Part B, and
3. Improve educational results and functional outcomes for students with disabilities. (See 34 C.F.R. Section 300.600[b]).

# Purpose for Monitoring Small LEAs

- Ensure the CDE's monitoring process is equitable for all students with disabilities.
- Provide information to the CDE regarding key compliance questions particular to free appropriate public education in the least restrictive environment, regardless of student population size.
- Provide effective general supervision and support to small LEAs.
- Determine individualized continuous improvement activities for small LEAs.

**What designates a small LEA?**

**Who will be subject to review  
for the 2022–23 school year?**

# Defining Small LEAs

- For monitoring purposes, small LEAs are defined as school districts or charter schools serving 100 or fewer students with disabilities.
- There are approximately 1500 small LEAs in California.



# Small LEA Selection Methodology

Due to small n-size, small LEAs are not monitored based on Annual Performance Report data. Instead, small LEAs are randomly selected into three monitoring cycles: A, B, and C. Each cycle will consist of approximately 500 LEAs.

- Year 1: Cycle A 2022 monitoring
- Year 2: Cycle B 2023 monitoring
- Year 3: Cycle C 2024 monitoring

LEAs will participate in a self-review once every three years.

**What will the process look like?**

**What are the monitoring activities that selected LEAs will be expected to complete?**

# Cyclical Monitoring Self-Review Process

There are three monitoring activities required to be conducted independently by LEAs with support from the CDE. This is called a self-review. The monitoring activities are:

- **Policy and Procedure Review (PPR)**
- **Educational Benefit Review (EBR)**
- **Student Record Review (SRR)**

Training opportunities to support LEAs in completing the monitoring activities will be available through live webinars and video archives posted to the Cyclical Monitoring for Small LEAs website. Forms and guidance for submission to the CDE will also be sent electronically.

# Policy and Procedure Review (1)

- California *Education Code (EC)* Section 56195.8 requires each LEA providing special education to adopt policies for the programs and services it operates, consistent with agreements with other districts or county offices and/or agreements stated as part of the local plan for special education.
- In the PPR, LEAs will review current policies and procedures related to special education using a set of PPR compliance standards.

# Policy and Procedure Review (2)

- LEAs must identify the location of each policy and/or procedure that corresponds to each item in the compliance test.
- Some counties and SELPAs have countywide or SELPA-wide policies and procedures that are adopted by all LEAs within the county or SELPA. If an LEA has adopted SELPA policies and procedures, these will be reviewed as part of the PPR.
- LEAs must be able to demonstrate the adoption of all policies and procedures.

# Educational Benefit Review (1)

The EBR assesses the effectiveness of an IEP to provide a student with meaningful opportunities to benefit from special education and related services, “for appropriate academic and functional advancement and to enable the child to make progress” that would be equivalent with the opportunities provided to other children (U.S. Department of Education, 2017).

# Educational Benefit Review (2)

The CDE will provide LEAs with a list of no more than 10 student records to review, depending on the number of students with disabilities enrolled. The period of review for each student selected will begin with a triennial year (year one) and end with the most current annual IEP (year three).

LEAs will:

- Verify enrollment, student information, and provide documentation if a file is not available or otherwise unable to be reviewed, i.e. if a student does not meet the EBR criteria,
- Review student records to assess individual students' Educational Benefit over a three-year period, and
- Answer four key compliance test questions regarding the Educational Benefit of each student.

## **Educational Benefit Review (3)**

The LEA may choose who reviews the files, but it is highly recommended that a small team, if possible, of experienced special education staff, administrators, and/or school psychologists participate in the EBR review. Familiarity with the IEP process and how to read assessment reports will be necessary for a successful review.



# Student Record Review (1)

Accessible Early 2023

The CDE will provide LEAs with a list of no more than 25 student records to review, depending on the number of students with disabilities enrolled. LEAs will:

- Verify enrollment, student information, and provide documentation if a file is not available or otherwise unable to be reviewed
- Review the **most current individualized education program (IEP)** for the student records selected.

