

**TEHAMA COUNTY SELPA**  
**EXECUTIVE COMMITTEE -- MEETING AGENDA**  
Tuesday, January 19, 2021 -- 9:00 AM  
<https://tcde.zoom.us/j/98955040824>

**AGENDA**

**ORDER OF BUSINESS**

**1. Call to Order**

**Action**

**2. Consent Agenda**

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

2.1. Adoption of [Agenda](#)

2.2. Approval of [December 15, 2020 Minutes](#)

**3. Public Input**

**Discussion**

**4. Priorities Requests**

**Action**

4.1. There are currently no requests

**5. LCI Requests**

**Action**

5.1. There are currently no requests

**6. [State Budget Overview](#)**

**Information/ Discussion**

6.1. Special Education proposals within the Governor's budget will be discussed, including additional funding for preschool students with disabilities.

**7. Transition Discussion**

**Discussion**

7.1. The transition process of students matriculating to another LEA (Preschool to Kindergarten; Eight Grade to High School; High School to Adult Programs) will be discussed and if there is a need to create a SELPA Guideline. Additionally, transitions to Charter Schools will be discussed.

**8. Special Education Accountability Update**

- 8.1. Annual Determination Notification Letters
- 8.2. CALPADs Certification Fall 1 SELPA Certification
- 8.3. [Special Education Plan \(SEP\)](#)
- 8.4. Overdue IEPs and Assessments: Continue to decrease late IEPs and Assessments by 20%. If IEPs are not affirmed and attested in the SEIS system and uploaded as a transaction through CALPADs, the data will not reflect your work of decreasing this number.

**Information/ Discussion**

**9. High Hoops Event**

- 9.1. SELPA Administrator will provide some ideas from staff about how to shift the High Hoops event this year to align with COVID-19 protocols.

**Information**

**10. Alternative Dispute Resolution**

- 10.1. SELPA Administrator will summarize dispute trends as well as how the SELPA can support LEAs.
- 10.2. Learning Recovery and Learning Acceleration needs

**Information**

**11. [Changes to Special Education Credentials](#)**

- 11.1. An [overview](#) of credentials changes will be provided

**Information**

**12. SELPA Administrator Report**

- 12.1. [Legislative Update](#)
- 12.2. State SELPA Finance [January Report](#)

**Information**

**13. District Reports**

**Information**

**14. Adjournment**

**Action**

Meeting will be held virtually due to COVID-19 Pandemic and health orders limiting large group meetings. Alternative agenda document formats are available to persons with disabilities by request. To arrange an alternative agenda document format or to arrange aid or services to modify or accommodate a person with disabilities to participate in a public meeting, please email: **Veronica Coates, Assistant Superintendent, SELPA, Tehama County Department of Education, at: [vcoates@tehamaschools.org](mailto:vcoates@tehamaschools.org)**, by 12:00 p.m. on 12/18/2021 prior to the public meeting.

**Telephonic/Virtual Access:**

**Join Zoom Meeting**

<https://tcde.zoom.us/j/98955040824>

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

**Meeting ID: 989 5504 0824**

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

Tuesday, December 15, 2020 -- 9:00 AM

<https://tcde.zoom.us/j/94096640544>

**UNAPPROVED MEETING MINUTES**

**PRESENT:** Rich DuVarney, Todd Brose, Cliff Curry, Jared Caylor, Jeff Scheele, Jenny Montoya, Jim Weber, Jerry Walker, Rick Fitzpatrick, Brad Mendenhall, Cliff Curry, Michelle Farrer, Rachel Davis, Veronica Coates

**ABSENT:** Joey Adame

**GUESTS:** Diana Davisson, Wes Grossman, Sara Smith, Jim Southwick, Mark Pfaff, Loreina Santana, Aubrie Fulk, Cali Mckinzie, Angie Pacheo, Jillian Damon, Michelle Kinner, Suzanne Adkins,

**1. Call to Order**

Todd Brose called the meeting to order at 9:01 AM

**2. Consent Agenda**

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

2.1 Adoption of Agenda

2.2 Approval of [October 20, 2020 Minutes](#)

Rick Fitzpatrick motioned to approve the consent agenda. Jared Caylor seconded. All in favor, motion carries.

**3. Public Input**

There was no public input. Veronica relayed that a member from the public, a parent representative from the Community Advisory Council, Cali McKinzie was present. She was welcomed and praised for her attendance.

**4. Priorities Requests**

There were no requests at this time.

**5. LCI Requests**

There were no requests at this time.

## **6. SELPA Finance Report**

### **6.1 First Interim Report**

### **6.2 First Interim Transportation Report**

Veronica summarized the first interim SELPA and transportation reports. There was discussion about a decline in preschool referrals that appear to be related to the COVID 19 pandemic, which increased the per ADA rate for that particular service. The increases to the SELPA Low Incidence rate was summarized and how this positively impacted our SELPA. All expenses were reviewed.

