



# San Joaquin County SELPA

## COUNCIL OF DIRECTORS MEETING

December 15, 2021

MINUTES

### **COD**

#### Present

Brandie Brunni - SELPA  
Wendy Frink - COSP  
Monica Vallerga - County Programs  
Monica Emeldi - Jefferson  
John Saylor - Lammersville  
Thomas Crocker - Lincoln  
Jamie Hughes -Linden  
Jody Burriss - Manteca  
Steve Payne - New Jerusalem  
Lisa Mazza - Ripon  
Sean Brown - Tracy

#### Support

Staci Johnson - SELPA  
Susan Scott - SELPA  
Frank Souza - SELPA  
Justin Albano - SELPA  
Tracy Troche - SELPA

#### Absent

NelLanie Kilgore - Banta  
Nelarie Romo - Escalon  
Silvia De Alba - Venture

**Brandie called the meeting at 8:50 a.m.**

#### **Approval of minutes-Brandie**

No minutes were approved.

Public Input Session (10:15 a.m. – 10:30 a.m.)

There was no public input.

### **BUSINESS FINANCE**

Finance Report – Brandie

Brandie wasn't able to attend the State SELPA this past month.



**State News:** The Legislative Analyst’s Office released their annual California Fiscal Outlook report. The state is anticipated to have a surplus of \$31 billion in the 2022-23 fiscal year. The report projects a 5.35% COLA adjustment and indicates the state will have \$9.5 billion for new commitments. The COLA rate would edge down to 3.5% in 23-24, 3% in 24-25 and 2.6% in 25-26.

For the 22-23, the LAO estimates Prop 98 minimum guarantee at \$105.3 billion, an increase of \$2.6 billion (2.6%). The largest factor contributing to this growth is the increase of \$2.6 billion by 25-26 to support commitments created in the 21-22 Budget Act.

## SELPA SUPPORT/STAFF DEVELOPMENT

### LI Update - Justin

- The current budgeted amount left to spend for the 2021-2022 school year is \$71,625.17. The amount already spent for this school year on specialized equipment/materials/services is \$568,920. Funds that were approved to be used to pay for contracted services to serve LI students will be returned to the LI budget as another budget was used to pay for those services in order to meet MOE. The LI budget report will show an increase of money available to spend in the near future.
- Current number of LI requests: 51. There are three pending requests.

MOE – The first Interim report covers the period of time from July 1 through October 31 and must be submitted to the COE no later than December 15. Brandie asked the directors to please make sure they are working with their business office. Some of the districts did not meet MOE.

Economic Update: Inflation rose by 6.2 percent in the previous month.

### U.S. Labor Market Conditions

- U.S. unemployment fell 0.2% to 4.6% in October 2021
- 531,000 nonfarm jobs added in October, with 10 of 11 industries adding jobs.
- As of Oct 2021, the U.S recovered 81.2% of the 22.4M nonfarm jobs lost in March and April 2020.

### California Labor Market

- The Unemployment rate fell 0.2% in October 2021 to 7.3%
- 96,800 nonfarm jobs were added in October 2021.

### Monthly Cash Reports

- Cash receipts were \$11.196B above the 2021-2022 forecast of \$42.573B
- Personal income tax cash receipts to the general fund were \$7.982B above forecast of \$29.21B.
- Sales and tax cash receipts were \$1.065B above forecast of \$8.064B
- Corporation tax receipts were \$1.551B above forecast of \$4.2468B.
- Insurance tax cash receipts were \$35M above forecast of \$838M.

Brandies shared a graph of the per-student spending ranges from state to state. The amount of federal revenue for California has continued to decline even in the era of COVID.

## Welcome Deanie Crutchfield Coleman – Brandie

Brandie welcomed Deanie to the Council of Directors and explained the unique position she holds. This position is partially funded by Ed Services and SELPA. She will be housed in Ed Services and will attend the monthly COD meetings. Deanie will support the districts in any improvement work, LCAP support, and supporting other areas with special ed components. Deanie will work under Connor Sloan in the Continuous Improvement and Support department.

## COMPLIANCE/STATE REPORTS/DATA REPORTS

### CDE Proposals for Transitions & Diplomas – Frank

Frank shared a PowerPoint – CDE is reviewing possible changes to transition and graduation requirements. The goal is for students with disabilities, including those with significant cognitive disabilities, to exit the k-12 education system with a set of skills that prepares them to earn a family-sustaining wage and meaningfully contribute to their communities.