# Student Record Review (2)

Accessible Early 2023

- The SRR will be conducted through an online platform called Stepwell. Instructions for accessing Stepwell will be sent electronically to each LEA selected for the self-review.
- LEAs will investigate a series of compliance standards that are categorized by theme, such as assessment procedures.
- For each student file that is reviewed, the LEA must identify whether each compliance test is compliant, noncompliant, or not applicable.

# Training Opportunities

- Webinars and training videos will be available for each review activity (PPR, EBR, and SRR).
- Office hours with FMTA-S Consultants:
  - Every Friday from October 7–December 2, 2022 from 12–1:00 p.m. Register on the Cyclical Monitoring for Small LEAs web page.

**How will my LEA be expected to complete the self-review?**

# PPR and EBR Submission

- Protocols and Guidance documents and additional resources for each activity will be available on Box.com for download. Box.com login information will be sent electronically to your LEA.
- LEAs will submit completed protocols via Box.com.

# SRR: The Stepwell Platform

- Stepwell and the SRR will be accessible in early 2023.
- The Stepwell platform is an online program where LEAs will enter findings from the SRR. Each LEA will obtain their own login information to access the SRR.
- The platform allows access to compliance standards and question prompts to record findings. Assigned FMTA-S consultants will review LEA submissions and communicate corrective actions once each LEA has completed their review process.

# Spot Checks

- The CDE will conduct randomized spot checks of files from each selected small LEA to ensure consistency.
- Spot checks will be limited to the records reported on by the LEA.

**What if my LEA is noncompliant in  
one or more areas?**

**Do I need to do anything else?**



# Corrective Action

If there are findings of noncompliance, the LEA will need to correct these findings. Corrective actions will be issued by the CDE.

- **Student Level**

- If there is a noncompliance at the student level, the LEA will need to correct the error and provide evidence of the correction.

- **LEA Level**

- The LEA will be required to provide evidence of correction in the form of staff professional development or training to ensure the noncompliance does not continue.

- **Prong II**

# CDE Training Resources

- Webinars and training videos will be available for each review activity (PPR, EBR, and SRR).
- Office hours with FMTA-S Consultants:
  - Every Friday from October 7–December 2, 2022 from 12–1:00 p.m.
  - Register on the Cyclical Monitoring for Small LEAs web page.

# Additional Support

- Contact your CDE FMTA-S consultant for guidance in the self-review process.
- Visit the CDE Cyclical Monitoring for Small LEAs web page at [www.cde.ca.gov/sp/se/qa/cyclicalmonitoring.asp](http://www.cde.ca.gov/sp/se/qa/cyclicalmonitoring.asp).
- Contact your SELPA.

# FMTA-S Consultants by Region

- **Regions 1, 8, 11:** Patricia Astin | [pastin@cde.ca.gov](mailto:pastin@cde.ca.gov)
- **Regions 9, 10, 11:** Emily Ingram | [eingram@cde.ca.gov](mailto:eingram@cde.ca.gov)
- **Regions 2, 3, 4:** Carissa LaGasca | [clagasca@cde.ca.gov](mailto:clagasca@cde.ca.gov)
- **Regions 5, 6, 7:** Christina Toney | [ctoney@cde.ca.gov](mailto:ctoney@cde.ca.gov)
- **Administrator:** Carmen Barnhart | [cbarnhart@cde.ca.gov](mailto:cbarnhart@cde.ca.gov)
- **General Questions:** [SmallMonitoring@cde.ca.gov](mailto:SmallMonitoring@cde.ca.gov)

# Thank you!



# IEP IMPLEMENTATION & MONITORING

## 4 STEPS TO MAKE IT



### 1) WHY

- CDE was found out of compliance with federal law ( Emma C) because it did not adequately collect data regarding the implementation of student with disabilities (SWD) individual education programs (IEPs)
- CDE was ordered to develop an annual data collection that speaks directly to LEAs' performance in providing all of the services promised to SWD in their annual IEPs

### 2) ANNUAL PROCESS

- CDE will identify a random/sample of students ( 10% SWD with a max of 500) over a 60 day period of time for the LEA and SELPA to review IEP service minutes
- LEA will compile all IEP service minutes and calculate total service minutes provided for each student identified
- Superintendent and SELPA will sign and certify report
- Data will be used to identify LEAs in need of monitoring and support in subsequent monitoring years
  - 100-95% of Services Received
  - 94.9-90% of Services Received
  - Less than 90% of Services Received



### 3) CASE MANAGEMENT- IEP SERVICE MINUTES

- IEP service minutes are documented in a number of ways:
  - Service Logs
  - Attendance ( Self-Contained classrooms)
  - Sign in Sheets
  - Documentation/notes on progress
  - Medi-Cal Billing systems
- Each LEA will need to meet with service providers/teachers/case managers to ensure that service logs are being completed.
- SIRAS now can calculate the percent of services received to match the three brackets outlined by CDE when service logs are used.