Todd Brose relayed that we should continue to track this as there could be waves of referrals once we return to normalcy in our systems. There was discussion about the increased costs of speech and language services within the SELPA budget as we have had to increase our contract with Presence Learning, due to more students eligible and a shortage in the profession.

### **6.3 MOU Notification Reminder- January 8, 2021**

There was a reminder that contracts and MOUs between districts and the county and/or SELPA have a due date of January 8, 2021 to request any desired changes.

## **7. Regional Program and Services update**

### **7.1 School Nursing**

All nurses have been engaged in a lot of work related to COVID-19, including school closures, positive cases, and contact tracing.

### **7.2 Gerber Programs**

Mark Pfaff discussed the strong protocols in place related to COVID 19 at the Gerber Program and thus far the program has remained open during this time. The team is being very flexible and creative and working through a lot of IEP's, providing many options to families. Veronica provided praise for Mark and the TENS team for all of their hard work keeping students safe during the COVID 19 crisis, with a focus at keeping students in school, if able.

### **7.3 Pre-School & TALC**

Loreina Santana provided updates on the regional preschool and adult programs. Both programs have had brief closures, but safety protocols and keeping strict cohorts have been successful in keeping students and staff safe. Staff are doing a great job of using precautionary measures and wearing masks. The preschool assessment team has done an amazing job at catching

up on the remaining assessments that had built up due to the time when all schools were shut down in the spring due to COVID. She relayed there are still parents requesting distance learning, mainly for preschool aged students. One of our preschool teachers has developed a creative and engaging distance learning preschool model.

#### **7.4 Educationally Related Mental Health Services**

Aubrie Fulk relayed that there are currently 89 students who are receiving ERMHS. Aubrie reported that all of the students are actively engaged in services right now, including an increase of services and supports to parents. It appears the need for mental health supports remains high during this time for both students and families.

#### **7.5 Related Services**

Veronica provided a summary of related services. All related services are either in person or distance learning, depending on the student circumstance. The motor team – APE, OI, OT, PT have been very creative at finding ways to deliver services to students both in person and those remaining in a distance learning format, providing some of the services at the Medical Therapy Unit Clinic.

Mark Pfaff provided an update on California Autism Professional Training and Information Network (CAPTAIN) and Crisis Prevention Institute (CPI). Loreina and Mark have become certified CPI trainers and are offering many trainings to district and county staff. Mark relayed that there was a recent regional CAPTAIN meeting and the types of training available for our member LEAs from Butte to Modoc was discussed. These opportunities are available for all of our member LEAs.

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

#### **8.1 CALPADS Certification**

An update on statewide special education monitoring was provided. The CALPADS Fall 1 SELPA Certification date has been extended to January, rather than December. The SELPA recommends attempting to continue working towards that December certification date. If there are revisions needed, past the December LEA certification deadline, the SELPA needs two weeks to review all district data and the latest to certify the LEA data for SELPA review is 1/15/2021.

#### **8.2 Special Education Plan (SEP)**

A reminder that the Special Education Plans (SEPS) are due today, 12/15/2020. The CDE has relayed monitoring will not include new indicators for this year. All LEAs will be required to engage in the same monitoring areas as the SEP

completed and turned in this year. A new plan will not be required, but rather implementation of the current plan and documentation of these implementation efforts. The SELPA will assist the LEAs in documentation and monitoring the implementation of the SEPs.

### **8.3 Overdue IEPs and Assessments**

Veronica provided a summary of the new and extra monitoring from CDE related to overdue IEPs and assessments, mostly due to the COVID 19 pandemic. The CDE is requiring overdue IEPs and assessments be reduced by 20%. Many LEAs received this number in September and were unable to meet the reduction rate, even though they held the IEPs. What we have found is that if these IEPs were not properly affirmed and attested and subsequently uploaded as a CALPADs transaction. The CDE is requesting a reduction in these overdue items, by 20% each month. Both special education and CALPADs staff need to be aware of this issue.

## **9. SEIS Electronic Signature**

Our special education data base, SEIS, offered an electronic signature option for all IEPs free of charge for the last 6 months and will be charging a fee per student for this service now. Veronica relayed that the SELPA will be covering the cost for all LEAs for the remainder of this fiscal year to ascertain if this service is needed for all LEAs. The cost is fifty cents per student, with a proxy date of early January, being pulled directly by SEIS. We will analyze the level of use of this service to determine if we should continue as a SELPA or individual LEAs.

## **10. SELPA Administrator Report**

### **10.1 Litigation Trends**

There has been an increase in litigation and dispute in our area, almost all related to COVID-19. Veronica relayed that the SELPA has an Alternative Dispute Resolution (ADR) team to assist in any cases that are facing disputes.

