

California Association of Health and Education Linked Professions  
Joint Powers Authority (CAHELP JPA)  
**DESERT/MOUNTAIN SELPA STEERING COMMITTEE MEETING**  
*November 9, 2018*  
*Desert Mountain Education Service Center, 17800 Highway 18, Apple Valley CA*

## **AGENDA**

---

### **1.0 CALL TO ORDER**

- 1.1 Adoption of Agenda – November 9, 2018
- 1.2 Adoption of Minutes – October 12, 2018

### **2.0 COMMITTEE MEMBERS COMMENTS/REPORTS**

This is the time during the meeting when the California Association of Health and Education Linked Professions Joint Powers Authority (CAHELP JPA), Desert/Mountain Special Education Local Plan Area (SELPA), Desert/Mountain Charter Special Education Local Plan Area (SELPA), and Desert/Mountain Children’s Center (DMCC) staff is prepared to receive concerns/requests regarding items on this agenda or any school-related special education issues. Discussion will include special education policies and procedures as they relate to local education agency (LEA) coordination and implementation of the SELPA and Charter SELPA Local Plans.

### **3.0 PRESENTATIONS**

### **4.0 DIRECTORS OF EDUCATION REPORTS**

### **5.0 DESERT/MOUNTAIN OPERATIONS AREA DIRECTOR’S REPORTS**

### **6.0 CHIEF EXECUTIVE OFFICER’S REPORTS**

- 6.1 CAPTAIN Survey
- 6.2 Trauma Informed Care
- 6.3 Suicide Hotline Numbers
- 6.4 Easy Translator Subscription Information
- 6.5 School Psychologist vs Educational Psychologist

### **7.0 DIRECTOR’S REPORTS**

- 7.1 Desert/Mountain Children’s Center Client Services Reports
- 7.2 Compliance with AB 2022: How to Access Mental Health Services

California Association of Health and Education Linked Professions  
Joint Powers Authority (CAHELP JPA)  
**DESERT/MOUNTAIN SELPA STEERING COMMITTEE MEETING**  
*November 9, 2018*  
*Desert Mountain Education Service Center, 17800 Highway 18, Apple Valley CA*

---

**AGENDA**

---

**8.0 PROGRAM MANAGER'S**

- 8.1 Professional Learning Summary
- 8.2 Due Process Summary
- 8.3 December Community Advisory Committee (CAC) Meeting
- 8.4 Nonpublic School Update
- 8.5 Compliance Update
- 8.6 Triage Grant

**9.0 BUSINESS DEPARTMENT REPORTS**

**10.0 PROGRAM SPECIALISTS' REPORTS**

- 10.1 Orton Gillingham Training
- 10.2 California Assessment of Student Performance and Progress (CAASPP) Update
- 10.3 Adapting Curriculum: Engaging All Learners Through Universal Design for Learning

**11.0 INFORMATION ITEMS**

- 11.1 December Pupil Count Memo
- 11.2 Monthly Occupational & Physical Therapy Services Reports
- 11.3 Monthly Audiological Services Reports
- 11.4 Monthly Nonpublic School/Agency Placement Report
- 11.5 Upcoming Professional Learning Opportunities

**12.0 DIRECTORS' TRAINING/PRESENTATION**

- 12.1 Overview of the Resilience Breakthrough presented by Christian Moore, Why Try Founder, Author, Speaker, and Social Worker

California Association of Health and Education Linked Professions  
Joint Powers Authority (CAHELP JPA)  
**DESERT/MOUNTAIN SELPA STEERING COMMITTEE MEETING**  
*November 9, 2018*  
*Desert Mountain Education Service Center, 17800 Highway 18, Apple Valley CA*

---

**AGENDA**

---

**13.0 OTHER**

**14.0 ADJOURNMENT**

**NEXT MEETING: DECEMBER 14, 2018 IN THE DESERT MOUNTAIN  
EDUCATIONAL SERVICE CENTER, APPLE VALLEY**

*Individuals requiring special accommodations for disabilities are requested to contact Jamie Adkins at (760) 955-3555, at least seven days prior to the date of this meeting.*

California Association of Health and Education Linked Professions  
Joint Powers Authority (CAHELP JPA)  
**SELPA STEERING COMMITTEE MEETING**  
*October 12, 2018*

---

**MINUTES**

---

**D/M SELPA MEMBERS PRESENT:**

Academy for Academic Excellence and Norton Science & Language Academy – Amanda Gormley, Paul Rosell, Adelanto SD – Kristi Filip, Alicia Johnson, Barstow USD – Derek Delton, SBCSS-D/M Operations – Rich Frederick, Health Sciences High School and Middle College – Julie Kroener, Helendale SD – Michael Esposito, Hesperia USD – Teri McCullum, Elaine Nelson, Lucerne Valley – Vici Miller, Needles USD – Jamie Wiesner (via video conference), Oro Grande SD – Derek Hale, DeShawna Hemstead, Silver Valley USD – Cheri Rigdon, Snowline JUSD – Diane Hannett, Trona JUSD – Alan Tsubota, Victor Elementary SD – Tanya Benitez, Victor Valley Union High School District (VVOHSD) – Francesca Copeland.

**D/M CHARTER SELPA MEMBERS PRESENT:**

Odyssey Charter – Christina Roberts, Pathways to College – Kacey Finerty.

**OTHERS PRESENT:**

McKinley Children’s Center - Dwight Counsel.

**CAHELP, SELPA, & DMCC STAFF PRESENT:**

Jamie Adkins, Jacob Aguilera, Danielle Cote, Peggy Dunn, Corinne Foley, Marina Gallegos, Bonnie Garcia, Colette Garland, Jenae Holtz, Kristee Laiva, Linda Llamas, Maurica Manibusan, Kami Murphy, Lisa Nash, Sheila Parisian, Kathleen Peters, Daria Raines, Natalie Sedano, Jennifer Sutton, Athena Vernon.

**1.0 CALL TO ORDER**

The regular meeting of the California Association of Health and Education Linked Professions Joint Powers Authority (CAHELP JPA) D/M SELPA Steering Committee meeting was called to order by Chief Executive Officer Jenae Holtz at 9:00 a.m., at the Desert Mountain Educational Service Center, Apple Valley. The meeting Agenda for October 12, 2018, and the meeting Minutes for September 14 were adopted as presented.

Jenae Holtz acknowledged Jamie Wiesner with Needle USD joining the meeting via Web Ex.

**2.0 COMMITTEE MEMBERS COMMENTS/REPORTS**

Acknowledgements - Mike Esposito thanked Bonnie Garcia, Sheila Parisian, and Rich Frederick for the assistance provided to the Helendale SD.

Cheri Rigdon thanked Jennifer Rountree for assisting in the classrooms.

Vici Miller thanked Corinne for the great Community Advisory Committee meetings over the last six years. Vici also thanked Maurica Manibusan and Jake Aguilera for answering



California Association of Health and Education Linked Professions  
Joint Powers Authority (CAHELP JPA)  
**SELPA STEERING COMMITTEE MEETING**  
*October 12, 2018*

---

**MINUTES**

---

emails after hours. She then announced that Alan Tsubota has two more steering meetings before he retires.

Jenae Holtz thanked Corinne Foley for her service to SELPA and for leading a great team of program specialists. Jenae remarked that Corinne is gifted in organization and teaching. She wished Corinne the very best.

Corinne Foley thanked the meeting attendees for serving alongside her and for the opportunity to support the parents and students.

Student Transportation - Cheri Rigdon stated that Silver Valley USD will be transporting a student with severe profound autism to a county program in Victorville, which is extremely expensive. She asked Derek Delton of Barstow USD if they could possibly share costs. Cheri shared that Lucerne Valley USD uses vans instead of buses to help with costs. She asked that directors share any other transportation ideas with her.

UDL Training - Cheri Rigdon shared that Silver Valley is seeking Universal Design for Learning (UDL) training specific to implementing lessons. She said that Bonnie Garcia will be recommending trainers to contact. Cheri asked if D/M SELPA could host the training and have all LEAs contribute to the costs so all schools could benefit.

Jenae Holtz stated D/M SELPA will bring information back to the November meeting.

Hesperia USD Plugged In - Teri McCullum reported that Hesperia USD is hosting their 4<sup>th</sup> annual Plugged In event on Saturday, October 20<sup>th</sup>. It is free and Dr. Adolph Brown is the keynote speaker. She continued that the topic will be unconscious bias. She shared that there are three sessions, the event will be held from 8:00 a.m. to 12:00 p.m. and registration is available on the Hesperia USD web site.

**3.0 PRESENTATIONS**

None.

**4.0 DIRECTORS OF EDUCATION REPORTS**

Alicia Johnson, Barstow USD, stated that she learned about the Special Education Administrators of County Offices (SEACO) assessments in the moderate/severe programs. She asked if any other LEAs have been using the product.

Rich Frederick confirmed that Alicia was speaking about the special education access guide to the State standards for the moderate to severe programs that is being marketed by Lakeshore. He stated that San Bernardino County Superintendent of Schools (SBCSS) is using the program. Rich agreed to provide a presentation on the program so directors can

California Association of Health and Education Linked Professions  
Joint Powers Authority (CAHELP JPA)  
**SELPA STEERING COMMITTEE MEETING**  
*October 12, 2018*

---

**MINUTES**

---

see it before purchasing it. Rich stated the program comes on a zip drive and the cost is under \$200.00. He concluded that SEACO has provided training of trainers as well.

**5.0 DESERT/MOUNTAIN OPERATIONS AREA DIRECTOR'S REPORTS**

Rich Frederick stated that D/M Operations is still in process of developing two moderate/severe classrooms at the Apple Valley County Alternative Education Center (AVAEC) that will be designed as an alternative to nonpublic schools for students who are low cognitively with high behavior needs. He continued that the classrooms are expected to be ready in January with support from Point Quest and D/M SELPA. Rich then reported that due to numbers and growth, D/M Operations is looking at opening two intensive autism preschool classrooms in Hesperia USD in January because the Apple Valley County Early Education Center (AVCEEC) is impacted. Rich continued that D/M Operations is also considering needs across school districts in the area including Barstow USD. Rich concluded that the AVAEC program does now serve students as young as five in the Elementary SUCCESS program.

**6.0 CHIEF EXECUTIVE OFFICER'S REPORTS**

**6.1 Legislative Updates**

Jenae Holtz asked the committee members if they would like to continue hearing the legislative updates or if they would prefer to leave the topic at the Governance Council level. The committee agreed that they do want to continue to be provided with the information at the Steering meetings.

Jenae explained that the State SELPA Administrators of California is an organization composed of all SELPAs across the state and through the membership fees, hire a lobbyist group. The lobbyist moved to Lighthouse Public Affairs LLC and the State SELPA decided to do the same. Jenae asked the committee members to let her know if there is any item of significance that they want to be brought to the SELPA lobbyist.

Jenae provided the current status of the following bills:

- AB3136 Special Education Finance – Held in Senate Appropriations Committee because of funding.
- AB 2657 Restraint and Seclusion – Signed in to law by Governor Brown. Jenae stated that the state is reviewing how restraint and seclusion are being used in public, nonpublic and charter schools. She continued that it is important to train staff on how to react and intervene without putting hands on students.

California Association of Health and Education Linked Professions  
Joint Powers Authority (CAHELP JPA)  
**SELPA STEERING COMMITTEE MEETING**  
*October 12, 2018*

---

## **MINUTES**

---

- AB 2423 Physical Therapists – Signed into law by Governor Brown. Jenae summarized that the bill allows physical therapy services to be provided without a medical prescription from a doctor and to continue services without a renewed prescription.
- AB 3096 School Accountability Report Card – Held in the Senate Appropriations Committee due to funding.
- SJR 19 Special Education Funding – Adopted. Jenae stated that it is recorded that SELPA’s are not equalized though we should be.
- AB 2083 Foster Youth: Trauma-Informed System of Care – Signed into law by Governor Brown. Jenae stated that it will apply to long-term and short-term residential placement. The County Department of Behavioral Health and the Department of Health Care Services will probably be working on what this looks like. Jenae continued that each county will be responsible for their own programs. She shared that it is important to be sensitive to students that need counseling that do not require special education. Jenae concluded by encouraging directors that are not in San Bernardino county to ask to be part of their county meetings.
- AB 1951 Pupil Assessments – Vetoed by Governor Brown.
- SB 354 IEP Translation Services – Vetoed by Governor Brown because it is already written in to Individuals with Disabilities Education Act (IDEA). Jenae share that although this bill was vetoed, it is not dead. She continued that a new bill with new wording will be presented to the new governor. The concern of D/M SELPA is that a 30-day time line for eight languages is a difficult goal. Jenae stated that the State SELPA is going to talk with the author of the new bill and ask for a 45 to 60-day timeline with a limit of four languages.

Jenae shared that DM Operations has a Xerox printer that scans and prints documents translated in to the language selected on the machine. We’ve had staff read documents translated by the printer and the translations are very accurate. Jenae will provide the directors with the printer information.

- AB 2171 Inclusion of Employment Planning in IEP – Died on the inactive file.
- SB 1127 Medical Cannabis at Schools – Vetoed by Governor Brown. Jenae shared that the Governor’s Message regarding the veto sited the bill was overly broad as it applied to all students instead of a limited number where

California Association of Health and Education Linked Professions  
Joint Powers Authority (CAHELP JPA)  
**SELPA STEERING COMMITTEE MEETING**  
*October 12, 2018*

---

## **MINUTES**

---

a doctor recommends medical marijuana to prevent or reduce the effects of seizures. She also noted that a judge recently ordered a 5-year-old to receive medical marijuana cream at school for seizures. The order included the parent coming to the school site to administer the cream, not school staff. Jenae reminded the committee that the school does have the right to say no to medical marijuana being administered at the school site.

- AB 2580 Special Education Due Process Hearings – Signed into law by Governor Brown. Jenae stated the bill requires the hearing office to apply a certain rule of the court in making a determination of what constitutes good cause and would authorize a second or subsequent extension to be granted for good cause or any other purpose at the discretion of the hearing office in a due process case.
- AB 2168 Special Education Teachers Grant Program – Vetoed by Governor Brown.
- SB 328 School Start Time – Vetoed by Governor Brown.
- AB 1436 Suicide Prevention – Signed into law by Governor Brown. Jenae shared the bill states on or after January 1, 2021, an applicant for licensure as a Marriage and Family Therapist, Educational Psychologist, Clinical Social Worker, or Professional Clinical Counselor will be required to complete a minimum of 6 hours of coursework or applied experience under supervision in suicide risk assessment and intervention. The bill also has a onetime requirement for licensed Marriage and Family Therapist, Educational Psychologist, Clinical Social Worker, or Professional Clinical Counselor to complete the suicide risk assessment and intervention training requirement prior to their first renewal after January 1, 2021. Jenae continued that D/M SELPA has staff trained in Youth Mental Health First Aid and we will be talking to the Board of Behavioral Sciences attaching Continuing Education Credits (CEU) to the training so it will meet the requirement for this assembly bill.

Diane Hannett stated that Educational Psychologists and School Psychologists are not the same and questioned if the requirement will apply to the School Psychologists as well. Jenae responded that she will take the concern to State SELPA for clarification.