### 4) TECHNICAL ASSISTANCE


- SELPA created a small workgroup to review best practices, challenges and considerations for IEP implementation.
- At each Ops Cab and PPD meeting updates are provided.



Thank you!

# Accountability and Monitoring Reports

## Cohort Outcome

15.1	Count and Rates	
15.2	Student Details	

## Monitoring

16.7	Students with Disabilities - Plan Review and Reevaluation Monitoring Counts	
16.8	Students with Disabilities - Monitoring Student List	



## EDUCATOR EVENT

PROVIDED BY EAST COUNTY SELPA

# Online Support for Special Education and Data Reporting

Come get answers to your Special Education related CALPADS questions and support for IEP implementation



**Target Audience:** LEA and SELPA staff who are responsible for Special Education Data

Be sure to join the IEP Technical Support and Assistance (ITSA) grantee, East County SELPA, to gain additional support for special education data reporting. These sessions supplement the regular CALPADS call in sessions and focus on topics specific to special education data reporting. Just like the CALPADS calls, there is no set presentation, the discussion is based on questions posted by participants. During the second semester, the focus will be on certification of Fall 1, IEP Implementation Monitoring, as well as EOY 3 and EOY 4.



## SAVE THE DATE

### Dates & Locations

- JANUARY 10** | 8:00-9:00AM PST
- JANUARY 17** | 8:00-9:00AM PST
- JANUARY 31** | 8:00-9:00AM PST
- FEBRUARY 14** | 8:00-9:00AM PST
- FEBRUARY 28** | 8:00-9:00AM PST
- MARCH 14** | 8:00-9:00AM PST
- MARCH 28** | 8:00-9:00AM PST
- APRIL 4** | 8:00-9:00AM PST
- APRIL 18** | 8:00-9:00AM PST
- MAY 2** | 8:00-9:00AM PST
- MAY 16** | 8:00-9:00AM PST



## JOIN ZOOM EVENT

### Facilitated by

Heather DiFede  
SELPA Executive Director, East County SELPA

Kim Gavin  
State Data Reporting Consultant, Tech-Eze

Sara Wildman  
Coordinator, East County SELPA



**East County SELPA**  
Supporting High Quality IEPs

East County SELPA  
924 E. Main St.  
El Cajon, CA 92021  
858-298-2214  
eastcountyitsa@sdcoe.net





# 2022-2023 Online Professional Development Schedule

[draccess.org](http://draccess.org) • [info@draccess.org](mailto:info@draccess.org) • (800) 673-9220 • [linkedin](#) • [twitter](#) • [pinterest](#)

Join us for two webinar series scheduled throughout the school year:

- **Coffee Break Webinars:** a quick look at resources and strategies for using the DRDP
- **Learn It & Use It:** in-depth one-hour sessions on linking DRDP results to instruction

## Coffee Break Webinars 3:00-3:15 pm



### DRDP Updates

Learn what's new with DRDP implementation for children with IFSPs and IEPs this year.

Register: **Thursday, September 8, 2022** | Who should attend: Special education administrators

### The DRDP for Children with IEPs in Transitional Kindergarten

Children with IEPs in TK will be assessed with the DRDP. Join us for tips and resources to get started.

Register: **Tuesday, October 11, 2022** | Who should attend: TK special education practitioners and administrators

### Partnerships with Families for the DRDP: Resources

Families play an important role in the DRDP assessment. We will share resources to work in partnership with families.

Register: **Tuesday, November 8, 2022** | Who should attend: Special education practitioners and administrators

### Resources for Using Adaptations

Spend a few minutes with us to learn about our resources for adaptations for instruction and for the DRDP. Come with your own, and come away with more great ideas!