### **10.2 Legislative Update**

The legislative calendar is just being released. It is looking like there will be limited bills introduced, much like last year, due to COVID. Veronica has had some discussions of bills related to funding and inclusive practices.

### **10.3 Alternative Dispute Resolution (ADR) Grant**

Veronica submitted a COVID ADR grant application and has been informally told that the grant will be funded. The funds will support dispute resolution strategies, training, and staffing related to disputes stemming from the COVID

pandemic. The statewide ADR conference is in March and there are many opportunities to send staff and team members, including some of our parents serving on our Community Advisory Council (CAC). Additionally, creating a SELPA website with resources and information for parents and staff to access is a goal and will be worked on this year.

#### **10.4 State SELPA Finance November and December reports**

Veronica provided the State SELPA finance reports in the packet. The reports are robust and include both special education, general education, and overall budget information.

### **11. District Reports**

Districts discussed seeing an increase in disputes and litigation. There was discussion around compensatory education and the fiscal and staffing resources needed to provide for potential claims.

Veronica provided praise and encouragement to the successful and safe reopening of our districts and regional programs. The work is exhausting and difficult, but all have done a tremendous job to keep students and staff safe during this time. Todd Brose shared some positive strategies his district has employed during this time, including home visits during times the district shifted to a distance learning model, which has shown to greatly improve relationships between staff, families, and students.

### **12. Adjournment**

Cliff Curry motioned to adjourn the meeting, Jim Weber seconded the motion. All in favor, motion carries.



# 2021–22 Governor’s Budget

January 13, 2021 CAFSE Meeting

Presented By:

Michelle Underwood

Legislative Advocate, School Services of California Inc.

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## 2021–22 Governor’s Budget



- Based on a significantly improved economy compared to the fiscal assumptions of last year, the Governor is proposing significant investments in several education areas including reopening schools for in-person instruction, early learning, and educator training programs.
- As the Department of Finance has been signaling in recent monthly *Finance Bulletins*, the revenue forecast has drastically improved from the 2020 State Budget Act.
- As a result, before accounting for transfers such as to the Budget Stabilization Account, General Fund revenue is higher than the 2020 Budget Act projections by nearly \$71 billion from 2019–20 through 2021–22.

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## Proposition 98 and the Local Control Funding Formula



- The proposed 2021–22 State Budget includes Proposition 98 funding of \$85.8 billion for 2021–22, which Governor Newsom notes as an “all-time high.”
- Governor Newsom proposes a \$2 billion increase for the Local Control Funding Formula (LCFF) in 2021–22.
  - The Budget proposes to make up for the lack of a cost-of-living adjustment (COLA) in 2020–21 by including a compounding-COLA for the LCFF of 3.84%, derived from a 1.5% statutory COLA in 2021–22 and the foregone 2.31% statutory COLA from 2020–21.
- The proposed 2021–22 State Budget repays most of the deferrals, preserving \$3.7 billion of the deferral balance.

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## School Reopening and Learning Loss



- Governor Newsom is calling for swift and early action by lawmakers to appropriate at least \$2 billion in one-time Proposition 98 funds to aid in the safe reopening and operation of in-person instruction for K–12 students
  - The Safe Schools for All proposal establishes a grant program to incentivize local educational agencies (LEAs) to reopen school for in-person instruction, with the following components:
    - ◆ COVID-19 Safety Plan
    - ◆ Labor Agreement with Safety Plan
    - ◆ Offer In-Person Instruction, including to students with disabilities
    - ◆ COVID-19 Testing
    - ◆ Certify Distance Learning Technology Access
- The Governor also calls on the Legislature to take early action to address learning loss with a one-time Proposition 98 infusion of \$4.6 billion

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## Special Education Base Funding



- The base special education funding formula, which provides \$625 per average daily attendance (ADA) for most Special Education Local Plan Areas, will receive the estimated statutory COLA of 1.5%
  - Bringing the new base funding rate to \$634.38
    - ◆ Unfortunately, the Newsom Administration is not proposing to make up for the 0% COLA in the current year
- At this time, no further structural changes are proposed to the AB 602 funding formula

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## Special Education Early Intervention Grant



- Additionally, the Governor proposes \$300 million in ongoing funds for the Special Education Early Intervention Grant
  - These grants were also provided in the 2019–20 State Budget
    - ◆ In that year, funding was sent to LEAs of residence based on the number of preschoolers with disabilities
      - The funding was not restricted to serving these students
- While not yet in print, the language will be similar, but will focus on evidence-based services that directly support the school readiness of infants, toddlers, and preschoolers with a targeted focus on providing services in inclusive settings, as practicable
- Based on the latest data available, utilizing the same funding methodology as in 2019–20, SSC estimates that LEAs will receive roughly \$5,900 per resident preschooler with disabilities

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## Special Education Other Funds



- Three other small pots of funds will support special education:
  - \$5 million one-time to establish professional learning networks to increase local educational agency capacity to access federal Medi-Cal funds
  - \$250,000 for a lead county office of education to provide guidance for Medi-Cal billing within the statewide system of support
  - \$500,000 one-time for a study to examine certification and oversight of non-public school special education placements

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## Questions?