- AB 2022 Notification About Student Mental Health Services – Signed into law by Governor Brown. Jenae shared this bill would require a school or charter school to notify pupils and parents/guardians at least twice a school year on how to initiate access to pupil mental health services on campus, in

California Association of Health and Education Linked Professions  
Joint Powers Authority (CAHELP JPA)  
**SELPA STEERING COMMITTEE MEETING**  
*October 12, 2018*

## **MINUTES**

---

the community, or both. Jenae said a school could send out flyers at the beginning of the school year and in the middle of the school year with resources to ensure parents know what resources are available if they have mental health concerns about their children. Linda Llamas will work on language to assist directors.

- AB 2639 Suicide Prevention Policies – Signed into law. Jenae reported this bill states the governing board of an LEA serving pupils in grades 7-12 inclusive adopt a policy on pupil suicide prevention before the beginning of the 2017-18 school year specifically addressing high risk groups. The bill continues that the adopted policy must be reviewed a minimum of every five years and if necessary, be updated. Jenae also reported that this is a state mandated local program. She continued that it is part of a system of calendaring the date when policy was written to ensure it is current and meeting the needs of students. Jenae concluded that Linda Llamas has great resources and encouraged directors to contact her directly.
- SB 972 Pupil Identification Cards/Suicide Hotline Numbers – Signed in to law by Governor Brown. Jenae reported that on one side of every ID card for students in grades 7-12 there must be suicide prevention resources: National Suicide Prevention Lifeline, Crisis Text Line and local suicide prevention hotline. Jenae shared that she will provide those numbers to the directors at the November meeting so they are prepared before the effective date of July 1, 2019.
- SB 1019 Mental Health Partnership – Vetoed by Governor Brown. Jenae said that this bill would have taken money away from the Triage Grant awardees and spread it out among more agencies.

### 6.2 Inter-District Transfers

Jenae Holtz provided a summary of the historical Steering Meeting information regarding inter-district transfers dating back to June 11, 2010. Jenae stated that the funding model has never changed. She continued that the Governance Council must approve changes in fiscal allocations. Jenae further stated that in 2010, the issue was that districts had their own policies on inter-district transfers and forms. Those forms stated there was no cost to the district which is correct for general education but not for special education. Jenae said that at this time, the LEA AB602 dollars for students with disabilities that transfer will transfer to the district of service. She encouraged LEAs completing inter-district transfers to use the LEA inter-district form for students in general education and to use form D/M 128 for students in special education. Jenae continued that the district receiving the transfer cannot deny an inter-district transfer based on the child's disability.

California Association of Health and Education Linked Professions  
Joint Powers Authority (CAHELP JPA)  
**SELPA STEERING COMMITTEE MEETING**  
*October 12, 2018*

---

**MINUTES**

---

Diane Hannett said that a transfer can be denied based on the LEA being impacted but not based on cost. She continued that initially the IEP team was able to request district transfers and the fee-for-service was attached but it was probably not intended when the parent requests a transfer. Diane requested the Governance Council reevaluate attaching the fee-for-service to the parent requested transfers.

Lisa Nash stated that when transfers are denied because programs are full or impacted and the district posts the date they are expecting to receive new requests, it is important that the district board policies are clear that if the district's programs are full, transfer requests will be denied.

Jenae confirmed that once a district has accepted an inter-district transfer, they are responsible for providing the services to that student. She said as a collective, there should be discussion between the districts of what the student's needs are before the transfer is approved or denied.

Maurica Manibusan shared that California Education Code 48301 addresses reasons for denying transfers and board policy wording.

Jenae Holtz stated that each LEA board policies should address IEP transfer requests and parent transfer requests separately as they are two different items.

Diane shared her concern over accepting siblings that are in general education and special education because the cost for students in special education is so much higher.

Jenae agreed to take the issue of inter-district transfers to the Governance Council for discussion.

Teri McCullum asked what language should be used if a student moves mid-year and the district has agreed to continue serving the student for the remainder of the current year but not for future years.

Jenae agreed to look in to the language and even consider making it part of the D/M SELPA policies. She then stated that as SELPA members, districts agree to follow the policies and procedures of the SELPA. Jenae concluded if policies regarding fee-for-service need to be adjusted and language changed or added, the process can be started.

## **MINUTES**

---

### 6.3 Residential Treatment Center Responsibilities

Jenae Holtz shared that Behavioral Health Counselor II Eddie Peterson will be moved to D/M SELPA from Desert Mountain Children's Center to take over residential treatment center visits and IEPs along with Peggy Dunn. She concluded that Eddie will be learning the processes so D/M SELPA is able to take back more responsibilities.

### 6.4 Vaccination Order

Jenae Holtz presented an Office of Administrative Hearings (OAH) case involving an LEA's potential denial of free appropriate public education (FAPE) by threat of removal a student from placement due to not being vaccinated. Jenae stated based on this case, children with disabilities must be served whether they are vaccinated or not. Federal law trumps state law so these children must be served. Jenae continued that changing a student with disabilities to homeschool is placing them in a more restrictive environment. Changing a child's placement or denying FAPE because they are not vaccinated is not legal. Jenae shared her opinion is that students with disabilities that are not vaccinated should be allowed to attend schools unless they have a contagious illness. Jenae concluded that if a student cannot receive vaccinations due to a medical reason, a medical clearance can be requested before allowing the child to attend.

### 6.5 Statewide Testing Results

Jenae Holtz reported that students in grades 3-5 throughout San Bernardino county have shown the most improvement among students meeting proficiency in both English language arts (ELA) and math results for the California Assessment of Student Performance and Progress (CAASPP). The students in the three grade levels showed 3-5 percentage points of gains in English language arts and increases of 2-4 percentage points in math. Jenae continued that there will be a charter dashboard coming out this year for every charter school regardless if the charter is dependent or independent. She said at that time charters will be taken out of the district dashboard information numbers and put in to the charter dashboard. Jenae continued that SELPAs will soon have their own dashboard but there is no release date for that change. Jenae also stated that SBCSS is including D/M SELPA in their mandated differentiated assistance plans. Jenae then stated the district dashboard will be released on December 3, 2018. Derek Delton asked what the high school assessment dates are and Jenae replied that she will find out and report back.

California Association of Health and Education Linked Professions  
Joint Powers Authority (CAHELP JPA)  
**SELPA STEERING COMMITTEE MEETING**  
*October 12, 2018*

---

**MINUTES**

---

6.6 CDE Change in FMTA Consultant

Jenae Holtz explained that a Focused Monitoring and Technical Assistance (FMTA) Consultant is a California Department of Education (CDE) contact who assists with compliance issues. Jenae shared that the new FMTA for our region is Dr. Susan Olsen and to look for her emails.

6.7 California School for the Deaf, Riverside

Jenae Holtz shared that State SELPA had been scheduled to meet with California School for the Deaf, Riverside (CSDR) but CSDR cancelled the night before based on advisement from CDE. There is concern that SELPAs and districts are being charged by special state schools for services that have not been authorized by the schools/SELPAs of residence. Jenae confirmed the district is responsible for transportation. Jenae stated she expected to have more information for today's meeting but does not due to the CSDR cancellation. Jenae continued that at the Inland Empire SELPA meeting, she asked what would happen if SELPA refuses to pay. The answer was that CSDR will exit the students who will return to the district of residence.

6.8 California Dashboard Reports

Jenae Holtz provided brief instructions on how to access reports in the California Dashboard. She reminded the members (when searching) not to enter the district's full name but instead enter only the city name. Searching by city will generate a list of many schools and districts to choose from. Jenae encouraged the members to explore the website as there are many details available.

6.9 Special Education Update

Jenae Holtz shared that the CDE has created a new annual performance report. Jenae continued that Colette Garland will be working with the directors on the new report that is required annually. Jenae shared that Colette Garland attends CASEMIS trainings through the CDE then reports the information to the directors and the LEA CASEMIS contacts.

6.10 CALPADS Update

Colette Garland shared that transition from CASEMIS to CALPADs is in process. She explained at this time, users can enter the short description in Web IEP and she will convert the information to the new codes on the back end. Colette pointed out that the previous Code 90 - Other will no longer be available. She also provided instruction to not use Code 40 - Late Without Cause as this will result in being



California Association of Health and Education Linked Professions  
Joint Powers Authority (CAHELP JPA)  
**SELPA STEERING COMMITTEE MEETING**  
*October 12, 2018*

---

## **MINUTES**

---

identified as out of compliance. Colette reported that Code 92 - New Referral is no longer available but she is working on another option. She emphasized that Statewide Student Identifier (SSID) numbers are required for almost every student, even those that have not yet been assessed.

Jenae asked for all questions about codes be directed to Colette Garland or Peggy Dunn prior to the information being entered in to CALPADs to prevent the need for corrections later.

### **7.0 DIRECTOR'S REPORTS**

#### **7.1 Desert/Mountain Children's Center Clients Services Reports**

Linda Llamas referred to the individual LEA Open and Closed DMCC Client Services Reports that were provided in the appropriate LEA folders. She asked for any changes to be reported to her.

Letters to Districts from Parents - Linda then addressed the concern of parents bringing letters to districts requesting assessments for their children. Linda stated she found out that there were some DMCC staff providing those templates to parents and that they have been instructed to stop. Linda stated DMCC is encouraging parents to discuss their concerns with teachers and school staff. She asked that any additional letters be forwarded to her so she can readdress it with her staff.

Diane Hannett shared that she has had two cases in the last week in which a DMCC counselor has advocated for placement outside of district.

Linda asked for the counselor information to follow up with them. She stated that the counselors are trained to not recommend placement and apologized to Diane for this occurrence.

### **8.0 PROGRAM MANAGER'S REPORTS**

#### **8.1 Professional Learning Summary**

Corinne Foley presented the Professional Learning Summary. She highlighted the latest attendance at various trainings provided by SELPA. Corinne stated individual reports were provided in the LEA folders. Corinne added that the On-Site Request Form will be updated to include the option of opening up on-site trainings to other members of the D/M SELPA and Charter SELPA. This will allow other members that are geographically distant to participate in trainings. Corinne reminded the committee that today's Directors' Training/Presentation topic is

## **MINUTES**

---

transgender and suicide. Corinne then stated that a Community Advisory Committee meeting (CAC) was held last night and the next meeting is scheduled for December. Corinne concluded that Kathleen Peters will take over the responsibility of CAC when Corinne retires.

### 8.2 Orton-Gillingham Comprehensive Literacy Training

Corinne Foley stated that at the September Steering Committee Meeting, Bonnie Garcia presented on the Orton-Gillingham Approach as a possible training to be offered by D/M SELPA. Corinne stated the SELPA is still receiving many requests for help with reading for students. She shared that Victor Elementary School District has been working with Orton-Gillingham Foundation to provide training in teaching fluency, and phonic awareness. Corinne continued that the intensive Orton-Gillingham training consists of 30 hours of comprehensive training (5 days) that may be split up. She also stated the cost of approximately \$1600 per participant includes the training as well as online access for one year. Corinne reported D/M SELPA would like to offer this training April 15-17, 2019 and May 20-21, 2019. She said the reason the five days of training were split is to accommodate the need for substitute teachers and to allow the participants to apply what they learn then return to the later training days with experience and more questions. Corinne continued by asking for the support and interest of the members to move forward with scheduling.

### 8.3 Hola! Translator Training

Corinne Foley reported that based on a request at the September Steering Committee Meeting, a 2-day Hola! Translator Training has been scheduled for December 18-19, 2018. This is a comprehensive training for Spanish interpreters at IEP meetings. Corinne concluded that the training includes the specialized language of state and federal mandates and meets the criteria for certification.

### 8.4 Audiology Processes and Support

Corinne Foley shared that several LEAs are currently experiencing a shortage of qualified Speech Language Pathologists (SLP). She continued that when students have audiograms and audiological services involved in their IEPs there must be qualified staff to interpret the reports at the IEP meetings. Corinne stated that if an LEA needs assistance the process is to submit a request to the SBCSS area director to have a Deaf Hard of Hearing (DHH) teacher participate in the IEP meeting to assist in the interpretation of the audiology report. Corinne concluded that the area director is Rich Frederick; the committee members can contact him directly so that he can track the requests.

## **MINUTES**

---

### 8.5 CAASPP Update

Bonnie Garcia shared that streamline accommodation is now a designated support in Matrix I of CAASPP. She stated this accommodation will eliminate much of the background noise and make the information more streamline. Bonnie continued that medical devices are also now designated support and may be used during the assessment for certain accommodations, such as phones that monitor glucose. The school districts will be responsible to monitor the devices. Bonnie stated abacus includes expanded recommendation for use. Bonnie continued that students with 504 Plans and IEPs can be exempt from taking any of the ELPAC domains, if the IEP team determines that the accessibility resources are not sufficient to accommodate the needs of a student. Bonnie then stated there are changes to the California Alternative Assessment (CAA) in the ELA, math, and science portions including the survey of student characteristics has been eliminated and language complexity and formatting have been simplified. The performance tasks in the science portion can be administered as soon as the unites are completed and the students must attempt all three performance tasks. Bonnie concluded that the Test Administration Certification continues to be a requirement and will be available starting in November 18, 2018. The certification can be done online and will be offered in person at DMESC on March 12, 2018.

### 8.6 Local Solutions to the Shortage of Special Education Teacher Grant

Corrine Foley presented on the Request for Proposals for Helping California Schools Address the Demand for Credentialed Teachers. She shared that the grant has a short timeline and is due by October 30, 2018 with an optional letter of intent. The grant is focused around districts and charter schools with \$20,000 per teacher for teacher service scholarships, student debt payments, living stipends for newly credentialed teachers, recruitment.

### 8.7 Due Process Summaries

Jenae Holtz provided a summary of open due process cases. She reported that Sheila Parisian will be completely dedicated to resolution process soon. Jenae concluded by sharing that due process filings are up across the state.

### 8.8 Inland Regional Center Referral Form

Jenae Holtz presented the SELPA Form D/M 174 – Referral Form to Inland Regional Center (IRC). She stated this form is for sites in the desert/mountain region that have workability and TPP services for transitional age youth. Jenae further stated this subtitle was revised so it would not be confused with the referral

California Association of Health and Education Linked Professions  
Joint Powers Authority (CAHELP JPA)  
**SELPA STEERING COMMITTEE MEETING**  
*October 12, 2018*

---

## **MINUTES**

---

to IRC for new students to be assessed. Jenae concluded having the consent of the SELPA Steering Committee the form will be adopted as presented.

Cheri Rigdon shared that she has not been able to get a representative from Department of Rehabilitation to attend IEP meetings. She asked if there is a specific contact for those requests.

Jenae agreed to ask Adrienne Shepherd-Miles for the contact information to share with the committee.

### 8.9 PBIS Recognition Celebration

Kami Murphy presented a slide show of the PBIS Recognition Celebration where seventy-nine school sites were recognized.

### 8.10 Triage Grant-Interconnected Systems Webinar Series

Kami Murphy shared that district and site staff will be attending the Integrated Systems Framework two-part webinar series presented by Susan Barrett. Kami asked for questions be directed to her.

### 8.11 Compliance Updates

Disproportionality - Peggy Dunn reported that the SELPA's new FMTA Dr. Susan Olsen now has access to Web IEP. Peggy requested that any changes in students be reported to Dr. Olsen. Peggy continued that Dr. Olsen is currently reviewing the following districts for 2017-18 disproportionality: Academy for Academic Excellence, Adelanto SD, Apple Valley USD, Baker Valley USD, Barstow USD, Excelsior, Health Sciences High, High Tech High, High Tech International, High Tech High Media Arts, High Tech High Middle, SBC Chula Vista, SBCSS-all three regions, Helendale SD, Hesperia USD, Needles USD, Snowline JUSD, Trona JUSD, Victor Elementary SD, and Victor Valley UHSD. Peggy stated the SELPA policies and procedures were submitted and approved by the previous FMTA, Melody Hood.