Register: **Thursday, December 1, 2022** | Who should attend: General education and special education practitioners

### Linking DRDP Results to Instruction: Resources

Pick up some new resources to help you link the DRDP to what you'll teach next.

Register: **Tuesday, February 14, 2023** | Who should attend: General & special education practitioners & administrators

### Using an Activity Matrix to Embed Instruction

Need a simple and efficient tool for strategically embedding learning across the day and keeping track of intentional teaching opportunities for a child? Join us to receive an activity matrix and learn how to use it.

Register: **Thursday, March 9, 2023** | Who should attend: General & special education practitioners and administrators

### What is EIEL-CA and How Can I Get Started?

Embedded Instruction provides opportunities for preschool children with IEPs to learn alongside their peers in inclusive classes while their teachers are supported by Practice-Based Coaching. Learn how your LEA can participate—and receive funding to do so as we explore this effective evidence-based approach.

Register: **Tuesday, April 11, 2023** | Who should attend: General education and special education practitioners

### Two Ways to Use the DRDP and the Child Report for Transition

The DR Access Child Report provides rich information to use at transitions. Explore two ways to use it to support a child's move to the next setting.

Register: **Tuesday, April 18, 2023** | Who should attend: Special education practitioners

# Learn It & Use It Sessions 2:30-3:30 pm



---

## **Making Activity-Based Observations**

Explore Activity-Based Observations to gather authentic assessment information about the skills children need to participate meaningfully in everyday classroom activities, routines, and transitions. Examine the characteristics of classroom activities using Activity-Based Observations to identify strengths and needs, and develop learning skill targets for children who need support to enhance their engagement or independence.

Register: **Tuesday, September 13, 2022** | Who should attend: General education and special education practitioners

---

## **Four ways to use the DR Access Child Report**

Therese and Tamarra share how the California Early Learning Foundations can be a useful resource to promote positive child outcomes in inclusive settings.

Register: **Thursday, October 27, 2022** | Who should attend: Special education practitioners

---

## **Practice Breaking It Down: Identifying Learning Targets from DRDP Results**

Are you providing instruction to a child on an IEP goal or related to a DRDP measure? Practice breaking it down into proximal learning targets using the information from the DRDP to determine what to teach in daily activities, routines and transitions for children with IEPs. Bring a sample goal or measure for practice. We have resources to share!

Register: **Tuesday, November 15, 2022** | Who should attend: General education and special education practitioners

---

## **Tech Tip: Alignment tool between DRDP measures and the foundations to support instructional planning**

Introducing our new online tool that links each DRDP measure to specific Early Learning Foundations. IEP development just got a little easier!

Register: **Tuesday, January 17, 2023** | Who should attend: Special education practitioners and administrators

---

## **Practice Breaking It Down: Identifying Learning Targets from DRDP Results**

Join us to practice breaking down a DRDP measure, IEP goal, or IFSP outcome into proximal learning targets using the DRDP. Learn a process for determining the knowledge and skills to teach in daily activities and routines to promote learning and engagement. Bring a sample goal or measure for practice. We have resources to share!

Register: **Tuesday, February 23, 2023** | Who should attend: General education and special education practitioners

---

## **Linking DRDP Results to Instruction: Practice**

Use the resources we'll provide or bring your own as we practice linking the DRDP to developing meaningful and multiple learning opportunities. Learn to embed instruction on learning skill targets across classroom activities, building on children's strengths and interests to promote engagement and learning.

Register: **Tuesday, March 21, 2023** | Who should attend: Special education practitioners and administrators

---

## **DR Access Outcomes: your data for federal child outcomes**

Did you know that DRDP results are used to report on federal preschool child outcomes? Join us as we walk through our new online tool to find your district's or SELPA's results.

Register: **Thursday, April 27, 2023** | Who should attend: Special education administrators

---

## **Using the DRDP with the Foundations for Children with IEPs: focus on play**

The DRDP helps you know how children are progressing towards the Early Learning Foundations. Learn how to observe child-initiated play activities to build upon their interests and to support each child's unique learning and engagement in developmental and pre-academic skills.