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# SELPA Meeting

## January 2021



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SARAH SOLARI-COLOMBINI

CONSULTANTS, PROFESSIONAL SERVICES DIVISION

# Changes to the Preliminary Education Specialist credentials

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- February 2018 – Commission adopts new Preliminary Ed Specialist credential structure
- August 2018 – new program standards and Teaching Performance Expectations adopted by the Commission
- Summer/Fall 2022: Programs transition to new standards, TPEs, and implementation of the Special Ed CalTPA
- Spring/Summer 2023: Earliest date that teachers with new credentials will finish their programs

# Expanded Authorization for New Credentials

Federal Disability Categories	MMD (Current)	MMSN (New)	MSD (Current)	ESN (New)
Autism	✓	✓	✓	✓
Deaf/Blindness			✓	✓
Emotional Disturbance	✓	✓	✓	✓
Intellectual Disability	✓	✓	✓	✓
Multiple Disabilities		<del>✓</del>	✓	✓
Orthopedic Impairment		<del>✓</del>		✓
Other Health Impairment	✓	✓		✓
Specific Learning Disability	✓	✓		<del>✓</del>
Traumatic Brain Injury		✓		✓

# Important Information for Employers

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- [Letter to Employers](#), from CTC Executive Director Mary Vixie Sandy
- Beginning in fall 2022, the five new credentials\* will be:
  - Mild to Moderate Support Needs (TK-22)
  - Extensive Support Needs (TK-22)
  - Early Childhood Special Education (Birth – Kindergarten)
  - Deaf and Hard of Hearing (Birth – 22)
  - Visual Impairments (Birth – 22)

\*All credentials will continue to include authorizations for Autism and English Learners.

\*Changes do not impact individuals who currently hold an Education Specialist credential.

# Important Information for Employers

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- Mild to Moderate and Extensive Support Needs teachers will be prepared to work with students identified with a range of disabilities.
- New Early Childhood Special Education credential and added authorization will allow teachers to serve in a TK/K classroom
- The level of an individual student's need(s) as determined by the IEP would determine the services needed and the appropriate teacher to provide those services.
- The goal is to improve the achievement and outcomes for students with disabilities across the state of California, in a joint effort with the Calif. Department of Education.

# Important Information for Employers

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- Employers of Ed Specialist intern candidates will want to partner with preparation programs so that the interns can meet the new program requirements and teaching performance expectations.
- Candidates must have a range of experience that reflects the diversity of age and grade levels, and disability categories across the continuum of special education services.
- Candidates will need to have fieldwork experience in both general and special education settings (release time may be needed).
- Candidates will be required to take and pass a Teaching Performance Assessment prior to being recommended for the Preliminary credential.

# Bridge Authorization for current Ed Specialists

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- October 2020 Commission Meeting [Agenda Item 2B](#) - Commissioners approved the following pathways for current ECSE, MMD, and MSD Ed Specialists to earn the equivalent of the new authorization:
  - Coursework, professional development, demonstrated competence
  - Approved program sponsors can choose to offer coursework and/or professional development
  - Program must verify that the teacher has satisfied the requirements addressing the identified TPEs that are needed to earn the bridge authorization
  - This bridge authorization will also need regulatory approval.
  - Current Education Specialists **will not** be required to earn the bridge authorization

# PSD Special Education Webpage

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[www.ctc.ca.gov/educator-prep/special-education](http://www.ctc.ca.gov/educator-prep/special-education)

- Information for Transitioning to New Standards including December 2020 webinar
- Transition updates, standards, TPE comparison charts, and additional resources can be found here.

# Additional Questions?

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- Subscribe to weekly [PSD E-News](#) for latest updates
- Contact [SpecialEducation@ctc.ca.gov](mailto:SpecialEducation@ctc.ca.gov) for program questions
- Contact [SpEdCalTPA@ctc.ca.gov](mailto:SpEdCalTPA@ctc.ca.gov) for TPA related questions

## **Summary of the new Preliminary Education Specialist Credentials**

### **I. Enhanced preparation for Multiple and Single Subject General Education Teachers**

The Commission began the work of transforming general education teacher preparation in the fall of 2014 and adopted [general education program standards](#) in December 2015 and general education [Teaching Performance Expectations \(TPEs\)](#) in June 2016. The impetus for this work were the calls for action by the [Educator Excellence Taskforce](#), the Teacher Preparation Advisory Panel and the [Statewide Task Force on Special Education](#). All general education teacher preparation programs began full implementation of the revised standards that include enhanced preparation to teach a diverse range of students in the fall of 2017.