DINCs – Peggy continued that regarding the 2018-19 Data Identified Non-Compliance (DINCs), Colette Garland received a preview of the identified LEAs. She stated districts should receive two letters soon. Peggy asked directors to email copies of the letters to Colette. She explained that one letter will inform the LEA that they are in DINCs and the other will provide a password. Peggy stated that the indicators that will be reviewed are:

California Association of Health and Education Linked Professions  
Joint Powers Authority (CAHELP JPA)  
**SELPA STEERING COMMITTEE MEETING**  
*October 12, 2018*

---

## **MINUTES**

---

- #11 60-Day Timeline
- #12 Part C to B
- #13 Transition
- Overdue Annuals, Overdue Triennials

Peggy then stated that the LEAs that will be reviewed for 2018-19 DINCS are: High Tech International, Chula Vista, SBC North County, High Tech High Elementary, SBCSS-all three regions, Excelsior, Adelanto SD, Barstow USD , Bear Valley USD, Oro Grande SD, Victor Elementary SD, Victor Valley UHSD, Silver Valley USD, Snowline JUSD, Hesperia USD, Lucerne Valley USD, Apple Valley USD, High Tech High.

Collette Garland asked to be notified when the DINCS information has been entered in to the portal so she can review it before it is submitted to CDE.

Jenae Holtz shared that she did a quick preview of DINCS and there is improvement. She can see that there have been systems put in place.

Colette echoed Jenae's sentiments, stating the numbers are lower than they've been in the past few years.

Performance Indicator Review - Peggy notified the committee that the 2017-18 Performance Indicator Review (PIR) information will be provided in November. Jenae stated that as D/M SELPA receives notifications about who is in PIR, there will be workshops scheduled to assist with how to analyze the data and writing PIR reports.

Comprehensive Review - Peggy shared that the districts in Comprehensive Reviews (CR) are Barstow USD and Apple Valley USD. She stated the final reports from CDE have been received. Jenae said that the reports are lengthy and D/M SELPA will meet with the districts to assist with the corrective actions.

Jenae reported that a trailer bill has passed that will require all LEA Local Control Accountability Plans (LCAPs) to include special education. The CDE has not determined how multi-district SELPAs will write a local plan to include areas of all LCAPs. The new local plan will be due to CDE during the spring of 2020.

California Association of Health and Education Linked Professions  
Joint Powers Authority (CAHELP JPA)  
**SELPA STEERING COMMITTEE MEETING**  
*October 12, 2018*

---

**MINUTES**

---

8.12 Nonpublic School Options

Peggy Dunn stated that the high desert has limited resources for the severe autism population. She provided a list of K-12<sup>th</sup> grade nonpublic schools (NPS) down the hill that serve students with severe autism. Peggy reported that D/M Charter SELPA holds master contracts with Altus Academy and McKinley Children's Center. The master contract with Precious Hearts is almost completed. Peggy then stated that she will update this list with contact information and grade levels. Peggy concluded that she will provide additional resources as she finds them.

Teri McCullum shared that she, a Hesperia USD school psychologist, and an occupational therapist visited Precious Hearts and they were impressed with the facility. She said that Hesperia USD is considering sending a few of their students to Precious Hearts for services. Jenae Holtz shared that they do have good reputation.

Peggy reported that she and Jenae visited the Adelanto campus of Bright Futures Academy (BFA) the week prior. Peggy noted that there have been significant improvements. She shared that the principal is on top of things, has a clear vision and the vision is being realized. Peggy also reported that the Apple Valley campus of Bright Futures Academy that serves moderate/severe students still needs improvement. Peggy continued that the BFA President, Betti Colucci is planning to move the Apple Valley campus to the Adelanto site. Peggy stated that the D/M SELPA will work closely with BFA by providing continued supports.

Jenae reported that the changes at the BFA Adelanto campus were impressive. She suggested the directors visit the campus if considering placing students there. Jenae stated when the moderate to severe population is moved to Adelanto, they will be completely separate from the emotionally disturbed population. Jenae continued that the leadership at the Adelanto campus is very strong which makes a huge difference on a campus. Jenae and Peggy met with the BFA CEO and operation officer yesterday to express their continued concerns with the Apple Valley campus. Jenae talked with the BFA managers that the program has to change, not just the location. Jenae believes that having a leader that understands and helps their staff to understand may be the answer.

**9.0 BUSINESS DEPARTMENT REPORTS**

Jenae Holtz reminded the directors that the Finance Committee Meeting is October 24, 2018 and encouraged the LEA fiscal representatives to attend.

California Association of Health and Education Linked Professions  
Joint Powers Authority (CAHELP JPA)  
**SELPA STEERING COMMITTEE MEETING**  
*October 12, 2018*

**MINUTES**

---

**10.0 PROGRAM SPECIALISTS' REPORTS**

10.1 Region 10 Behavior Conference

Danielle Cote shared that the Region 10 Behavior Conference will be held on October 26, 2018 at the Corona-Norco District Office, however registration has reached capacity. She reported that due to the size of the venue, they are not able to increase the number of attendees. Danielle encouraged individuals to take advantage of the registration wait list in the event of cancellations.

10.2 ADR Training Flyer

Bonnie Garcia presented the Alternative Dispute Resolution (ADR) Training Flyer. The training is November 13, 2018 from 8:30 a.m. -3:00 p.m. at the West End SELPA and the cost is \$75.00 per person. Bonnie reported that the presenter is Dr. Ron Powell and the topic is on the importance of relationships. She concluded there are plenty of openings available for this training.

Jenae Holtz reported that the D/M SELPA will cover the cost of five staff members per district to attend the State SELPA ADR conference in 2019. She asked that inquiries regarding registration payments for this event be directed to Marina Gallegos.

**11.0 INFORMATION ITEMS**

Jenae Holtz stated that due to varying reporting cutoff dates for some of the information items that were regularly on the agenda such as County Regional and SELPA Related Services, Low Incidence Equipment Reimbursements, and Nonpublic Agency/Placement Expenditures will now be distributed to LEAs via email so directors can receive the most current data.

11.1 Monthly Occupational & Physical Therapy Services Reports

11.2 Monthly Audiological Services Reports

11.3 Monthly Nonpublic School/Agency Placement Report

11.4 Upcoming Professional Learning Opportunities

**12.0 DIRECTORS' TRAINING/PRESENTATION**

Jenae stated the committee will briefly recess to allow the presenter Cheryl Babb, DMCC Behavioral Health Counselor Supervisor to set up for the presentation.

California Association of Health and Education Linked Professions  
Joint Powers Authority (CAHELP JPA)  
**SELPA STEERING COMMITTEE MEETING**  
*October 12, 2018*

---

**MINUTES**

---

Cheryl Babb presented on The Truth about Transgender and Suicide, followed by a discussion with questions and answers on the topic.

Jenae concluded directors may contact Cheryl or Linda Llamas, should they need any additional information or assistance on this subject.

**13.0 OTHER**

None.

**14.0 ADJOURNMENT**

Having no further business to discuss, the meeting was adjourned at 3:00 p.m.

**NEXT MEETING: NOVEMBER 9, 2018 IN THE DESERT MOUNTAIN  
EDUCATIONAL SERVICE CENTER, APPLE VALLEY**

*Individuals requiring special accommodations for disabilities are requested to contact Jamie Adkins at (760) 955-3555, at least seven days prior to the date of this meeting.*



---

---

**From:** [bounce-1585101-5157110@mlist.cde.ca.gov](mailto:bounce-1585101-5157110@mlist.cde.ca.gov) <[bounce-1585101-5157110@mlist.cde.ca.gov](mailto:bounce-1585101-5157110@mlist.cde.ca.gov)>

**On Behalf Of** SPECEDINFOSHARE

**Sent:** Tuesday, October 30, 2018 10:28 AM

**To:** Jenae Holtz <[Jenae.Holtz@cahelp.org](mailto:Jenae.Holtz@cahelp.org)>

**Subject:** Survey for Evidence-Based Practices for California Students with Autism

**Date:** October 30, 2018

**Subject:** Information Sharing from the State Director of Special Education

The California Department of Education, Special Education Division is working in partnership with the California Autism Professional Training and Information Network (CAPTAIN) to better understand how to support your efforts to provide quality education for students with Autism.

You have been identified as a leader and/or educator who is knowledgeable about the factors that influence the use of Evidence Based Practices (EBPs) for California Students with Autism. The survey, below, is focused on Autism; however, the results will also help to inform the use and scale up of EBPs in education more broadly.

I would like to encourage you to participate in this comprehensive statewide survey.

Your participation will consist of:

1. Completing this **brief [online survey](#)** and
2. Forwarding this email to leaders and educators within your organization who are also involved in educating students with Autism. (e.g., Administrators,

Principals, Direct Service Providers/Specialists, Teachers, Paraeducators)

A brief introductory video about the survey is available on [YouTube](#).

**Please select [this link to the survey](#) or copy and paste the following link in your browser: [https://ucdavis.co1.qualtrics.com/jfe/form/SV\\_8dFzIViW5jx7T0x?Refer=CDE](https://ucdavis.co1.qualtrics.com/jfe/form/SV_8dFzIViW5jx7T0x?Refer=CDE)**

Thank you for your participation in this survey and assistance with disseminating the survey to others working to improve student outcomes in California public schools.

If you have any questions please send an email to [hs-captain@ucdavis.edu](mailto:hs-captain@ucdavis.edu).

---

You are currently subscribed to selpa as: [jenae\\_holtz@sbcss.k12.ca.us](mailto:jenae_holtz@sbcss.k12.ca.us).

To unsubscribe send an email to [specedinfoshare@cde.ca.gov](mailto:specedinfoshare@cde.ca.gov).

[Home](#)[Bill Information](#)[California Law](#)[Publications](#)[Other Resources](#)[My Subscriptions](#)[My Favorites](#)**AB-2083 Foster youth: trauma-informed system of care.** (2017-2018)

SHARE THIS:



Date Published: 09/27/2018 09:00 PM

**Assembly Bill No. 2083****CHAPTER 815**

An act to add Section 16521.6 to the Welfare and Institutions Code, relating to foster youth.

[ Approved by Governor September 27, 2018. Filed with Secretary of State September 27, 2018. ]

**LEGISLATIVE COUNSEL'S DIGEST**

AB 2083, Cooley. Foster youth: trauma-informed system of care.

Existing law, commonly known as Continuum of Care Reform (CCR), states the intent of the Legislature in adopting CCR to improve California's child welfare system and its outcomes by using specified measures, including an increase in the use of home-based family care. Existing law, as part of CCR, provides for the implementation of the resource family approval process, which replaces the multiple processes for licensing foster family homes, certifying foster homes by foster family agencies, approving relatives and nonrelative extended family members as foster care providers, and approving guardians and adoptive families.

As part of the resource family approval process, a county is responsible for, among other things, ensuring that a resource family applicant completes specified training that includes certain courses, including one regarding the effects of trauma and child abuse and neglect on child development and behavior, and methods to behaviorally support children impacted by that trauma or child abuse and neglect. Existing law also establishes an intensive services foster care program, developed by the State Department of Social Services, that provides specialized programs to serve children with specific needs, and requires training for that program to include, among other things, information relating to working with children who have experienced trauma.

This bill would state the intent of the Legislature in adopting the bill to build upon the current CCR implementation effort by, among other things, developing a coordinated, timely, and trauma-informed system-of-care approach for children and youth in foster care who have experienced severe trauma. The bill would require each county to develop and implement a memorandum of understanding, as specified, setting forth the roles and responsibilities of agencies and other entities that serve children and youth in foster care who have experienced severe trauma.

This bill would require the memorandum of understanding (MOU) to include, at a minimum, provisions addressing, among other things, the establishment and operation of an interagency leadership team and an interagency placement committee. The bill would authorize members of the team, to the extent permitted by federal law, to disclose to, and exchange with, one another information or a writing that may be designated as confidential under state law if certain conditions are met, and would make any discussion concerning the disclosed or exchanged information or writing during a team meeting confidential and not open to public inspection. The bill would require members of an interagency placement committee, child abuse multidisciplinary personnel team, or child and family team, as defined, that is convened for the purpose of implementing the MOU, to comply with applicable statutory confidentiality provisions for that committee or team.

By creating new duties for county officials relating to foster care services, the bill would impose a state-mandated

local program.

This bill would require the Secretary of California Health and Human Services and the Superintendent of Public Instruction, no later than June 1, 2019, to establish a joint interagency resolution team, consisting of representatives from specified state departments, whose primary roles would be to develop guidance and provide support and technical assistance to counties with regard to those children and youth and the memoranda of understanding, as specified. The bill would also require the team, no later than January 1, 2020, in consultation with specified entities and persons, to review the placement and service options available to county child welfare agencies and county probation departments for those children and youth, to develop and submit recommendations to the Legislature, regarding identified gaps in placement, needed services, and a centralized process for services, as specified, and, no later than June 1, 2020, to develop a multiyear plan for increasing the capacity and delivery of trauma-informed care to foster children and youth served by short-term residential therapeutic programs and other foster care and behavioral health providers. The bill would authorize the joint interagency resolution team, to the extent permitted by federal law, to disclose to, and exchange with, one another information or a writing that may be designated as confidential under state law, if certain conditions are met, and would make any discussion concerning the disclosed or exchanged information or writing during a team or committee meeting shall be confidential and shall not be open to public inspection.

Existing constitutional provisions require that a statute that limits the right of access to the meetings of public bodies or the writings of public officials and agencies be adopted with findings demonstrating the interest protected by the limitation and the need for protecting that interest.

This bill would make legislative findings to that effect.

The California Constitution requires the state to reimburse local agencies and school districts for certain costs mandated by the state. Statutory provisions establish procedures for making that reimbursement.

This bill would provide that no reimbursement is required by this act for a specified reason.

Vote: majority Appropriation: no Fiscal Committee: yes Local Program: yes

## THE PEOPLE OF THE STATE OF CALIFORNIA DO ENACT AS FOLLOWS:

**SECTION 1.** It is the intent of the Legislature in adopting this act to build upon the current Continuum of Care Reform implementation effort by developing a coordinated, timely, and trauma-informed system-of-care approach for children and youth in foster care who have experienced severe trauma, implementing related memoranda of understanding on the county level, and establishing a joint interagency resolution team on the state level to assist counties in serving those children and youth.

**SEC. 2.** Section 16521.6 is added to the Welfare and Institutions Code, to read:

**16521.6.** To ensure that coordinated, timely, and trauma-informed services are provided to children and youth in foster care who have experienced severe trauma, all of the following shall be met:

(a) (1) Each county shall develop and implement a memorandum of understanding setting forth the roles and responsibilities of agencies and other entities that serve children and youth in foster care who have experienced severe trauma. Participants in the development and implementation of the memorandum of understanding shall include, but not be limited to, all of the following:

- (A) The county child welfare agency.
- (B) The county probation department.
- (C) The county behavioral health departments.
- (D) The county office of education.
- (E) The regional center or centers that serve children and youth with developmental disabilities in the county.
- (F) Foster care or other child welfare advocacy groups, as deemed appropriate by the organizations that will be parties to the memorandum, serving in an advisory capacity.

(2) The memorandum of understanding shall include, at a minimum, provisions addressing all of the following:

- (A) Establishment and operation of an interagency leadership team.