Register: **Tuesday, May 9, 2023** | Who should attend: Special education practitioners and administrators

---

Governance Council Meeting – January 26, 2023

Item V. Recommendations

- A. Approval of Finding That a State of Emergency Exists Which Continues to Directly Impact the Ability of the Governance Council to Meet Safely in Person, and Re-Authorizing Remote Teleconference Meetings for the Period of January 26, 2023 through February 26, 2023

The SELPA Director recommends that the Governance Council find that, upon consideration of the COVID-19 state of emergency, that the state of emergency continues to directly impact the ability of the Governance Council to meet safely in person, which would present imminent risks to the health or safety of attendees, and that remote teleconference meetings should be held for the period of January 26, 2023 through February 26, 2023, or such time the Governance Board adopts a subsequent finding in accordance with Government Code section 54953(e)(3) to extend the time during which the Governance Council may continue to teleconference without compliance with paragraph (3) of subdivision (b) of section 54953.

Special Governance Council Meeting – January 26, 2023

Item VI. **CLOSING ITEMS**

A. SELPA Calendars: Governance Council Calendar of Meetings



## 2022-2023 Governance Council Calendar of Meetings

Meeting: 8:00 a.m. to 10:00 a.m.

<u>MONTH</u>	<u>DATE</u>	<u>LOCATION</u>
<b>October</b>	27	<u>LAC SELPA Office &amp; Virtual</u> Room: TBD 9300 Imperial Hwy., Downey, CA 90242
<b>January</b>	26	<u>LAC SELPA Office &amp; Virtual</u> Room: TBD 9300 Imperial Hwy., Downey, CA 90242
<b>March</b>	23	<u>LAC SELPA Office &amp; Virtual</u> Room: TBD 9300 Imperial Hwy., Downey, CA 90242
<b>April</b>	27	<u>LAC SELPA Office &amp; Virtual</u> Room: TBD 9300 Imperial Hwy., Downey, CA 90242
<b>May</b>	25	<u>LAC SELPA Office &amp; Virtual</u> Room: TBD 9300 Imperial Hwy., Downey, CA 90242
<b>June</b>	22	<u>LAC SELPA Office &amp; Virtual</u> Room: TBD 9300 Imperial Hwy., Downey, CA 90242

Created: 5/20/22 ja;  
 Approved: 5/26/22



**2022-2023 Ad Hoc Committee  
 Calendar of Meetings**

(Meeting to follow Governance Council Meetings as needed.)

<u>MONTH</u>	<u>DATE</u>	<u>LOCATION</u>
<b>October</b>	27	<u>LAC SELPA Office &amp; Virtual</u> Room: TBD 9300 Imperial Hwy., Downey, CA 90242
<b>January</b>	26	<u>LAC SELPA Office &amp; Virtual</u> Room: TBD 9300 Imperial Hwy., Downey, CA 90242
<b>March</b>	23	<u>LAC SELPA Office &amp; Virtual</u> Room: TBD 9300 Imperial Hwy., Downey, CA 90242
<b>April</b>	27	<u>LAC SELPA Office &amp; Virtual</u> Room: TBD 9300 Imperial Hwy., Downey, CA 90242
<b>May</b>	25	<u>LAC SELPA Office &amp; Virtual</u> Room: TBD 9300 Imperial Hwy., Downey, CA 90242
<b>June</b>	22	<u>LAC SELPA Office &amp; Virtual</u> Room: TBD 9300 Imperial Hwy., Downey, CA 90242

Created: 6/19/22 (ja)



2022-2023 Program Council Calendar of Meetings  
 1:00 PM to 3:00 PM

<b><u>MONTH</u></b>	<b><u>DATE</u></b>	<b><u>LOCATION</u></b>
<b>August</b>	25th	<u>LAC SELPA Office &amp; Virtual</u> 9300 Imperial Highway Downey, CA 90242
<b>October</b>	13 <sup>th</sup>	<u>LAC SELPA Office &amp; Virtual</u> 9300 Imperial Highway Downey, CA 90242
<b>December</b>	15th	<u>LAC SELPA Office &amp; Virtual</u> 9300 Imperial Highway Downey, CA 90242
<b>February</b>	16th	<u>LAC SELPA Office &amp; Virtual</u> 9300 Imperial Highway Downey, CA 90242
<b>April</b>	27th	<u>LAC SELPA Office &amp; Virtual</u> 9300 Imperial Highway Downey, CA 90242
<b>June</b>	1st	<u>LAC SELPA Office &amp; Virtual</u> 9300 Imperial Highway Downey, CA 90242