Throughout the general education standards and TPEs, reference is made to “all students,” defined as “....students attending public schools who may exhibit a wide range of learning and behavioral characteristics, as well as disabilities, dyslexia....” There is now a greater emphasis on a candidate’s ability to work effectively with students with disabilities in the general education classroom, implementing approaches such as Universal Design principles, Multi-Tiered Systems of Support, and co-teaching. Specifically, the TPEs have an increased focus on the use of technology for diverse learners, providing supportive learning environments for students with disabilities who may also be English Learners, monitoring student progress towards meeting IEP and other goals, adapting subject matter curriculum and resources, and establishing and maintaining inclusive learning environments. For a full analysis of the universal TPEs, please refer to [Appendix F of Agenda Item 1H](#) from the December 2017 Commission Meeting.

### **II. Comparing the current Education Specialist credentials to the new credentials**

In 2018, the Commission approved a new Education Specialist credential structure reducing the number of preliminary credentials from 7 to 5. [TPEs](#) for each of the five preliminary Education Specialist credential areas (Mild to Moderate Support Needs, Extensive Support Needs, Deaf and Hard of Hearing, Visual Impairments and Early Childhood Special Education) have also been adopted. The [new Education Specialist program standards](#) focus on what programs must offer to candidates including clearly defined expectations for clinical practice, while the TPEs define the knowledge and skills each candidate must have prior to recommendation for the preliminary teaching credential. Candidates in Mild to Moderate Support Needs (MMSN) and Extensive Support Needs (ESN) programs will also need to show mastery of the universal TPEs, currently used in the Multiple and Single Subject credential programs. A [PowerPoint presentation](#) was shared at the August 2018 Commission meeting and provides more information on the newly adopted standards and TPEs.

Currently, a Mild/Moderate Disabilities (MMD) or Moderate/Severe Disabilities (MSD) candidate’s preparation program leads to authorization for the teacher to work with students with IEPs in specified disability categories across a variety of educational settings. With the determination that Education Specialist credentials should focus more on a student’s individual needs, the new standards and TPEs place additional emphasis on language development,

**For preliminary program questions related to the new Education Specialist credentials, please email [SpecialEducation@ctc.ca.gov](mailto:SpecialEducation@ctc.ca.gov)**

communication, and behavior, and the additional knowledge to support students with other disabilities (see table below). The Commission is collaborating with the California Department of Education on a clear definition for Extensive Support Needs, and examples of when students may require their teacher to have the ESN credential. More on this topic will be presented at a future Commission meeting.

<b>Current</b>	<b>New</b>	<b><u>Federal Disability Categories</u></b>	<b>Current</b>	<b>New</b>
<b>MMD</b>	<b>MMSN</b>		<b>MSD</b>	<b>ESN</b>
X	X	Autism (Autism)	X	X
		Deafblind (DB)	X	X
X	X	Emotional Disturbance (ED)	X	X
X	X	Intellectual Disability (ID)	X	X
	X	Multiple Disabilities (MD)	X	X
X	X	Other Health Impairment (OHI)		X
	X	Orthopedic Impairment (OI)		X
X	X	Specific Learning Disability (SLD)		X
	X	Traumatic Brain Injury (TBI)		X

*Neither of these two **new** Education Specialist Teaching Credentials are authorized to teach students with the following Federal Disability Categories: Visual Impairments (VI), Deaf and Hard of Hearing (DHH), and Speech or Language Impairments (SLI)*

### **Part III. Added Authorizations for Special Education**

Currently, there are 9 added authorizations for Special Education: Adapted Physical Education, Autism Spectrum Disorders, Deafblind, Early Childhood Special Education, Emotional Disturbance, Orthopedic Impairment, Other Health Impairment, Resource Specialist, and Traumatic Brain Injury. These programs are each a subset of the full preliminary teacher preparation programs, and are designed to allow teachers to earn an additional authorization in a specialty area not covered in the authorization of their existing credential. While no changes have been proposed to the added authorization standards, it is expected that with the new Early Childhood Special Education (ECSE) credential authorizing service from Birth – Kindergarten (pending regulatory approval), and the inclusion of Orthopedic Impairment, that changes will be needed to the 4 existing ECSE added authorization standards. The plan is to bring these minor modifications to the Commission at a future meeting.

Current Education Specialists will maintain their existing credentials and the accompanying authorization(s). There will be an option for existing Education Specialist credential holders to expand the authorization of their credential to be equivalent to the new credentials. This option would require the development of an added authorization or bridge to be brought forward at a future Commission meeting.