Two new codes in CALPADs

#### 60: Work-Based Experience

Students with Disabilities who have an IEP (Workability) they satisfied the work based experience  
Students in mild/mod most students are not achieving this-we don't have funding for the mild/mod students. Doesn't need to be workability-student can have a job in the workforce. We need to work more on getting our students work based experience.

#### 65: Classroom-Based experience

The student completed the equivalent of four semesters of college and career designed to prepare a student with an IEP for employment and independent living since 9<sup>th</sup> grade.

Transition Course-consider instead of academic success, study hall, learning lab:

Academic support, self-advocacy, life skills, executive planning, mentorship, etc.

Alternative diploma: Foundational Vision:

All students with disabilities, including students with significant cognitive disabilities, should enter high school knowing they have the opportunity to earn a high school diploma. This is consistent with IDEA.

Recommendations: along with increased guidance for students, families, and staff:

Provide better access to the two existing traditional pathways to earn a HSD that will serve the majority of SWD.

Create only ONE new pathway for students with significant cognitive disabilities to avoid silos.

Recommendations CDE was coming out with:

Fed Requirement: Once a student receives a diploma not eligible for services-

But, if they receive an alternative diploma then they can receive services until 22.

Questions for School Districts:

Why are they not held on high school campuses?

What are the options for "5<sup>th</sup> years"?

What ways could a SWD continue to work towards a diploma after their 4 window expires?

Could CTE be used for high school credits beyond the four years?

Could post K-12 coursework be used for high school credits beyond the four years?

Currently, 8 states and counting up from 0-5 years have an alternate pathway to a diploma.

Much discussion on this regarding what other requirements staff will have if different classes are implemented:

Diploma Option 1 & 2

Diploma 2- Credit recovery, foster care

Diploma 3-Continue to offer quality, grade-level instruction to SWD to enable them to graduate in the traditional way-doesn't work with SWD.

## COMPLIANCE/STATE REPORTS/DATA REPORTS

### **CALPAD Updates - Susan/Staci**

Susan shared a handout for CALPADS regarding missing records. If you are having issues with Certs 132-168 you can certify but during the amendment window, you will need to go back and correct them as these errors will once again be “fatal” errors.

**Reminder:** Fall 1 Submission is due December 17<sup>th</sup> this doesn't require SELPA approval. The final approval in January requires SELPA approval.

Jody inquired about the job description of the CALPADS/SEIS position. Brandie may have some language on a job description

### **SEGA Report – Brandie**

Part of the Governor's budget was the SEGA Study Special Education funded through CDE. It was granted to West ED and a private study. SEGA Study was conducted by the same two people who did the private study. In the study, they did not take into account the size of the SELPA, whether it was a single or multidistrict and it had no impact on students.

One of the ideas is to shift the funding that now goes to SELPA and have it go straight to the districts for special education. If this was to occur, and knowing all of the components, how many more people would the districts need to hire? Every single grant would go to each district, each district would have its own SELPA plan and grants. One other piece-district could go into an agreement or construe and it doesn't have to be in your region. For example, students could be then transported within the regions. Think about consistency with your children. What would staffing look like, and how would staffing be like? Right now SELPA has to certify, etc., but then it would go to the districts to do everything. This is an example of how it would be if it wasn't with the SELPA office.

SEGA is a report-not policy. Required from the governor from Brown to Newsom. We will see how this goes. Some districts like it coming to them, the small districts would be difficult. Mental Health, Low Incident would be all in one pool. SEGA doesn't look at the budget. They just look at the funds going to the districts. Let's see what the Governor's budget looks like in January. What is best for students? Is this the mechanism for students?

### **Equity, Disproportionality and Diversity Ryan- Estrellado South County SELPA**

Ryan has spoken at CodeStack, State SELPA-goal is to work with selpa and districts to prevent disportiality. How difficult it is to find time (competing priorities) to do proactive equity and disappoportinality. 2018 started this project. Services of short lessons-major design is to give something new and practical you can use tomorrow. Standard we use. All lessons will have a video guide and a lesson attached.

Lesson 1 important starting data meetings, equity meetings, getting people together-leading the meetings with a story not data. Stories are data with a soul – Brene Brown (quote)

Make your equity and disproportionality work as personal as possible so it stays connected to the lives of students. Story components: characters, details, important moments, and a reflection. Look for these in the stories that I will be telling.