(B) Establishment and operation of an interagency placement committee, as defined in Section 4096.

(C) Commitment to implementation of an integrated core practice model.

(D) Processes for screening, assessment, and entry to care.

(E) Processes for child and family teaming and universal service planning.

(F) Alignment and coordination of transportation and other foster youth services.

(G) Recruitment and management of resource families and delivery of therapeutic foster care services.

(H) Information and data sharing agreements.

(I) Staff recruitment, training, and coaching.

(J) Financial resource management and cost sharing.

(K) Dispute resolution.

(3) (A) Members of the interagency leadership team described in subparagraph (A) of paragraph (2), may, to the extent permitted by federal law, and subject to the limitations described in subparagraph (B), disclose to, and exchange with, one another information or a writing that may be designated as confidential under state law if the member of the team having that information or writing reasonably believes it is generally relevant to the identification, reduction, or elimination of barriers to services for, or to placement of, children and youth in foster care or to improve provision of those services or those placements.

(B) Members of the interagency leadership team who receive disclosed or exchanged information or a writing pursuant to subparagraph (A) shall destroy or return that information or writing once the purposes for which it was disclosed or exchanged are satisfied. The information or writing shall be used only for the purposes described in subparagraph (A). Any information or writing disclosed or exchanged pursuant to subparagraph (A) shall be confidential and shall not be open to public inspection, unless the information or writing is aggregated and deidentified in a manner that prevents the identification of an individual who is a subject of that information or writing. Any discussion concerning the disclosed or exchanged information or writing during a team meeting shall be confidential and shall not be open to public inspection.

(C) Members of an interagency placement committee, as defined in Section 4096, child abuse multidisciplinary personnel team, as defined in Section 18961.7, or child and family team, as defined in paragraph (4) of subdivision (a) of Section 16501, that is convened for the purpose of implementing the provisions of the memorandum of understanding developed pursuant to this subdivision shall comply with applicable statutory confidentiality provisions for that committee or team. Members of teams convened for purposes of implementing the memorandum of understanding shall comply with applicable records retention policies for their respective agencies or programs.

(4) To the extent possible, the implementation of the memorandum of understanding shall utilize existing processes and structures within and across the respective organizations that are parties to it.

(b) (1) (A) No later than June 1, 2019, the Secretary of California Health and Human Services and the Superintendent of Public Instruction shall establish a joint interagency resolution team consisting of representatives from the State Department of Social Services, the State Department of Health Care Services, the State Department of Developmental Services, and the State Department of Education.

(B) (i) The primary roles of the joint interagency resolution team shall be to develop guidance to counties, county offices of education, and regional centers with regard to developing the memoranda of understanding required by this section, to support the implementation of those memoranda of understanding, and to provide technical assistance to counties to identify and secure the appropriate level of services to meet the needs of children and youth in foster care who have experienced severe trauma.

(ii) The agencies shall ensure that a process is developed for counties and partner agencies that are parties to the memorandum of understanding to request interdepartmental technical assistance from the joint interagency resolution team.

(2) (A) No later than January 1, 2020, the joint interagency resolution team, in consultation with county agencies, service providers, and advocates for children and resource families, shall review the placement and service options available to county child welfare agencies and county probation departments for children and youth in foster care who have experienced severe trauma and shall develop and submit recommendations to the

Legislature addressing any identified gaps in placement types or availability, needed services to resource families, or other identified issues.

(B) A report submitted to the Legislature pursuant to this paragraph shall be submitted in compliance with Section 9795 of the Government Code.

(3) No later than June 1, 2020, the joint interagency resolution team, in consultation with county agencies, service providers, behavioral health professionals, schools of social work, and advocates for children and resource families, shall develop a multiyear plan for increasing the capacity and delivery of trauma-informed care to children and youth in foster care served by short-term residential therapeutic programs and other foster care and behavioral health providers.

(4) (A) Members of the joint interagency resolution team described in this subdivision may, to the extent permitted by federal law, and subject to the limitations described in subparagraph (B), disclose to, and exchange with, one another information or a writing that may be designated as confidential under state law if the member of the team or committee having that information or writing reasonably believes it is generally relevant to the identification, reduction, or elimination of barriers to services for, or to placement of, children and youth in foster care or to improve provision of those services or those placements.

(B) Members of the joint interagency resolution team who receive disclosed or exchanged information, or a writing, pursuant to subparagraph (A), shall destroy or return that information or writing once the purposes for which it was disclosed or exchanged are satisfied. The information or writing shall be used only for the purposes described in subparagraph (A). Any information or writing disclosed or exchanged pursuant to subparagraph (A) shall be confidential and shall not be open to public inspection, unless the information or writing is aggregated and deidentified in a manner that prevents the identification of an individual who is a subject of that information or writing. Any discussion concerning the disclosed or exchanged information or writing during a team meeting shall be confidential and shall not be open to public inspection.

**SEC. 3.** The Legislature finds and declares that Section 2 of this act, which adds Section 16521.6 to the Welfare and Institutions Code, imposes a limitation on the public's right of access to the meetings of public bodies or the writings of public officials and agencies within the meaning of Section 3 of Article I of the California Constitution. Pursuant to that constitutional provision, the Legislature makes the following findings to demonstrate the interest protected by this limitation and the need for protecting that interest:

The Legislature finds and declares that in order to protect the privacy of children and youth in foster care, it is necessary that any discussion, during a meeting by a county interagency leadership team or joint interagency resolution team that is established pursuant to this act, concerning information or a writing disclosed or exchanged pursuant to this act by a member of the team or committee, be confidential.

**SEC. 4.** To the extent that this act has an overall effect of increasing the costs already borne by a local agency for programs or levels of service mandated by the 2011 Realignment Legislation within the meaning of Section 36 of Article XIII of the California Constitution, it shall apply to local agencies only to the extent that the state provides annual funding for the cost increase. Any new program or higher level of service provided by a local agency pursuant to this act above the level for which funding has been provided shall not require a subvention of funds by the state or otherwise be subject to Section 6 of Article XIII B of the California Constitution.

## **Crisis Intervention/Suicide Prevention Phone Numbers**

### **National Suicide Prevention Lifeline:**

- 800.273.8255

The National Suicide Prevention Lifeline is a national network of local crisis centers that provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

### **Crisis Text Line:**

- Text START to 741-741

Crisis Text Line is free, 24 hours a day, 7 days a week for support for those in crisis. Text from anywhere in the USA to text with a trained Crisis Counselor.

### **El Centro County**

- 800.817.5292

### **Los Angeles County**

- 800.854.7771

### **Riverside County**

- 951.686.HELP(4357)

### **San Bernardino 24-hour Crisis Line:**

- 760.365.6558

### **San Diego County**

- 888.724.7240

[Home](#)[Bill Information](#)[California Law](#)[Publications](#)[Other Resources](#)[My Subscriptions](#)[My Favorites](#)**SB-972 Pupil and student health: identification cards: suicide prevention hotline telephone numbers.** (2017-2018)

SHARE THIS:



Date Published: 09/17/2018 09:00 PM

**Senate Bill No. 972**

## CHAPTER 460

An act to amend the heading of Article 2.5 (commencing with Section 215) of Chapter 2 of Part 1 of Division 1 of Title 1 of, and to add Section 215.5 to, the Education Code, relating to pupil and student health.

[ Approved by Governor September 17, 2018. Filed with Secretary of State September 17, 2018. ]

## LEGISLATIVE COUNSEL'S DIGEST

SB 972, Portantino. Pupil and student health: identification cards: suicide prevention hotline telephone numbers.

Existing law, the California Suicide Prevention Act of 2000, authorizes the State Department of Health Care Services to establish and implement a suicide prevention, education, and gatekeeper program to reduce the severity, duration, and incidence of suicidal behaviors. The act authorizes the State Department of Health Care Services to contract with an outside agency to establish and implement a targeted public awareness and education campaign on suicide prevention and treatment, and requires that the target population include junior high and high school students.

Existing law requires the governing board or body of a county office of education, school district, state special school, or charter school that serves pupils in grades 7 to 12, inclusive, to, before the beginning of the 2017-18 school year, adopt a policy on pupil suicide prevention, as specified, that specifically addresses the needs of high-risk groups. Existing law requires the Instructional Quality Commission to consider developing, and recommending for adoption by the State Board of Education, a distinct category on mental health instruction to educate pupils about all aspects of mental health, including, among other things, depression and suicidal thoughts and behaviors, as specified. Existing law requires the Superintendent of Public Instruction to send a notice to each middle school, junior high school, and high school that encourages each school to provide suicide prevention training to each school counselor, provides information on the availability of certain suicide prevention training curriculum, informs schools about certain suicide prevention training, and describes how a school might retain those services.

This bill would require a public school, including a charter school, or a private school, that serves pupils in any of grades 7 to 12, inclusive, and that issues pupil identification cards to have printed on either side of the pupil identification cards the telephone number for the National Suicide Prevention Lifeline, and would authorize those schools to have printed on either side of the pupil identification cards the Crisis Text Line and a local suicide prevention hotline telephone number. The bill would require a public or private institution of higher education that issues student identification cards to have printed on either side of the student identification cards the telephone number for the National Suicide Prevention Lifeline, and would authorize the institution to have printed on either side of the student identification cards the Crisis Text Line, the campus police or security telephone number, or the local nonemergency telephone number, as provided, and a local suicide prevention hotline telephone number. The bill would require schools and public or private institutions of higher education subject to these requirements



that have a supply of unissued, noncompliant identification cards as of January 1, 2019, to issue the noncompliant identification cards until that supply is depleted.

Vote: majority Appropriation: no Fiscal Committee: no Local Program: no

**THE PEOPLE OF THE STATE OF CALIFORNIA DO ENACT AS FOLLOWS:**

**SECTION 1.** The heading of Article 2.5 (commencing with Section 215) of Chapter 2 of Part 1 of Division 1 of Title 1 of the Education Code is amended to read:

**Article 2.5. Pupil and Student Suicide Prevention Policies**

**SEC. 2.** Section 215.5 is added to the Education Code, to read:

**215.5.** (a) Commencing July 1, 2019, a public school, including a charter school, or a private school, that serves pupils in any of grades 7 to 12, inclusive, and that issues pupil identification cards shall have printed on either side of the pupil identification cards the telephone number described in paragraph (1) and may have printed on either side of the pupil identification cards the telephone numbers described in paragraphs (2) and (3):

(1) The telephone number for the National Suicide Prevention Lifeline, 1-800-273-8255.

(2) The Crisis Text Line, which can be accessed by texting HOME to 741741.

(3) A local suicide prevention hotline telephone number.

(b) Commencing July 1, 2019, a public or private institution of higher education that issues student identification cards shall have printed on either side of the student identification cards the telephone number described in paragraph (1) and may have printed on either side of the student identification cards the telephone numbers described in paragraphs (2), (3), and (4):

(1) The telephone number for the National Suicide Prevention Lifeline, 1-800-273-8255.

(2) The Crisis Text Line, which can be accessed by texting HOME to 741741.

(3) The campus police or security telephone number or, if the campus does not have a campus police or security telephone number, the local nonemergency telephone number.

(4) A local suicide prevention hotline telephone number.

(c) Notwithstanding subdivisions (a) and (b), if, as of January 1, 2019, a school subject to the requirements of subdivision (a), or a public or private institution of higher education subject to the requirements of subdivision (b), has a supply of unissued pupil or student identification cards that do not comply with the requirements of subdivision (a) or (b), as applicable, the school or the public or private institution of higher education shall issue those pupil or student identification cards until that supply is depleted.

(d) Subdivisions (a) and (b) shall apply for a pupil or student identification card issued for the first time to a pupil or student, and to a pupil or student identification card issued to replace a damaged or lost pupil or student identification card.

**New Order**

**My Orders**

**Account Users**

## **Choose Your Year-Long Subscription**

\$ US Dollar (USD)**Balance:** 22 pages exp. 10/06/2018

### **10 pages**

Subscribe for 10 pages if there is a need for intermittent low-volume translations

Subscribe for \$10.00

### **100 pages**

100 pages is a good choice for individual translation of documents with medium volumes

Subscribe for \$50.00

### **1 000 pages**

Best for one or more users (e.g. in your SOHO) for easy translations over a longer period of time

Subscribe for \$225.00

### **5 000 pages**

Proposed to cover all small business translation needs

Subscribe for \$587.00

### **10 000 pages**

Recommended for small and medium-sized enterprises or large company departments

Subscribe for \$760.00

### **50 000 pages**

The smart translation solution for a larger company and enterprise

Subscribe for \$3 705.00

### **100 000 pages**

Best for large enterprises with regular tasks related to high-volume multilingual content processing

Subscribe for \$6 500.00

## **Payments History**

<b>Pages</b>	<b>Price</b>	<b>Purchase Date</b>	<b>Expiration Date</b>
30	Trial	09/06/2018	10/06/2018

## **School Psychologist vs. Educational Psychologist**

### **Definition of School Psychologist**

49424. A **school psychologist** is a credentialed professional whose primary objective is the application of scientific principles of learning and behavior to ameliorate **school**-related problems and to facilitate the learning and development of children in the public **schools** of **California**

### **Definition of Educational Psychologist**

An Educational Psychologist is registered with the California Board of Behavioral Sciences

*California* law requires experience as a credentialed *school psychologist* to qualify for licensure as an *educational psychologist*. The list below identifies those accredited universities in *California*, that offer a degree and credential in *School Psychology*.

What is the role of an educational psychologist?

**Educational psychologists** work within local authorities, in partnership with families and other professionals, to help children and young people achieve their full potential. ... They use their training in **psychology** and knowledge of child development to assess difficulties children may be having with their learning.



Desert / Mountain Children's Center  
17800 Highway 18  
Apple Valley, CA 92307-1219

P 760-552-6700  
F 760-946-0819  
W [www.dmchildrenscenter.org](http://www.dmchildrenscenter.org)

## MEMORANDUM

DATE: November 8, 2018  
TO: Special Education Directors  
FROM: Linda Llamas, Director *LL*

---

SUBJECT: Desert/Mountain Children's Center Client Reports

---

Attached are the opened and closed cases for the following services:

- Screening, Assessment, Referral and Treatment (SART)
- Early Identification Intervention Services (EIIS)
- School-Age Treatment Services (SATS)
- Therapeutic Behavioral Services (TBS)
- Student Assistance Program (SAP)
- Children's Intensive Services (CIS)
- Speech and occupational therapy

If you should have any questions, please contact me at (760) 955-3606 or by email at [linda.llamas@cahelp.org](mailto:linda.llamas@cahelp.org)

# Desert/Mountain Children’s Center

## Compliance with AB2022: How to Access Mental Health Services:

### Pertinent Points to Follow

- Network – All staff to communicate with one another regarding at-risk students.
- Make all staff members thoroughly familiar with exactly whom they should contact if they become aware of potentially at-risk students and/or students who have mental health needs. Choose one or two point people at your site.
- Educate all staff regarding how to make a referral for mental health services internally or externally to an appropriate provider in the area.
- Instruct all school staff to keep their ears open for any talk of mental health needs, threats or attempted suicides among the student body.
- If an adult in the school becomes aware of the possibility that a student has mental health needs, is suicidal, is homicidal he or she should contact the point person, who will talk with (i.e., assess) the potentially at-risk student or contact the crisis response team for your area (San Bernardino is listed below).
- Be direct with parent(s)/guardian about removing guns and other potentially lethal instruments from the home of a suicidal student.
- Students should be told to talk with any adult in the school community if they are concerned about another student and possible mental health needs.
- Take all threats of suicide seriously.
- Knowledge of local community resources.
- Keep resource list updated. An option is to access San Bernardino County Department of Behavioral Health’s website at <http://wp.sbcounty.gov/dbh/> and click on the tab “About DBH”- Directory of Providers.
- Have a link on your website regarding Access to MH services with resource list and/or district employee school counselor/psychologist email and phone number.
- On the link, describe your referral system and access to community resources.
- Put information regarding how to access MH service inside the parent and pupil handbook.