**For preliminary program questions related to the new Education Specialist credentials, please email [SpecialEducation@ctc.ca.gov](mailto:SpecialEducation@ctc.ca.gov)**

*September 2018*

# SELPA ADMINISTRATORS OF CALIFORNIA

## Finance Committee

January 2021

### [Prior Finance Reports](#)

#### [Governor's Budget Proposal Summary](#)

#### [Trailer Bill still Pending - Check HERE](#)

- **\$227.2 B in overall spending**
- \$14 B investment towards immediate pandemic relief
  - immediate relief for individuals and small businesses (\$3 B)
  - safe reopening of schools and extended learning time (\$2 B opening plus 4.6 M for extended learning )
  - creating quality jobs
- **Budget Resiliency**
  - Rainy Day Fund (\$15.6 B)
  - Safety Net Reserves (\$450 M)
  - Public School System Stabilization Account (\$3 B)
  - Operating Reserves (\$2.9 B)
- Sustained Focus on **expanding opportunities early childhood** to college education
- Affordable health care, housing, and increase of state minimum wage to \$14 per hour

#### **Overall K-12 spending is proposed to be \$3.8 B over the Prop. 98 guarantee**

- **LCFF** (\$64.5 B) represents **3.84% COLA** as a combo of last year and this year
- **Deferrals Pay-off** (19-20 deferrals paid, Feb 21 deferred to May and Jun 21 to July 21)
- **Educator Recruitment and Retention** (\$225 M)
- **Educator Professional Development** (\$315.3 M) Educator Effectiveness Block Grant and state-wide resources for PD on Social-Emotional Wellness and trauma-informed practices
- **Mental Health for Students** (\$440 M non-prop 98 ongoing, \$290 M One-time and \$25 M in prop 98 funds) Incentives program for school based services, community resources, innovative partnerships)
- **Learning Loss** \$4.4 B extended learning time due to challenges with distance learning
- **Safe Reopening of Schools** (\$2 B) [TBL from DOF](#) [Safe Schools for All website](#)

#### **Special Education Base Funding**

- New Base Funding \$634.38 (estimated 1.5% COLA)
- No Make-Up of 0% COLA for current year
- No further structural changes to AB 602 funding
- Other Special Education Funds
  - Professional Learning networks to support capacity to access Medi-Cal Funds (\$5 M one-time)
  - Lead COE to provide guidance for Medi-Cal billing System of Support (\$250,000)
  - Certification and Oversight of NPS placements (\$500,00 one-time)
- Seeking information on COLA on SPED funding that was frozen

#### **Intervention Grant**

- \$300 M ongoing funding for Early Intervention Grant
- Language not in print but expected to be similar to 19-20 State Budget (Sent to LEAs and based on number of preschoolers with disabilities)
- SCC estimates it will be \$5900 per resident preschooler with disabilities
- Will focus on evidence-based services that support services in inclusive setting as practicable

#### **COLA Clarification (provided by Michelle Underwood, Coalition Advocate)**

- All Ed programs will get the 1.5% COLA

- LCFF will get a “make up payment” equal to the amount of the missed COLA from last year – making their total effective “COLA” 3.84% The compounded COLA will be applied to the LCFF base grants. It only applies to LCFF, for both K 12 and county offices.

**Details on Teacher Training, Retention and Recruitment (from Lighthouse Review)**

- Teacher Training and Recruitment (\$250 M)
- Golden State Teacher Grant Program (\$100 M)
- Extended Teacher Residency Program (\$100 M)
- Credentialing for Classified School Employees (\$25 M)
- Professional Development (\$7 M)

**Early Childhood Education One-Time Funds**

- Incentive for expansion of TK Programs for all four-year-olds (\$250 M general fund)
- TK and Kindergarten facilities (\$200 M general fund)
- PD for Prep of Early Childhood Education Teachers (\$50 M Prop 98)

**Links to Reviews**

- [Coalition PPT](#)
- [ACSA Budget Review](#)