Special Ed meetings-

Bit.ly/15\_min\_dispro\_leson

Email: [restrellado@sdcoe.net](mailto:restrellado@sdcoe.net)

Next Lesson: How to talk about risk ratio scores

## SEIS NEWS AND UPDATES

### SEIS Updates and Announcements - Susan/Staci

There is a change in the program classroom setting for 5-year-olds. There are alerts on the program settings. In addition, on the home page CALPADs alerts will let you know you need to change the program setting, they remain on there for 45 days so you know it needs to be fixed.

## PROGRAM AND INSTRUCTION

### CARES – Susan

Currently, we have six students, (a couple may be leaving Jan-Feb), and three referrals. Please continue to send in your referrals. The turnaround is usually within a week. If Victor feels it is a good fit, Susan will contact the districts for assessments. Please make sure the assessments are completed when referring.

### WorkAbility – Frank

Our annual holiday boutique was successful, thank you to Lincoln and Kimball Unified for your support. The first year we had too much money, now, we have more students than we have funding so as of now we have to cut down the hours of students

### ESY – Jody

Jody was inquiring how the other districts were bringing up ESY in the IEPs. In MUSD we show the data, but curious how the other districts are handling it? A few districts have procedures and have met with staff regarding this. The majority of the districts use the qualifications for ESY that are in the SEIS program.

### Review of Berkeley Unified Dyslexia Settlement – Cara

Cara shared a PowerPoint regarding the Berkeley Unified Class Action Lawsuit. The lawsuit was filed in 2017, by four current and former Berkeley Unified School District students with reading disorders, including dyslexia.

Settlement Highlights Include:

BUSD will identify students at risk for reading disabilities through universal screening and universal screening will inform early intervention.

Benchmark assessments will be conducted in the fall, winter, and spring to ensure reading growth for all students.

Implement a “reading data system” and “reading testing system” for use in Grades K-8 to measure students reading fluency and their progress toward “benchmarks”

Cara shared resources from the PowerPoint from FFF, the CDE Dyslexia Guidelines.

Discrepancy Model to PSW – Cara reviewed the issues to consider. Directors agreed to send two names per district for training to Tracy.

**Goals ELD – Jamie – Table to January**

**English Learners – Jamie – Table to January**

## REGIONALIZED/COUNTY PROGRAMS/STUDENT SERVICES

### County Program Update– Monica Filoso

Referrals have increased since last year-233 (last year) and this year 350 (an increase of 150 and the year before 20). There continues to be an increase in preschool autism referrals.

Preschool referrals: 120 overall and the availability is tight.

Our program has 20 classrooms, 9-12 students (per class) with mock preschool at McFall. Some of those students may go back to district, if not we are pushed to 15 after the break. This is a concern. County Programs currently have offers on the table, 16 out there, and as of yesterday, 58 are in the queue that have been referred.

Monica has discussed EIBT with Staci, the NPA are impacted at this point. There have been a lot of conversations with the preschool team, but it is consistent with the regional centers.

Ripon has doubled the number of referrals (over 60 referrals since this school year). Ripon is opening up a T3 class starting with 12 students, mild/mod K-2, 3-5, and 6-8. An afterschool program is shutting down their program so we have that space. The concern is the back-to-district and where to place them. A growth discussion will be discussed next month. There is not any discussion of any preschool programs for special ed in Ripon at this time. We don't see preschool coming on board. County has used ESY classes. We are going to have to get creative or other options for preschool. MUSD had 75 referrals from VMRC and they are opening up a mid-year class and in another year another classroom. In the fall MUSD will have a K-2, autism class. There is a lot of growth in MUSD south of 99.

**Subcommittee-** It is a good idea to have a voice for the subcommittee, therefore, Justin will run as a SELPA-facilitator for this. We had a small representation but hopefully, we can get more involved and bring forward to COD some ideas.

### Back-to-District – Monica

Monica passed out the back-to-district list to the directors.

## COMMITTEES/COMMUNITY ADVISORY COMMITTEE

### CAC – Justin

- The next meeting will take place on December 16, 2021, from 11:45 a.m. - 1:00 p.m. through Zoom. Zoom meeting information can be found on the CAC page of the SJCOE website.
- There is currently one open educational representative voting membership position available as well as various district parent positions available.

## UPCOMING DEADLINES

## SHARING

**First Student** -Jody asked if anyone is having issues. Monica explained that they have a meeting once a month with First Student. Jamie of First Student, and his crew are going to review the routes. If anyone has any issues please let Monica know and she can address them

Meeting adjourned: 11:47 a.m.