### Whom to Contact When a Child is at Severe Risk?

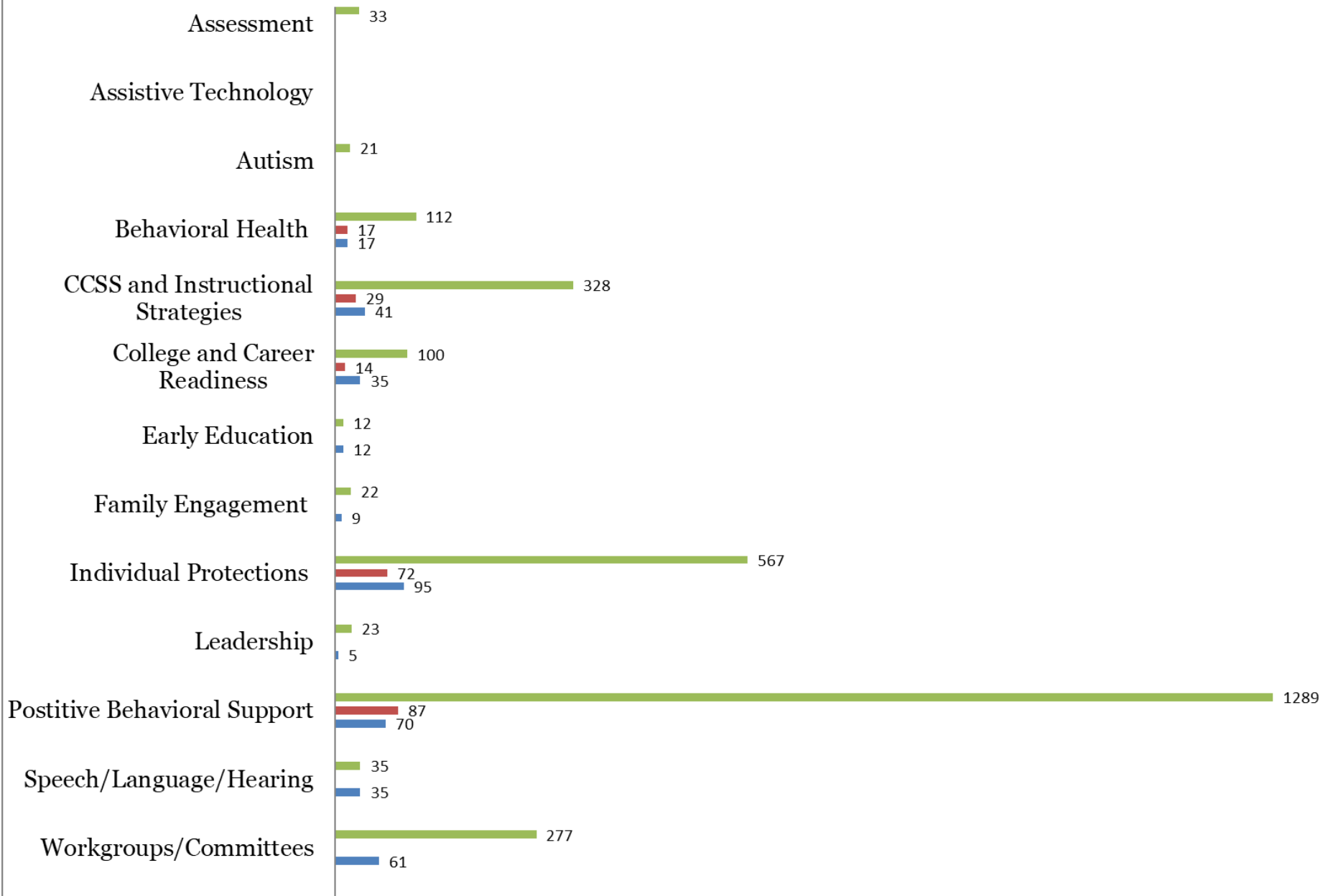
<b>911</b>
<b>1-800-SUICIDE</b>
<b>DMCC 24 hour hotline – 1-760-946-5135</b>
<b>Crisis Walk-In Center – 16460 Victor Street, Victorville, CA 92395 – 760-245-8837</b> <b>24 hours a day, 7 days a week</b>
<b>Crisis Response Team – 1-760-956-2345/Pager 1-760-734-8093</b>
<b>1-800-273-TALK</b>

# D/M SELPA PROFESSIONAL LEARNING PARTICIPATION SUMMARY

OCTOBER 2018 - 599 PARTICIPANTS

2,819 YEAR-TO-DATE PARTICIPANTS

■ Total Participants by Content Area ■ On-Site Trainings ■ Regional Trainings



**Desert/Mountain SELPA**  
**Due Process Summary**  
**July 1, 2018 - November 9, 2018**

D = Complaint Dismissed    W = Complaint Withdrawn

DISTRICT												CASE ACTIVITY FOR CURRENT YEAR				
	09/10	10/11	11/12	12/13	13/14	14/15	15/16	16/17	17/18	18/19	Total	D /W	Resolution	Mediation	Settled	Hearing
Adelanto SD	0	2	0	3	6	5.5	2.5	5	3	0	27	0	0	0	0	0
Apple Valley USD	2	1.33	0	0	2	1	1.5	1.5	0	3.5	12.83	0.5	0	0	2	1
Baker USD	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Barstow USD	0	1	0	0	0	0	1	3.5	0	2	7.5	0	0	2	0	0
Bear Valley USD	0	0	1	0	0	0	0	1	2	0	4	0	0	0	0	0
Helendale SD	0	0	0	0	0	0	0	0	1	0	1	0	0	0	0	0
Hesperia USD	2.5	1	5.5	4	3	5	7.5	7	6	5	46.5	1	0	0.5	3.5	0
Lucerne Valley USD	0	4	0	1	2	1	1	2	0	0	11	0	0	0	0	0
Needles USD	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Oro Grande SD	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Silver Valley USD	0	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0
Snowline USD	0	0	2	1	1	5	4.5	6.5	2	1	23	0	0	0	1	0
Trona USD	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Victor Elementary SD	1	1	1	1	4.33	3.33	1.83	2.5	6.5	0	22.49	0	0	0	0	0
Victor Valley Union High SD	2.5	0	2	4	3.33	4.3	7.83	4	4	4.5	36.46	1	0	1	1	1.5
Academy for Academic Excellenc	0	1.33	0	0	4	2	0	1	2	0	10.33	0	0	0	0	0
CA Charter Academy	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Desert/Mountain OPS	0	0.34	0.5	1	1.33	0.83	4.33	3	1.5	1	13.83	0.5	0	0.5	0	0
Excelsior Education Center	0	0	0	0	0	0	0	0	0	0.5	0.5	0	0	0	0.5	0
Explorer Elementary	0	0	0	0	0	0	0	0	1	0	1	0	0	0	0	0
High Tech Elementary P. L.	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0	0	0	0	0	0	0	0
High Tech Middle	0	0	0	0	0	0	0	0	1	0	1	0	0	0	0	0
High Tech High	0	0	2	2	0	1	0	0	0	0	5	0	0	0	0	0
High Tech High International	0	0	0	1	2	0	0	0	0	0	3	0	0	0	0	0
High Tech High Media Arts	0	2	0	0	2	0	0	0	0	0	4	0	0	0	0	0
High Tech Middle Media Arts	0	0	0	0	0	0	0	0	2	0	2	0	0	0	0	0
High Tech High Statewide Benefi	0	1	2	0	2	1	1	3	2	0	12	0	0	0	0	0
<b>SELPA-WIDE TOTALS</b>	<b>8</b>	<b>15</b>	<b>17</b>	<b>18</b>	<b>33</b>	<b>29.96</b>	<b>33</b>	<b>40</b>	<b>34</b>	<b>17.5</b>	<b>245.44</b>	<b>3</b>	<b>0</b>	<b>4</b>	<b>8</b>	<b>2.5</b>

Districts showing a value of .50 above indicates that the district is a co-respondent with another district.

Districts showing a value of .25 above indicates that the district is a co-respondent with 3 other districts.

**Desert/Mountain SELPA  
Due Process Activity Summary  
July 1, 2018 – November 9, 2018**

<b>LEA Case Number</b>	<b>Issue(s)</b>	<b>Date Filed</b>	<b>Resolution Scheduled</b>	<b>Mediation Scheduled</b>	<b>Pre-Hearing Conference</b>	<b>Due Process Hearing</b>	<b>Status</b>
1. Apple Valley USD Case No. 2018070020	1. Placement and supports 2. Levels, types, frequency & duration of services 3. Assessments and additional services 4. Denial of FAPE	06/27/18	07/05/18	N/A	08/10/18	08/22/18	8/10/18 – settlement agreement signed - CLOSED
2. Hesperia USD Case No. 2018070273 (Sibling of Case 3)	1. Placement and supports 2. Levels, types, frequency & duration of services 3. Assessments and additional services 4. Denial of FAPE	07/03/18	07/17/18	08/21/18	10/08/18	10/16/18 – 10/18/18	Resolution was held and no settlement was reached; parents and district agreed to attend mediation – settled at mediation - CLOSED
3. Hesperia USD Case No. 2018070287 (Sibling of Case 2)	1. Placement and supports 2. Levels, types, frequency & duration of services 3. Failure to hold annual IEP Team meetings 4. Behavioral assessments and supports 5. Denial of FAPE	07/03/18	07/17/18	08/21/18	09/10/18	09/18/18 – 09/20/18	Resolution was held and no settlement was reached; parents and district agreed to attend mediation – Settled at mediation - CLOSED
4. Apple Valley USD & SBCSS D/M Ops Case No. 2018071093	1. Lack of appropriate progress toward goals 2. Failure to provide BCBA behavior interventionist 3. Denial of FAPE	07/24/18	07/31/18; rescheduled to 08/15/18	N/A	09/07/18	09/19/18	8/15/18 – case withdrawn by parents at resolution – CLOSED



**Desert/Mountain SELPA  
Due Process Activity Summary  
July 1, 2018 – November 9, 2018**

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Pre-Hearing Conference	Due Process Hearing	Status
<p style="text-align: center;">5. Hesperia USD &amp; Excelsior Charter School Case No. 2018071045</p>	<ol style="list-style-type: none"> <li>1. Child find; failure to assess</li> <li>2. Failure to assess in all areas of suspected disability/inadequate assessment</li> <li>3. Goals are not meaningful or appropriate</li> <li>4. Program and supports</li> <li>5. Procedural safeguards; denial of parent right to meaningfully participate in education program</li> <li>6. Denial of FAPE</li> </ol>	07/25/18	08/09/18	09/20/18	10/19/18	10/30/18- 11/01/18	<p>All-day resolution was held with parent and advocate (attorney declined to attend); offer of settlement was negotiated/tendered but full settlement has not been reached - OPEN 09/20/18 – mediation 10/04/18 – settled following mediation with written agreement</p>
<p style="text-align: center;">6. Hesperia USD Case No. 2018071261</p>	<ol style="list-style-type: none"> <li>1. Program and supports</li> <li>2. Placement</li> <li>3. Failure to assess in all areas of suspected disability</li> <li>4. FBA/ERMHS Assessments</li> <li>5. Speech and language assessment</li> <li>6. Assistive Technology assessment</li> <li>7. Denial of FAPE</li> </ol>	07/31/18	08/13/18	N/A	09/17/18	09/26/18	<p>8/13/18 – case settled at resolution with written agreement – CLOSED</p>

**Desert/Mountain SELPA  
Due Process Activity Summary  
July 1, 2018 – November 9, 2018**

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Pre-Hearing Conference	Due Process Hearing	Status
7. Hesperia USD Case No. 2018080008	<ol style="list-style-type: none"> <li>1. Failure to conduct triennial assessment</li> <li>2. Failure to assess in all areas of suspected disability</li> <li>3. Supports and services</li> <li>4. Procedural safeguards; denial of parent right to meaningfully participate in education program</li> <li>5. PLPs and goals</li> <li>6. Denial of FAPE</li> </ol>	08/01/18	08/13/18	N/A	09/17/18	09/25/18	Prior to resolution, LEA learned parent had not been a resident of the district nor resided at the address listed in the complaint prior to the end of 17/18 school year; parent had not filed Inter-District Transfer for student or his five siblings. At resolution, parent admitted her address was not within district boundaries and her attorney stopped the resolution in order to address the factual inconsistencies in the complaint – 08/28/18 - withdrawn at resolution - CLOSED
8. Victor Valley UHSD Case No. 2018080981	<ol style="list-style-type: none"> <li>1. Placement and supports</li> <li>2. Assessments and additional supports</li> <li>3. FAPE</li> </ol>	08/23/18 10/26/18	09/05/18	N/A	10/08/18	10/17/18	09/05/18 – resolution meeting 10/04/18 – awaiting NPS placement decision 10/26/18 – still awaiting resolution settlement agreement – delayed due to placement options and death in the family

**Desert/Mountain SELPA  
Due Process Activity Summary  
July 1, 2018 – November 9, 2018**

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Pre-Hearing Conference	Due Process Hearing	Status
9. Apple Valley USD D/M Operations Case No. 2018090014	1. Placement and supports 2. Assessments 3. LRE 4. FAPE	08/31/18	09/13/18	N/A	10/19/18	10/25/18	09/13/18 – resolution meeting – agreed to reconvene after NPS visits take place
10. Victor Valley UHSD Case No. 2018090033	1. Placement and supports 2. Assessments 3. FAPE	08/31/18	09/28/18		09/28/18	10/12/18	9/28/18 – CLOSED written settlement county provision w/1:1 aide, not stayput; transportation; IEE for SLA & AAC;
11. Apple Valley USD & Victor Valley UHSD Case No. 2018090305	1. Withheld info when failed to offer behavior plan 2. Denied FAPE when failed to address behaviors 3. Deprived of Ed Benefit when failed to provide AAC 4. Denied FAPE – no SLP assessment	09/14/18	10/02/18		10/29/18	11/06/18	Pursuing the waiving of statute of limitations; likely going to hearing; seeking placement 10/26/18 – placement issue
12. Victor Valley UHSD Case No. 2018090720	1. Academic struggles; SL deficits; behavior problems	09/18/18	10/02/18		11/05/18	11/14/18	10/26/18 – agreed to requested IEE, parent refused to sign; student expelled May 2018 for assault on teacher; resolution stopped by attorney

**Desert/Mountain SELPA  
Due Process Activity Summary  
July 1, 2018 – November 9, 2018**

13. Barstow USD Case No. 2018090940	1. Failure to hold IEP pursuant to assessment of 9/28/17 2. Goals not reasonably calculated 3. Failure to conduct ERMHS 4. Denied FAPE with no referral for CAPD	09/25/18	10/22/18		11/06/18	11/20/18	10/22/18 – resolution meeting scheduled 10/26/18 – awaiting settlement agreement
14. Apple Valley USD Case No. 2018090891	1. Failure to assess 2. Child Find	09/27/18	10/03/18				10/03/18 – settled at resolution meeting; provide assessment; provide comp. ed.
15. Victor Valley UHSD Case No. 2018090862	1. Denial of FAPE 2. LRE placement	09/25/18	10/10/18		11/09/18	11/20/18	Withdrawn
16. Snowline JUSD Case No. 2018100029	1. Appropriate placement and services	09/28/18	10/10/18		11/19/18	11/27/18	10/18/18 – settled at resolution meeting 1. Behavior intervention training 2. NPA at training 3. IEE - FBA
17. Barstow USD Case No. 2018100504	1. Ongoing behavior issues 2. Denial of FAPE	10/09/18	10/23/18		11/19/18	11/29/18	Seeking comp ed IEE – Psycho Ed, FBA BII/BCBA, ERMS
18. Hesperia USD Case No. 2018100445	1. Child Find 2. Failure to assess in all areas 3. Procedural	10/09/18	Waived		11/26/18	12/04/18	Awaiting mediation date

Desert /Mountain SELPA  
Legal Expense Summary  
As of November 9, 2018

2000-2001	\$39,301.51
2001-2002	\$97,094.90
2002-2003	\$37,695.13
2003-2004	\$100,013.02
2004-2005	\$136,514.09
2005-2006	\$191,605.08
2006-2007	\$140,793.00
2007-2008	\$171,614.04
2008-2009	\$263,390.71
2009-2010	\$114,076.96
2010-2011	\$293,578.50
2011-2012	\$567,958.10
2012-2013	\$321,646.04
2013-2014	\$250,372.65
2014-2015	\$297,277.76
2015-2016	\$204,756.26
2016-2017	\$233,130.03
2017-2018	\$247,459.52
2018-2019	\$67,234.54

## Simon Says, "Pay Attention!" Supporting Children with Attention Deficit Hyperactivity Disorder (ADHD)



### **Description**

Is raising a child with Attention Deficit Hyperactivity Disorder (ADHD) stretching the parenting strategies that have been successful for you in the past? Are you interested in understanding what's behind your child's behavior? Join us and learn about how ADHD effects the brain, learn ideas and techniques that you can implement to support your child, and leave with renewed hope.