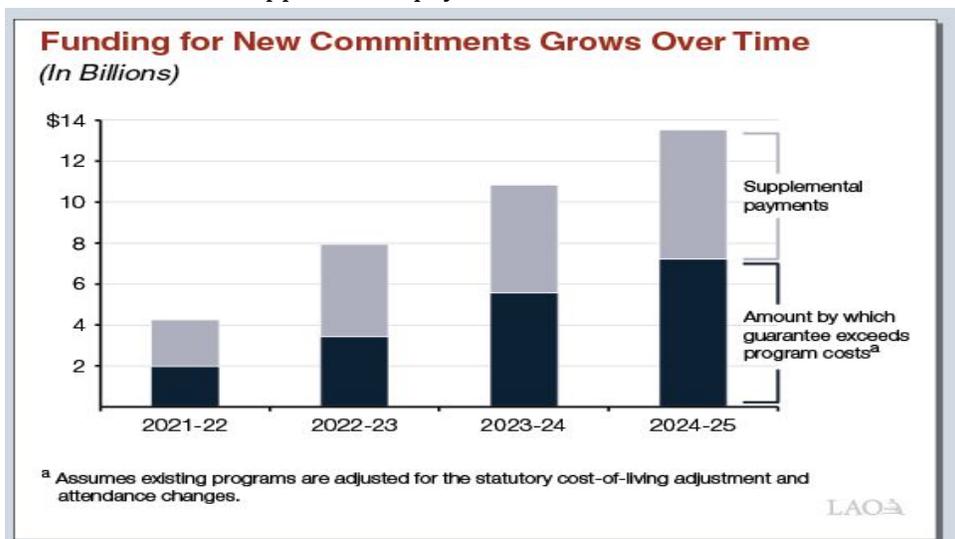
**Legislative Analyst’s Office**

**Overview**

- Rapid uneven recovery
- Tax Collections 22% ahead of budget projections
- Safety Net Programs (Medi-Cal, CalFresh and CalWorks) expenditures below projections
- One-time Windfall estimated between 12-40 B dollars. Recommend ½ be used to replenish reserves.
- Small operating deficit for 2021 but grows in outer years

**Education Funding**

K- 14 Education. Annual growth in Prop 98 General Fund spending on K- 14 averages 3.4% over the period. Although schools and community colleges represent nearly 40% of the General Fund budget, they represent only 30% of the total growth in state expenditures. The largest single factor in the increase is the ongoing statutory supplemental payment for schools, created as part of the 2020-21 budget. As shown below, growth in school and community college funding exceeds statutory program cost growth through the outlook period both with and without the supplemental payment.



**Outlook for Schools and Community Colleges**

- **Dramatic Upward Revision to Current-Year Funding Estimates.** Estimate guarantee is \$84 B, an increase of \$13.1 B (18.5 %) over the June 2020 estimate.
- **Growth in 2021 -22 Mainly Attributable to New Supplemental Payments.** first supplemental payment (\$2.3 B) on top of the guarantee.
- **Significant Ongoing and One-Time Funds Available.** Estimate \$4.2 B in ongoing funds and \$13.7 B in one-time funds available.
- **Guarantee Growing Faster Than Program Costs.**
- **Funding for new commitments grows over time**

**Comments**

- Legislature Could Pay Down All Existing Deferrals. Use One time money to pay deferred \$12.5 B
- Rebound in Funding Warrants a Reassessment of the Supplemental Payments.

COLA		
	2020-21	2021-22*
Statutory COLA	2.31%	1.50%
Funded COLA	0.00%	3.84% (ONLY FOR LCFF)
* Figures included in Governor’s Proposal		

Governor Newsom noted that no COLA was provided in 2020-21, so the proposed funded COLA in 2021-22 is two years’ worth, and compounded, assuming that the statutory COLA in 2021-22 is 1.5%.

**Economic Update - DoF December Bulletin**

**Economic Update for the first 5 months of the fiscal year**

The U.S. unemployment rate decreased to 6.7% in November, after falling 1.0% in October. The U.S. labor force decreased by 400,000 people to 160.5 M in November, There were nine M fewer employed Americans in November than in February, with 4.1 M fewer people in the labor force. The U.S. labor force participation rate was 61.5% in November, down from 63.4% in February. The U.S. added 245,000 nonfarm jobs in November. Since May, the U.S. has added 12.3 M jobs, or 55.6% of the 22.2 M jobs lost in March and April.

**California Labor Market Conditions**

California’s unemployment rate decreased to 9.3 % in October, but still more than double its pre-pandemic rate of 3.9% in February. California’s labor force increased to 19.3 M in October. Despite these record gains, there were 1.3 M fewer employed Californians in October than in February. California’s labor force participation rate increased to 61.6% in October, down from February’s rate of 62.6%.

California added 145,500 nonfarm jobs in October, bringing total job gains since May to 1.1 M, or 43.8% of the 2.6 M jobs lost in March and April. As of October, California nonfarm employment was 8.4% below February’s level of 17.6 M. All four lower-wage sectors and five out of the seven higher-wage sectors added jobs in October.

**Real Estate (Important because Property Taxes)**

California’s median home price decreased to \$711,300 in October, after September’s record-high of \$712,430. Home sales volume decreased to 484,510 units, after hitting its highest volume since February 2009 in September (489,590 units) and were 19.9% above October 2019. Year-to-date, home prices were up 8.3%, while sales volume was down by 1.3%.

**Monthly Cash Report (Important because Deferrals)**

Preliminary General Fund agency cash receipts for the entire 2019-20 fiscal year were \$1.135 B above the 2020-21 Budget Act forecast of \$123.395 B, or 0.9% above forecast.