2022-2023 Community Advisory Committee  
 Calendar of Meetings  
 6:00PM– 7:00PM  
 All Meetings Held Virtually

<u>MONTH</u>	<u>DATE</u>	<u>LOCATION</u>
<b>September</b>	7th	<u>LAC SELPA Office</u> 9300 Imperial Highway Downey, CA 90242
<b>December</b>	7th	<u>LAC SELPA Office</u> 9300 Imperial Highway Downey, CA 90242
<b>February</b>	8th	<u>LAC SELPA Office</u> 9300 Imperial Highway Downey, CA 90242
<b>April</b>	26th	<u>LAC SELPA Office</u> 9300 Imperial Highway Downey, CA 90242



**2022-2023 Professional Development Calendar**

Title	Presenter	Time	July	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
New Member Nuts and Bolts	SELPA	9am – 12pm		<a href="#">10<sup>th</sup></a>										
Woodcock Johnson IV Achievement Test Administration and Subtest Review	Riverside Insights	1pm – 3pm			<a href="#">8<sup>th</sup></a>									
Woodcock Johnson IV Achievement Test Scoring and Interpretation	Riverside Insights	1pm – 3pm			<a href="#">14<sup>th</sup></a>									
Administrative Designee: The Art of Chairing IEP Meetings	SELPA	1pm – 3pm		<a href="#">17<sup>th</sup></a>										
Nonviolent Crisis Intervention	SELPA	8am – 3pm					<a href="#">2<sup>nd</sup></a>						<a href="#">17<sup>th</sup></a>	
IEP Writing Clinic	SELPA	3pm – 4pm			<a href="#">27<sup>th</sup></a>		<a href="#">17<sup>th</sup></a>		<a href="#">19<sup>th</sup></a>		<a href="#">16<sup>th</sup></a>			
SEIS for Administrators	SEIS	9am – 2pm		<a href="#">15<sup>th</sup></a>										
SEIS for Teachers	SEIS	9am – 1pm		<a href="#">22<sup>nd</sup></a>										
Alternative Dispute Resolution	Presenter	Time	July	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Effectively Facilitating IEP Meetings	HCR	1pm – 3pm			<a href="#">12<sup>th</sup></a>									
Overcoming Misinterpretations in Cross-Cultural Communication	HCR	1pm – 3pm				<a href="#">3<sup>rd</sup></a>								
ADR Cadre Case Review	SELPA	3pm - 4pm		25 <sup>th</sup>		13 <sup>th</sup>		15 <sup>th</sup>		16 <sup>th</sup>		27 <sup>th</sup>		1 <sup>st</sup>
Other Meetings & Trainings	Presenter	Time	July	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
School Psychologist Professional Development	SELPA	8:30am – 11:30am		19 <sup>th</sup>		20 <sup>th</sup>		16 <sup>th</sup>		16 <sup>th</sup>		23 <sup>rd</sup>		2 <sup>nd</sup>
Program Council	SELPA	1pm - 3pm		<a href="#">25<sup>th</sup></a>		<a href="#">13<sup>th</sup></a>		<a href="#">15<sup>th</sup></a>		<a href="#">16<sup>th</sup></a>		<a href="#">27<sup>th</sup></a>		<a href="#">1<sup>st</sup></a>
Community Advisory Committee	SELPA	6pm – 7pm			7 <sup>th</sup>			7 <sup>th</sup>		8 <sup>th</sup>		26 <sup>th</sup>		
Governance Council & Ad Hoc Committee	SELPA	8am – 10pm												

**Other Professional Development Opportunities**

- [LACOE Specialized Services Unit](#)
- [California Special Education Technical Assistance Network](#)
- [Southern California Diagnostic Center](#)
- [CAPTAIN AFIRM \(Autism Focused Intervention Resources & Modules\)](#)