### **Presented By**

Cheryl Goldberg-Diaz, Program Manager, DMCC  
Corinne Foley, Program Manager, Regional Services

### **Date**

December 13, 2018

### **Cost**

\$0.00 - Dinner Included

### **Time**

CAC Reps Business Meeting 5:00-5:30 p.m.

Dinner 5:30-6:00 p.m.

Presentation 6:00-7:00 p.m.

### **Location**

Desert Mountain Educational Service Center  
17800 Hwy 18, Apple Valley, CA 92307

### **Intended Audience**

Parents, students, teachers, paraeducators, education specialists, agencies, and individuals with exceptional needs.

### **Registration**

Please register online at:  
<https://sbcss.k12oms.org/52-151891>

### **Special Accommodations**

Please submit any special accommodation requests at least fifteen working days prior to the training by notating your request when registering.



CAHELP  
17800 Hwy 18  
Apple Valley, CA 92307



Caryn De La Torre  
[Caryn.Delatorre@cahelp.org](mailto:Caryn.Delatorre@cahelp.org)  
760.955.3552



[www.cahelp.org/](http://www.cahelp.org/)  
<https://sbcss.k12oms.org>

**CALIFORNIA DEPARTMENT OF EDUCATION  
NPS Investigation Report**

<p><b>Local Education Agency</b> Apple Valley Unified School District 12555 Navajo Rd Apple Valley, CA 92308</p>	<p><b>Complainant</b> Peggy Dunn, Program Manager Desert/Mountain SELPA and Charter SELPA 17800 Highway-18 Apple Valley, CA 92307</p>
<p><b>Nonpublic School</b> Bright Futures Academy, Adelanto 17960 Adelanto Road Adelanto, CA 92301</p>	<p><b>Parent</b> Phyllis Westman 9510 Elk Grove-Florin Elk Grove, CA 95624</p>
<p><b>Nonpublic School Site Administrator</b> Betti Colucci</p>	<p><b>Students</b> SSID# 9150689711 SSID# 9255760637</p>
<p><b>Complaint Received</b> August 23, 2018</p>	<p><b>Report Mailed</b></p>

**ALLEGATION**

On August 21, 2018, the California Department of Education (CDE) received a telephone contact from a Program Manager, for the Desert Mountain Special Education Local Plan Area (SELPA) and Charter SELPA, reporting that a health and safety incident had occurred at one of the Bright Futures Academy (BFA), nonpublic school (NPS) sites located in Adelanto, California, in violation of California *Education Code (EC)* Section 56366.4(a)(3). Specifically, the site administrator, Betti Colucci, contacted the SELPA to report an incident that occurred on August 20, 2018, in which a school resource officer (SRO) allegedly implemented a non-approved, Pro-Act restraint when the SRO placed Student One (SSID# 9150689711) in a choke hold from behind and tased another Student Two (SSID# 9255760637) at the BFA-Adelanto (BFA-A) site.

## **SUMMARY OF INVESTIGATION**

The investigation and conclusions are based on the investigator's review of materials and documents provided by the Complainant and the local education agency (LEA), BFA-A, as well as the August 22, 2018, on-site interviews with the BFA's owner and chief operating officer (COO), program manager for the Desert Mountain Special Education Local Plan Area (SELPA) and Charter SELPA, and BFA-A staff involved in the August 21, 2018, incident. The CDE was unable to interview the SRO involved in the incident because he no longer worked at BFA-A. However, the CDE was able to contact and interview the SRO's supervisor and lead instructor for Southwestern Vocational College (SVC) on August 22, 2018. The CDE interviewed Student One's residential care provider on October 1, 2018.

The CDE conducted an unannounced on-site visit of BFA-A on August 22, 2018. This report includes a summary of the CDE's investigation.

---

## **LEGAL AUTHORITY TO SUSPEND OR REVOKE**

*EC* Section 56366.4(a)(1), (a)(3), (4), (7) and (9) states in relevant part:

(a) The Superintendent may revoke or suspend the certification of a nonpublic, nonsectarian school or agency for any of the following reasons:

(1) Violation of an applicable state or federal rule or regulation, or aiding, abetting, or permitting the violation of an applicable state or federal rule or regulation.

(3) Conduct in the operation or maintenance of the nonpublic, nonsectarian school or agency that is harmful to the health, welfare, or safety of an individual with exceptional needs.

(4) Failure to comply with a provision in the contract with the local educational entity.

(9) Failure to implement a pupil's individualized education program.

## **OTHER APPLICABLE CITATIONS**

*EC* Section 56521 states in relevant part:

(a) This chapter applies to any individual with exceptional needs who is in a public school program, including a state school for the disabled pursuant to Part 32 (commencing with Section 59000), or who is placed



in a nonpublic school program pursuant to Sections 56365 to 56366.5, inclusive.

(b) The Superintendent of Public Instruction shall monitor and supervise the implementation of this chapter.

EC Section 56521.1(d)(2), (3), and (e) states:

(d) Emergency interventions shall not include

(2) Employment of a device, material, or objects that simultaneously immobilize all four extremities, except that techniques such as prone containment may be used as an emergency intervention by staff trained in those procedures.

(3) An amount of force that exceeds that which is reasonable and necessary under the circumstances.

(e) To prevent emergency interventions from being used in lieu of planned, systematic behavioral interventions, the parent, guardian, and residential care provider, if appropriate, shall be notified within one schoolday if an emergency intervention is used or serious property damage occurs. A behavioral emergency report shall immediately be completed and maintained in the file of the individual with exceptional needs. The behavioral emergency report shall include all of the following:

(1) The name and age of the individual with exceptional needs.

(2) The setting and location of the incident.

(3) The name of the staff or other persons involved.

(4) A description of the incident and the emergency intervention used, and whether the individual with exceptional needs is currently engaged in any systematic behavioral intervention plan.

(5) Details of any injuries sustained by the individual with exceptional needs, or others, including staff, as a result of the incident.

...

EC Section 56521.2(a)(1) and (4) states

(a) A local educational agency or nonpublic, nonsectarian school or agency serving individuals with exceptional needs pursuant to Sections 56365 and 56366, shall not authorize, order, consent to, or pay for the following interventions, or any other interventions similar to or like the following:

(1) Any intervention that is designed to, or likely to, cause physical pain, including, but not limited to, electric shock.

...

(4) An intervention that is designed to subject, used to subject, or likely to subject, the individual to verbal abuse, ridicule, or humiliation, or that can be expected to cause excessive emotional trauma.

### Master Contract and Policies

The 2018–19 Master Contract between BFA-A and Desert Mountain SELPA, paragraph 3 (COMPLIANCE WITH LAWS, STATUES, REGULATIONS) states:

During the terms of this Master Contract, unless otherwise agreed, CONTRACTOR shall comply with all applicable federal, state and local statutes, laws, ordinances, rules, policies, and regulations. CONTRACTOR shall also comply with all California Association of Health and Education Linked Professions Joint Powers (CAHELP JPA) policies and procedures unless, taking into consideration all of the surrounding facts and circumstances a policy or policies, or a portion of a policy does not reasonable apply to CONTRACTOR, must be specifically agreed to in writing between the CONTRACTOR and CAHELP JPA/LEA. CONTRACTOR hereby acknowledges and agrees that it accepts all risks and responsibilities for its failure to comply with CAHELP JPA/LEA policies and shall indemnify CAHELP JPA/LEA under the provisions of Section 16 of this agreement for all liability, loss, damage, and expense (including reasonable attorney's fees) resulting from or arising out of CONTRACTOR's failure to comply with applicable CAHELP JPA/LEA policies (e.g., those policies relating to the provision of special education and/or related services, facilities for individuals with exceptional needs, LEA student enrollment and transfer, LEA student inactive status, corporal punishment, student discipline, and positive behavior interventions)

The 2018–19 Master Contract between BFA-A and Desert Mountain SELPA, paragraph 31 (POSTIVE BEHAVIORAL INTERVENTION AND SUPPORTS) states:

CONTRACTOR shall ensure that all of its staff members are trained annually in crisis intervention and emergency procedures as related to appropriate behavioral management strategies. Training include certification with approved Special Education Local plan Area (SELPA) crisis intervention program. CONTRACTOR will submit a written copy of any behavior emergency intervention (BER) report or incident report (IR) to CAHELP JPA and LEA within 24 hours of its development. . . .

---

## FINDINGS OF FACT

1. BFA-A entered into a contract with SVC on February 27, 2018, to provide SRO services at the BFA-A site. The contract stated the following in relevant parts:
  - Southwestern Vocational College Police Department (SVCPD) will provide law enforcement services and public safety assistance at the BFA facilities in Riverside, Apple Valley, and Twenty-nine Palms during the course of the school year.
  - SVCPD will provide one Peace Officer Standards and Training (POST) campus police officer/school resource officer at the Adelanto school site beginning on March 5, 2018, for eight hours per school day.
  - Each SVCPD officer shall dress in the standard SVCPD law enforcement uniform and will carry all required and necessary equipment authorized by SVCPD, including a registered firearm, radio, vest, and safety equipment.
  - BFA will provide each SVC officer Pro-Act training, and each officer is required to complete the Pro-Act training.
2. SVC provided no evidence it is a police department.
3. The City of Adelanto provided BFA-A, a Condition of Approval for Minor Location and Development plan 17-04 or conditional use permit, dated March 22, 2018, to operate as a business in the city of Adelanto, California. The conditional use permit requires the NPS to have a SRO at the BFA-A site.
4. BFA-A's general job description for the SROs includes the following:

Under Principal supervision, perform school police duties, in and about the school site and school owned and operated properties. Provide support services and work closely with school administration and personnel, participate in meetings as needed; make child abuse referrals when appropriate; effectively communicate and enforce applicable sections of the California Education Code, Penal Code, and individual school policies and procedures; perform other duties as assigned.
5. BFA-A's The NPS essential job description for the SROs includes the following:
  - Protect the campus from outside or external threats.
  - Assure the safety and security of school personnel, students, and visitors.

- Assure security services are provided to school buildings, facilities, bus/van loading areas, and anywhere students may gather during the school day.
  - Provide safety support to staff once all campus staff have exhausted all resources.
  - Only act on imminent dangerous situations when all other remedies have been exhausted by the behavior team.
  - Patrol buildings and grounds of school campus.
  - Assist visitors in their movement to and from activities/meetings and property.
  - Work with school site administrators in controlling unauthorized presence.
  - Work collaboratively with site administration, Public Safety Officers, and outside law enforcement personnel; as well as other emergency service agencies.
  - Secure crime scenes, preserve physical evidence, take written statements from victims, witnesses, and suspects, and perform follow-up investigations.
  - Write clear, concise and accurate reports utilizing appropriate technology.
  - Prepare and maintain a variety of records and reports related to security operations on incidents including, but not limited to, crime reports, citations, incident reports, property damage and theft reports.
6. The NPS hired three SROs (Larry Bruenecke, Justin Hollifield and James Martinez) for its BFA sites. Mr. Hollifield was the SRO assigned to the BFA-A site.
7. On August 20, 2018, the NPS provided an email to the CDE reporting an incident that had occurred that day in which Milad Dakuri, a SRO who had substituted for Mr. Hollifield, implemented a non-approved Pro-Act restraint (a choke hold from behind) on Student One, and tased Student Two.

8. BFA-A emailed copies of the incident report (IR) and behavior emergency report (BER) to the CDE on August 20, 2018. A review of the incident included the following sequences of events:
  - Student One tampered with Student Two's personal belongings causing Student Two to escalate and required additional support staff to assist both students.
  - Student Two began pacing the classroom and pushed out the plexiglass window from its frame while pacing in the room.
  - Mr. Dakuri entered the room in placed Student One in a non-approved Pro-Act one-person restraint (a choke hold from behind). Staff intervened and requested "multiple times" for Mr. Dakuri to exit the classroom.
  - While Mr. Dakuri was leaving the room, Student Two threw a brush which struck Mr. Dakuri in the face.
  - Mr. Dakuri re-entered the classroom "without approval" from the behavior specialist with his taser drawn and deployed the taser striking Student Two in the left upper chest.
  - Mr. Dakuri attempted to place Student Two under arrest but was instructed by staff to leave the area immediately.
  - Emergency medical services were contacted and Student Two was taken to the hospital via ambulance. After being medically cleared, Student Two returned to campus.
  - The parent and LEA were notified on August 20, 2018, the same day of the incident.
  - The NPS contacted child protective services (CPS); however, CPS redirected the NPS to the police department to file a report.
9. As a result of this incident, BFA-A, in a certified letter dated August 21, 2018, terminated the contract it had with SVC. The termination of the contract with SVC violates the conditional permit use issued to BFA-A by the City of Adelanto on March 22, 2018.

10. The CDE's August 22, 2018, on-site review of Mr. Dakuri licenses, certifications, and permits revealed the following:

- A Campus Security Officer Certification (completed on December 5, 2013)
- Statewide Public Safety Training-Electronic Self Defense Devices (completed on July 23, 2011)
- Statewide Public Safety Training Chemical Agents Certification (completed on July 23, 2011)
- A baton permit (expiring on August 31, 2019)
- A exposed firearm permit (expiring on October 31, 2020)
- A license to carry concealed pistol, revolver or other forearm (expiring on August 4, 2020)

Although BFA-A provided CDE a Peace Officer Standards and Training (POST) certificate from Rio Hondo College for Mr. Dakuri which indicated Mr. Dakuri was provided 32 hours of training on California *Penal Code* Section 832.1 and campus police, and eight hours of workplace violence training, the certificate does not include Mr. Dakuri's name or the date(s) the trainings was completed.