**For the first five months of the fiscal year:**

Preliminary General Fund agency cash receipts were \$13.772 B above the 2020-21 Budget Act forecast of \$60.663 B.

- Personal income tax cash receipts to the General Fund were \$10.285 B above forecast.
- Sales and use tax cash receipts were \$3.004 B above forecast.
- Corporation tax cash receipts were \$714 M above the forecast of \$6.98 B.
- Insurance tax cash receipts were \$50 M above forecast.

**For the month of November:**

Cash receipts were \$2.429 B above the 2020-21 Budget Act forecast of \$8.081 B.

- Personal income tax - Cash receipts were \$1.513 B above the month's forecast of \$4.729 B. Withholding cash receipts were \$1.199 B above the forecast of \$4.751 B. Other cash receipts were \$178 M above the forecast of \$660 M. Prop 63 requires that 1.76 % of total monthly personal income tax collections be transferred to the Mental Health Services Fund (MHSF).
- Sales and use tax - Cash receipts were \$940 M above the month's forecast of \$2.313 B. November included a portion of the final payment for third quarter taxable sales.
- Corporation tax - Cash receipts were \$140 M above the month's forecast of \$165 M. Estimated payments were \$10 M above the forecast of \$164 M, and other payments were \$19 M lower than the \$218 M forecast. Total refunds for the month were \$149 M lower than the forecast of \$217 M.
- Insurance tax - Cash receipts were \$53 M below the forecast of \$628 M.

**Federal News**

**Omnibus Bill and Covid Relief signed**

The [Consolidated Appropriations Act, 2021](#) (H.R. 133) is a \$2.3 T spending bill that combines \$900 B in stimulus relief for the COVID-19 pandemic with a \$1.4 T [omnibus spending bill](#) for the 2021 federal fiscal year (combining 12 separate annual appropriations bills) and prevents a government shutdown. The bill is one of the largest spending measures ever enacted, surpassing the \$2.2 T [CARES Act](#). The bill signed into law on December 27.

Education spending, including:

- \$73.5 B for the U.S. Department of Education (an increase of \$785 M from FY 2020).
- Funding for formula grants under the Elementary and Secondary Education Act
  - \$16.5 B for Title I grants to low-income schools
  - \$14.1 B for Individuals with Disabilities Education
  - \$2.1 B for Title II teacher professional development state grants
  - \$1.2 B for Title IV Student Support and Academic Enrichment Grants
  - \$10.7 B for [Head Start](#) and \$5.9 B for Child Care and Development Block Grant
  - \$1.3 B for Career and Technical Education State Grants
  - \$1.1 B for Federal TRIO Programs.

Increases for special education included (will apply to our 2021-22 State Budget)

- Part B local assistance grants—\$173.065 M. California will receive an estimated \$18 M increase - 1.6% increase to our total 2019-20 local assistance grant amount.
- 619 Preschool grants—\$3.5 M
- Part C Infant grants—\$4.85 M
- Special Olympics—\$3.6 M
- Personnel Preparation—\$500,000
- Research in special education—\$2 M
- Special education studies and evaluations—\$5 M

[What Congressional Covid Funding Means for K-12 Schools](#)

California K-12 schools to see roughly **\$6.8 B** of these funds in 2021

The Covid-19 relief plans before Congress all dedicate billions to stabilizing education budgets amid deep losses in state revenue. But the amounts vary from bill to bill.

<b>FutureEd</b> <small>STANFORD UNIVERSITY</small>	CARES Act Signed into Law March	HEROES Act Passed by House October	Covid Relief Package Signed into Law December
Education Total	\$30.7 billion	\$208 billion	\$82 billion
K-12	\$13.2	\$175	\$54
Higher Ed	\$14	\$27	\$22
Governors	\$3	\$4	\$4

[Secretary DeVos Releases Statement on Signing of COVID Relief Package](#)

[\\$54 B COVID relief for K12](#)

\$54 B in emergency relief funding is available to support reopening K-12 schools, facilitate continuity of learning, and measure and address the learning loss caused by a lack of in-person learning opportunities. This funding can be used to measure student progress, identify students who have fallen behind, and provide them with differentiated instruction and learning resources that will bring them up to grade level.

[\\$4 B Available in Emergency Education Grants](#)

\$4 B in additional COVID-19 emergency relief is now available to governors to ensure learning continues for students of all ages and at all schools - including NPS. This emergency relief aid, the GEER Fund, has two components: supplemental GEER II and the Emergency Assistance to Non-public Schools (EANS) awards, which comprise \$2.75 B of the total.

**MOE Workgroup Update - NO MOE Workgroup Meeting - NO UPDATES**

**Additional Resources Related to MOE and MOE Monitoring**

- **Focus Topic: MOE Monitoring**
  - MOE Primer <http://selpa.fcoe.org/moe>
- [SEMA-I Walkthrough](#)