11. During the CDE August 22, 2018, interview with the BFA owner Ms. Colucci, chief operating officer (COO) Pamela Lamberth, and Peggy Dunn, Program Manager for the Desert Mountain SELPA and Charter SELPA revealed the following:

- The NPS had a contract with SVC to provide SRO activities for the NPS. The SRO's were considered employees of BFA and the BFA provided Pro-Act training to the SROs. Although the COO provided evidence SROs Larry Bruenecke and Justin Hollified received Pro-Act training from the BFA, the NPS provided no evidence Mr. Dakuri received Pro-Act training.
- It was Mr. Dakuri's second time at the Adelanto NPS site and he was substituting for Mr. Hollified the day of the August 21, 2018, incident.
- BFA-A was not aware Mr. Dakuri brought a taser gun on the BFA-A site. Despite Ms. Colucci, informing the CDE that BFA does not allow guns (including taser guns), pepper sprays, handcuffs and batons on any of its three sites, BFA-A provided no evidence it has a dress code policy for the SROs.
- BFA-A has contacted the city of Adelanto to determine what alternative BFA can implement to meet the conditional use permit.

12. The SVC contract with the NPS requires the SRO dress code to include a registered firearm, radio, vest, and safety equipment.
13. During the August 22, 2018, on-site visit COO Pamela Lamberth provided the CDE the following declaration statements:
  - BFA-A contacted the Adelanto Police Department and child protective services (CPS) on August 20, 2018.
  - BFA-A contacted the SVCPD's Chief Instructor, James Martinez on August 20, 2018. The NPS informed Mr. Martinez it would be suspending the contract between SVCPD and BFA.
  - BFA-A contacted the Desert Mountain Program Manager on August 21, 2018 regarding the incident.
14. On August 22, 2018, the CDE interviewed the BFA-A staff involved in the August 21, 2018, incident, including Timothy Hailey, Failauga Peleti, Jim Pollard, and Oneita Hamilton. Each staff affirmed observing Mr. Dakuri implement a non-approved Pro-Act restraint (choke hold from behind) on Student One and tasing Student Two. The staff stated Mr. Dakuri deployed multiple tasers towards Student Two's torso while one prong remained embedded in Student Two's skin. In addition, staff stated they were unclear why Mr. Dakuri had entered the room because the situation involving the two students had been deescalated.
15. The CDE's August 22, 2018, interview with James Martinez, Mr. Dakuri's Supervisor and chief instructor for SVC, revealed the following:
  - The SROs are not police officers.
  - The City of Adelanto does not recognize the SROs as law enforcement officers and there is friction between the City of Adelanto and the SVC training program.
  - Taser guns, guns, and batons had been included as part of their uniform since the SROs employment at the BFA sites.
  - Mr. Dakuri acknowledged to Mr. Martinez that he placed Student One in a choke hold and tased Student Two. Mr. Martinez stated specifically that Mr. Dakuri reported he was afraid and students were making fun of his accent.

16. A review of the State of California, Department of Consumer Affairs (DCA) website on September 18, 2018, shows SVC has a business license for baton and firearm training. In addition, a review of SVC's website (<http://svc-edu.org/>) shows its certification program provides employment opportunities within the security, public safety, and protective service professions, and has a public safety program offering the following certifications:
  - Private Security Officer
  - School Security Officer
  - Bank Security Officer
  - Personal Body Guard
  - Railway Security Officer
  - Court Security Officer
  - Public Safety Officer
  - Corporate Security
17. On September 14, 2018, BFA-A provided CDE documentation showing Mr. Bruencke, Mr. Hollifield, and Mr. Martinez received Pro-Act training on March 30 and April 9, 2018, and four hours of restraint communication training on April 10, 2018. BFA-A provided no evidence Mr. Dakuri received Pro-Act training and restraint communication training from BFA-A.
18. The CDE received a subsequent complaint from Student Two's residential care provider dated August 27, 2018, alleging BFA-A failed to provide a copy of the BER within one school day. Amy Osborne, Program Director for the residential care provider, stated during the October 1, 2018, telephone contact that BFA-A provided a copy of the BER seven days later on August 28, 2018.

---

## CONCLUSIONS

### HEALTH AND SAFETY

BFA-A failed to meet the requirements of EC Sections 56521.1(d)(2) and (3), and 56521.2(a)(1) and (4). Specifically, on August 20, 2018, Mr. Dakuri implemented a non-approved Pro-Act restraint on Student One and tased Student Two. **It is for this reason, BFA-A is out of compliance.**

### BEHAVIOR EMERGENCY REPORT

BFA-A failed to meet the requirements of EC Section 56521.1(e). Specifically, BFA-A did not provide a copy of the BER to Student Two's residential care provider within one schoolday as required. **It is for this reason, BFA-A is out of compliance**



## MASTER CONTRACT

BFA-A failed to meet the requirements of EC Sections 56366.4(a)(4). Specifically, BFA-A provided no evidence Mr. Dakuri is PRO-ACT trained or has received POST training. **It is for this reason, the BFA-A is out of compliance.**

---

## **REQUIRED CORRECTIVE ACTIONS**

### HEALTH AND SAFETY

1. On or before November 30, 2018, BFA-A shall submit evidence to the CDE it has provided training to all appropriate staff responsible for implementing restraints and completing and writing IRs/BERs. The training shall be provided by a qualified trainer who is not employed by BFA-A and include the following: (1) a review of this report, (2) a review of EC section 56521.1, and (3) a review of the United States Department of Education's 2012 restraint and seclusion resource document, located at <https://www2.ed.gov/.../restraints-and-seclusion-resources>. The training shall include a discussion regarding emergency interventions and appropriate interventions to be used by staff to control unpredictable, spontaneous behavior that poses clear and present danger of serious physical harm to the individual with exceptional needs or others, and that cannot be immediately prevented by a response less restrictive than the temporary application of a technique used to contain the behavior. Acceptable evidence shall include: (1) the name and credentials of the qualified trainer, (2) a copy of the training agenda showing the day(s) and time(s) of the training, and (3) the dated signatures and titles of all staff that participated in the training.

### BEHAVIOR EMERGENCY REPORT

2. On November 30, 2018, BFA-A shall submit monthly IR/BER spreadsheets to the CDE beginning September 1, 2018, through June 30, 2019, and be signed and dated by the BFA-A site administrator. Specifically, the spreadsheets shall include the following information: (1) student name, (2) date of incident, (3) description of the incident, (4) type of incident (IR/BER), (5) responsible LEA, (6) date the IR was sent to the LEA, and if applicable, the date the BER was sent to the LEA, (7) date the parent/guardian or residential provider was notified of the emergency interventions used by staff. Acceptable evidence shall include monthly IR/BER spreadsheets that are signed and dated by the BFA-A site administrator.

MASTER CONTRACT

3. On or before November 30, 2018, BFA-A shall provide CDE a signed and dated attestation statement from the BFA owner, Ms. Colucci, attesting BFA-A will ensure all applicable staff responsible for restraints and implementing behavior interventions and supports to students shall be Pro-Act trained in accordance with the Master Contracts between BFA-A and local education agencies.
4. On or before November 30, 2018, BFA-A shall provide evidence it has met the conditions specified in the Condition of Approval for Minor Location and Development plan 17-04 or conditional use permit from the City of Adelanto to operate as a business in the City of Adelanto. Specifically, BFA-A shall provide CDE evidence showing it has replaced the SROs terminated on August 21, 2018. Acceptable evidence shall include BFA-A plan to meet the City of Adelanto's Condition of Approval for Minor Location and Development plan 17-04 or conditional use permit.

---

Evidence of required corrective actions or questions regarding corrective actions shall be directed to:

**John Liddell, Education Programs Consultant  
Focus Monitoring and Technical Assistance Unit six  
Interagency-Nonpublic Schools/Agencies Unit  
California Department of Education  
1430 N Street, Suite 2401  
Sacramento, CA 95814  
916-327-0141 Phone  
916-327-5233 Fax**

Based on the CDE's investigation outcome, the status of the NPS certification shall remain "CONDITIONAL" status as of August 3, 2018. The "CONDITIONAL" status will remain in effect until: (1) all required corrective actions are successfully completed on or before November 9, 2018, and/or (2) CDE completes a follow-up review to ensure all corrective actions have been successfully implemented by the NPS.

  
\_\_\_\_\_  
Tina Tranzor, Administrator I  
Focus Monitoring and Technical Assistance Unit Six  
Special Education Division

# Compliance Updates – DM SELPA

Date: November 2018

## 2017-18 Disproportionality and Significant Disproportionality

CDE Contact: Dr. Susan Olsen, CDE FMTA Unit 3, Region 10 (replaces Melody Hood)

[solsen@cde.ca.gov](mailto:solsen@cde.ca.gov)

Phone: 916-319-0491

Susan is currently working within the WebIEP performing a desk audit. She has confirmed she has access to all students as per the student lists at this time.

**For Desert/Mountain SELPA so far:**

<b>AAE</b>	<b>High Tech High</b>	<b>Hesperia USD</b>
<b>Adelanto SD</b>	<b>High Tech International</b>	<b>Needles USD</b>
<b>Apple Valley USD</b>	<b>HTH Media Arts</b>	<b>Snowline JUSD</b>
<b>Baker USD</b>	<b>HTM Media Arts</b>	<b>Trona JUSD</b>
<b>Barstow USD</b>	<b>SBC Chula Vista</b>	<b>Victor Elem SD</b>
<b>Excelsior</b>	<b>SBCSS (3 regions)</b>	<b>VVUHSD</b>
<b>Health Sciences High</b>	<b>Helendale SD</b>	

## 2018-19 Data Identified Noncompliance (DINC)

Richard Gifford, CDE FMTA

[rgifford@cde.ca.gov](mailto:rgifford@cde.ca.gov)

**For Desert/Mountain SELPA:**

Indicators Reviewed:

- #11 60-day timeline
- #12 Part B to C (3<sup>rd</sup> birthday)
- #13 Transition
- Overdue Annuals
- Overdue Triennials

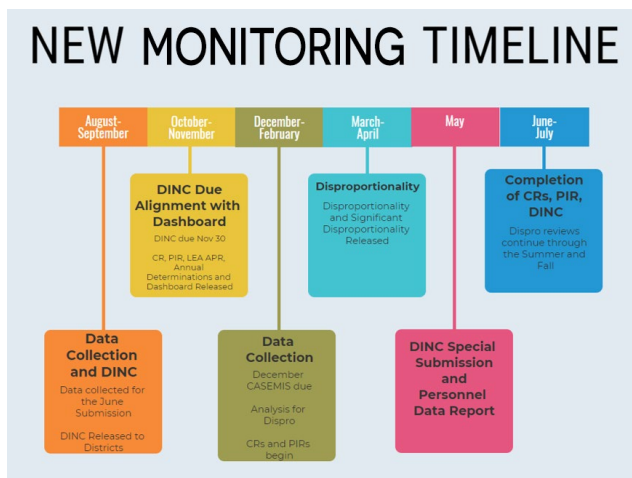
LEAs for Review:

Update: as per Richard Gifford, CDE FMTA

Adelanto SD	Silver Valley USD
Barstow USD	Snowline JUSD
Bear Valley USD	Hesperia USD
Oro Grande Elem	Lucerne Valley USD
SBCSS (3 regions)	Victor Elem SD
Excelsior	VVUHSD
Apple Valley	High Tech High

## 2017-18 Performance Indicator Reviews (PIR)

As per this timeline, we should expect information regarding PIR sometime between now and November.



## Comprehensive Review (CR)

LEAs for Review: Barstow USD and Apple Valley USD

Final report from CDE received

SELPA to schedule meetings to discuss further Corrective Actions

## December 1, 2018 Pupil Count

Covers 7/1/17 – 12/1/18

Refer to Colette's Pupil Count memo under Information Items

# Meeting Student Needs

## ~Integrated Systems Framework~

### Two Part Webinar Series



#### *Complex Student Needs Require an Integrated System and Supports*

---

#### **About Susan Barrett:**

Mrs. Barrett serves as an Implementer Partner with the U.S. National Technical Assistance Center on Positive Behavioral Interventions and Supports (PBIS). She assists with large-scale implementation of PBIS, partners with researchers to evaluate the impact of PBIS on students, school staff and school communities. and serves on the Association of Positive Behavior Supports Board of Directors. She also co-leads the development of the Interconnected Systems Framework, a mental health and PBIS expansion effort. Susan has been published in the areas of large-scale adoption of PBIS, mental health, cost-benefit analysis, advanced tier system development, and adoption of evidence-based practices in schools.

---

#### **Training Description:**

##### **Part I: "Integrating Mental Health and PBIS: Steps for Getting Started with the Interconnected Systems Framework"**

A framework to integrate mental health and other community partners through school wide PBIS structures will be described, including key messages, examples and tools. The alignment processes will help teams develop a culture of wellness expediting outcomes for youth and families.

##### **Part II: "Aligning and Integrating SEL and PBIS"**

Every Student Succeeds Act (ESSA) incorporates social, emotional, and behavioral factors into education accountability metrics and many systems are adopting social emotional curriculum. However, simply adopting a curriculum does not lead to adequate implementation or improved outcomes for students. This session will focus on how school personnel can teach social emotional competencies within a PBIS framework to maximize benefit of both initiatives with focus on improving outcomes for students.

---

**Access to the previously recorded webinars and associated materials are available on the California PBIS Coalition website at [www.pbisca.org](http://www.pbisca.org).**

**<https://www.placercoe.k12.ca.us/departments/educationalservices/prevention/cpc/pbis/Pages/events.aspx>**







## *Orton-Gillingham Institute for Multi-Sensory Education (IMSE) Comprehensive Training*

### **Presented By**

Orton-Gillingham Trainers

### **Date**

April 15-17, 2019  
May 20-21, 2019

### **Time**

Registration begins at 8:00 a.m.  
Training time 8:30 a.m. - 4:00 p.m.

### **Cost**

\$1650.00 Per Attendee  
-Includes training manuals, hands-on materials, one year subscription to OG's interactive online lesson planning and assessment application.

### **Description**

The Orton-Gillingham (OG) Institute for Multi-Sensory Education (IMSE) Comprehensive course is a hands-on and interactive class that provides a complete understanding of IMSE's enhanced Orton-Gillingham method and the tools necessary to apply it in the classroom as well as the importance of a structured literacy program. After participating in this training, teachers will have an understanding of the structured foundation of the English language. Teachers will have an awareness of how to teach reading to students at all three tiers, including students with dyslexia. Teachers will be able to evaluate and teach students in phonological skills, phonics/word recognition, spelling, writing, fluency, vocabulary, and comprehension. **Course Requirements:** Attendance is required for all 30 hours of training to receive OG certification.

### **Registration**

Please register online at:  
<https://sbcss.k12oms.org/52-159641>

### **Location**

Desert Mountain Educational Service Center  
17800 Highway 18,  
Apple Valley, CA 92307

### **Audience**

General and special education teachers, paraprofessionals, site administrators, and speech-language pathologists.

### **Special Accommodation**

Please submit any special accommodation requests at least fifteen working days prior to the training by notating your request when registering.



CAHELP  
17800 Highway 18  
Apple Valley, CA 92307



Caryn De La Torre  
caryn.delatorre@cahelp.org  
760.955.3552



[www.cahelp.org/](http://www.cahelp.org/)  
<https://sbcss.k12oms.org>

## California Assessment of Student Performance and Progress Follow Up to October Steering Committee

- Do students who the team believe cannot take the ELPAC still need to attempt it at least once? IEP teams are encouraged to consider ALL accommodations and modifications before determining if the student is not capable of taking the ELPAC. Students can be exempt from taking portions of ELPAC for which the IEP team considers is a direct correlation with the student's documented disability. For instance, if the student has a documented severe expressive language disability, the IEP team could decide to exempt the child from the Speaking domain of the ELPAC. It is important to remember that only 1% of the population would need to be entirely exempt from the administration of the ELPAC and administered an alternative assessment - similar to the CAA administration.
- What is the alternative assessment to the ELPAC? CDE does not recommend nor endorse an alternative assessment - those are local educational agency decisions. School boards and districts need to determine what their alternative assessment will be.
- Do teachers need to get their certification prior to administering the science performance tasks? CDE is requiring the mandatory training of teachers delegated to administer the CAA - this continues to be a requirement from CDE. Similar to last year, LEAs can have their teachers participate in the VIDEO tutorial training. LEAs do NOT need to wait for the SELPA to provide the training. The training provided last year included an overview of the test, some tips, followed by the participants utilizing the time to complete the video tutorial. The SELPA cannot certify teachers for the CAA administration. Teachers need to do this tutorial on their own; and take a quiz as they complete the module. After they go through the video and answer the questions correctly, they are granted a certificate. The certification process will be available starting in November. Please also note that the science task performances are not always completed on time. As of October 13, 2018, the Science Task Performance instructions and directions are not available. Last year those materials were not released when originally promised. January 8, 2019 is the official beginning date when the CAA Science can begin administration.
- When do the high school testing windows open? Testing windows vary according to district. Directors need to check with their district's CAASPP Test Coordinators for specific testing windows. By matter of law, the following testing window guidelines need to be followed:

Pursuant to the California Code of Regulations, Title 5 (5 CCR), sections 855 (a) (1), 855 (a) (2), 855 (a) (3), 855 (b), and 855 (c), the rules for the establishment of the testing windows for CAASPP testing are as follows:

- Grades Three through Eight and Grade Eleven English Language Arts/Literacy and Mathematics
  - The available testing window shall begin on the day in which 66 percent of a school's or track's annual instructional days have been completed, but no earlier than the second Tuesday in January of each year;

## California Assessment of Student Performance and Progress Follow Up to October Steering Committee

- Testing may continue up to and including the last day of instruction for the regular school's or track's annual calendar, but no later than July 15 or the next weekday following the 15th;

An LEA may extend a selected testing period up to an additional 10 consecutive instructional days if still within the available testing window.





# ELPAC

English Language Proficiency  
Assessments for California

# 2018–19 English Language Proficiency Assessments for California Information Guide



# Contents

Introduction.....	3
Section 1: Overview.....	4
What's New.....	5
Program Overview.....	6
Administering the ELPAC.....	6
Receiving ELPAC Results.....	8
Using Initial and Summative Assessment Results.....	8
Planned Testing and Reporting for 2017–18 and 2018–19.....	8
Domains and Task Types.....	9
Initial ELPAC Domains and Task Types.....	9
Summative ELPAC Domains and Task Types.....	11
Section 2: Program Assistance for County, Local Educational Agency, and School Staff.....	13
Initial Identification of English Learners.....	14
Step 1. Determination of Students' Primary Language.....	14
American Sign Language.....	15
Step 2. Assessment of English Language Proficiency.....	15
Decision Guide for Placement of English Learners.....	18
Assessing Students with Disabilities.....	19
Federal Guidance for Learners with Disabilities.....	19
Role of the IEP Team.....	19
Selective Mutism.....	21
Guidelines for Reclassification.....	22
Reclassification Criteria.....	22
Reclassification of ELs with Disabilities.....	24
Section 3: Reporting and Using Individual Results.....	26
Reporting and Using Individual Results.....	27
Student Score Reports.....	27
Understanding Results.....	28
Performance Level Descriptors.....	29
Guide to the Student Score Report.....	31
Appendix: Resources.....	39
Glossary of Terms and Acronyms.....	40
Scale Score Ranges for 2018–19 Results.....	46
Contact Information for ELPAC Related Questions.....	48
Internet Resources.....	50

## Introduction

The *2018–19 English Language Proficiency Assessments for California (ELPAC) Information Guide* is designed to provide local educational agencies (LEAs) and schools with the information they need to:

1. Understand the differences between the Initial ELPAC and the Summative ELPAC.
2. Understand the initial identification and reclassification processes for English learners (ELs).
3. Provide information about assessing English learners with disabilities.
4. Prepare teachers to understand and use their students' ELPAC results.
5. Communicate ELPAC results to parents and guardians.

State and federal laws require that all students whose primary language is other than English be assessed for English language proficiency (ELP). The legal basis for requiring ELP testing is that all students have the right to an equal and appropriate education, and any English language limitations left unidentified and/or unaddressed could preclude a student from accessing that right.

The ELPAC is the state's newly designated test of ELP. It is administered (1) as an initial assessment to newly enrolled students whose primary language is not English, as indicated on a home language survey (HLS); and (2) annually as a summative assessment to students who have been previously identified as ELs.

In November 2012, the State Board of Education adopted the English Language Development Standards (2012 ELD Standards), which are aligned with the Common Core State Standards. The ELPAC is aligned with the 2012 ELD Standards, which can be found on the California Department of Education (CDE) website at <https://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf>.

Additional ELPAC resources, along with contact information, are available through links provided on the CDE ELPAC web page at <https://www.cde.ca.gov/ta/tg/ep/>. A listing of contact information, by topic, is available on the CDE ELPAC and ELs Contact Information web page at <https://www.cde.ca.gov/sp/el/> and on pages 48 and 49 of this guide.

For more information about the new ELP assessment system, contact the English Language Proficiency and Spanish Assessments Office by phone at 916-319-0784 or by email at [elpac@cde.ca.gov](mailto:elpac@cde.ca.gov).

**Note:** Material in this publication is not copyrighted and may be reproduced.



# **Section 1**

## **Overview**

**What's New**

**Program Overview**

**Domains and Task Types**

## What's New

Welcome to California's new *English Language Proficiency Assessments for California (ELPAC) Information Guide*!

The Initial ELPAC became operational on July 1, 2018. Local educational agencies (LEAs) will enter individual student raw scores from the Initial ELPAC into the Local Scoring Tool (LST) to produce the official score.

The official score for the Summative ELPAC will be produced by the test contractor after materials have been submitted for scoring. LEAs will have the option to locally score the Summative ELPAC for preliminary results beginning spring 2019.

## Program Overview

State law (California *Education Code* [EC] sections 313 and 60810) and federal law (Titles I and III of the Every Student Succeeds Act [ESSA], the reauthorization of the Elementary and Secondary Education Act [ESEA]) require that LEAs administer a state test of English language proficiency (ELP) and develop an English Learner Progress Indicator (ELPI) for (1) newly enrolled students whose primary language is not English, as an initial assessment; and (2) students who are English learners (ELs), as a summative assessment. For California’s public school students, this test is the ELPAC.

### **The Initial ELPAC has one purpose:**

- To identify students who are ELs or are initial fluent English proficient (IFEP)

### **The Summative ELPAC has two purposes:**

- To determine the level of ELP of EL students
- To assess the progress of EL students in acquiring the skills of listening, speaking, reading, and writing in English

All students in kindergarten<sup>1</sup> through grade twelve (K–12), ages three through twenty-one, whose primary language is a language other than English must take the Initial ELPAC to determine whether they are ELs. This must be done within 30 calendar days after they are first enrolled in a California public school or 60 calendar days prior to instruction, but not before July 1, per ELPAC regulations. The Summative ELPAC must be given annually to students identified as ELs until they are reclassified to fluent English proficient (RFEP).

## Administering the ELPAC

### **Initial ELPAC Administration**

The testing window for the Initial ELPAC is July 1 through June 30. Only test examiners who are employees of the LEA, are proficient in speaking English (which means complete command of pronunciation, intonation, and fluency), have signed a security affidavit, and certify that they have received formal ELPAC training may administer the Initial ELPAC. The Initial ELPAC is an untimed test, but the following times are provided to help schedule testing sessions:

- The Speaking domain is administered individually to all students in K–12. For students in kindergarten and grade one, the Speaking domain takes approximately 5 to 10 minutes to complete. For grades two through twelve, it takes approximately 10 to 15 minutes for each student to complete the Speaking domain.

---

<sup>1</sup> Kindergarten includes year one of a two-year kindergarten program, often referred to as transitional kindergarten.

- For students in kindergarten and grade one, the Listening, Reading, and Writing domains are administered individually, and the estimated time required is approximately 15 to 30 minutes per domain.
- For students in grade two, the Listening, Reading, and Writing domains are administered in a small group of up to 10 students. It takes about 30 to 45 minutes to complete the three domains.
- For students in grades three through twelve, the Listening, Reading, and Writing domains are administered in a group of up to 20 students. It takes approximately an hour to complete the three domains.

The testing schedule may be altered to give students sufficient breaks to avoid fatigue. The test may be administered over the course of several days; however, an entire domain should be administered in a single setting.

### **Summative ELPAC Administration**

The testing window for the Summative ELPAC is February 1 through May 31. Only test examiners who are employees or contractors of the LEA, are proficient in speaking English (which means complete command of pronunciation, intonation, and fluency), have signed a security affidavit, and certify that they have received formal ELPAC training may administer the test. The ELPAC is an untimed test, but the following times are provided to help schedule testing sessions:

- The Speaking domain is administered individually to all students in K–12 and takes about 10 to 15 minutes for each student to complete.
- For students in kindergarten and grade one, the Listening, Reading, and Writing domains are administered individually, and the estimated time required is approximately 15 to 30 minutes per domain.
- For students in grade two, the Listening, Reading, and Writing domains are administered in a small group of up to 10 students. It takes about an hour and a half to complete the three domains.
- For students in grades three through twelve, the Listening, Reading, and Writing domains are administered in a group of up to 20 students. It takes about an hour and a half to two hours to complete the three domains.
- In grades three through twelve, the Listening domain is administered via online audio through the Test Operations Management System (TOMS). Also, for those grades, the “Summarize an Academic Presentation,” in the Speaking domain, is played via online audio through TOMS.

As with the Initial ELPAC, the testing schedule for the Summative ELPAC may be altered to give students sufficient breaks to avoid fatigue, and the test may be administered over the course of several days; however, an entire domain should be administered in a single setting.

## Receiving ELPAC Results

The official Initial ELPAC Student Score Reports will be generated through the LST. LEAs will have the ability to print these at the site and district levels. LEAs receive the individual Student Score Reports for the Summative ELPAC approximately eight weeks after the completed tests are sent to the test contractor for scoring. ELPAC results are confidential and individual results are to be shared only with each student's teacher(s) and parents or guardians.

Information about reporting results to parents and guardians is provided on page 27. The reporting of summary results will be available on DataQuest and provided to LEAs within TOMS.

## Using Initial and Summative Assessment Results

ELPAC results are not used to measure academic achievement. The Initial ELPAC results are used to identify ELs who need to develop their skills in listening, speaking, reading, and writing in English. This information, used with other local assessments, assists LEAs and schools when making placement decisions for new students who are identified as ELs. The Initial ELPAC results also are used to identify students who are IFEP and are able to participate in the regular (core) academic program.

The Summative ELPAC results are used to see how well ELs are progressing annually toward ELP. This information is used to assist LEAs and schools in the ongoing process of program monitoring and evaluation. The Summative ELPAC results also form one of four criteria used to determine whether ELs are ready to be designated as RFEP on the basis of the reclassification process developed by the LEA, in accordance with state law. Refer to page 22 for more information on reclassification.

## Planned Testing and Reporting for 2017–18 and 2018–19

<b>July 1, 2018</b>	2018–19 Initial ELPAC testing window opens.
<b>Fall 2018</b>	2017–18 Initial CELDT and Summative ELPAC summary results for schools, LEAs, and the state are publicly posted on the CDE DataQuest website at <a href="https://dq.cde.ca.gov/dataquest/">https://dq.cde.ca.gov/dataquest/</a> .
<b>February 1, 2019</b>	2018–19 Summative ELPAC testing window opens.
<b>May 31, 2019</b>	2018–19 Summative ELPAC testing window closes.
<b>June 30, 2019</b>	2018–19 Initial ELPAC testing window closes.
<b>July 1, 2019</b>	2019–20 Initial ELPAC testing window opens.
<b>Fall 2019</b>	2018–19 Initial and Summative ELPAC summary results for schools, LEAs, and the state are publicly posted on the CDE DataQuest website at <a href="https://dq.cde.ca.gov/dataquest/">https://dq.cde.ca.gov/dataquest/</a> .



## Domains and Task Types

### Initial ELPAC Domains and Task Types

The ELPAC assesses public school students in K–12 in four domains: Listening, Speaking, Reading, and Writing. The task types assessed in each of the Initial ELPAC domains are listed in the tables below.

For more information on the specific task types for the Initial and Summative ELPAC, visit the CDE ELPAC web page at <https://www.cde.ca.gov/ta/tg/ep/>.

<b>Listening Tasks</b>	K	Grade 1	Grade 2	Grades 3–5	Grades 6–8	Grades 9–12
Listen to a Short Exchange	Yes	Yes	Yes	Yes	Yes	Yes
Listen to a Classroom Conversation	No	No	No	Yes	Yes	Yes
Listen to a Story	Yes	Yes	Yes	Yes	No	No
Listen to an Oral Presentation	Yes	Yes	Yes	Yes	Yes	Yes
Listen to a Speaker Support an Opinion	No	No	No	No	Yes	Yes

<b>Speaking Tasks</b>	K	Grade 1	Grade 2	Grades 3–5	Grades 6–8	Grades 9–12
Talk About a Scene	Yes	Yes	Yes	Yes	Yes	Yes
Speech Functions	No	No	No	Yes	Yes	Yes
Support an Opinion	Yes	No	No	No	No	No
Retell a Narrative	Yes	Yes	Yes	No	No	No
Summarize an Academic Presentation	No	Yes	Yes	Yes	Yes	Yes

<b>Reading Tasks</b>	K	Grade 1	Grade 2	Grades 3–5	Grades 6–8	Grades 9–12
Read-Along Word with Scaffolding	Yes	No	No	No	No	No
Read-Along Story with Scaffolding	Yes	Yes	No	No	No	No
Read-Along Information	No	Yes	No	No	No	No
Read and Choose a Word	No	Yes	Yes	No	No	No
Read and Choose a Sentence	No	No	Yes	Yes	Yes	Yes
Read a Short Informational Passage	No	No	Yes	Yes	Yes	Yes
Read a Literary Passage	No	No	Yes	No	No	No
Read an Informational Passage	No	No	No	Yes	Yes	Yes

<b>Writing Tasks</b>	K	Grade 1	Grade 2	Grades 3–5	Grades 6–8	Grades 9–12
Label a Picture—Word, with Scaffolding	Yes	Yes	No	No	No	No
Write a Story Together with Scaffolding	Yes	Yes	Yes	No	No	No
Describe a Picture	No	No	Yes	Yes	No	No
Write About an Experience	No	No	No	No	Yes	Yes
Justify an Opinion	No	No	No	Yes	Yes	Yes

## Summative ELPAC Domains and Task Types

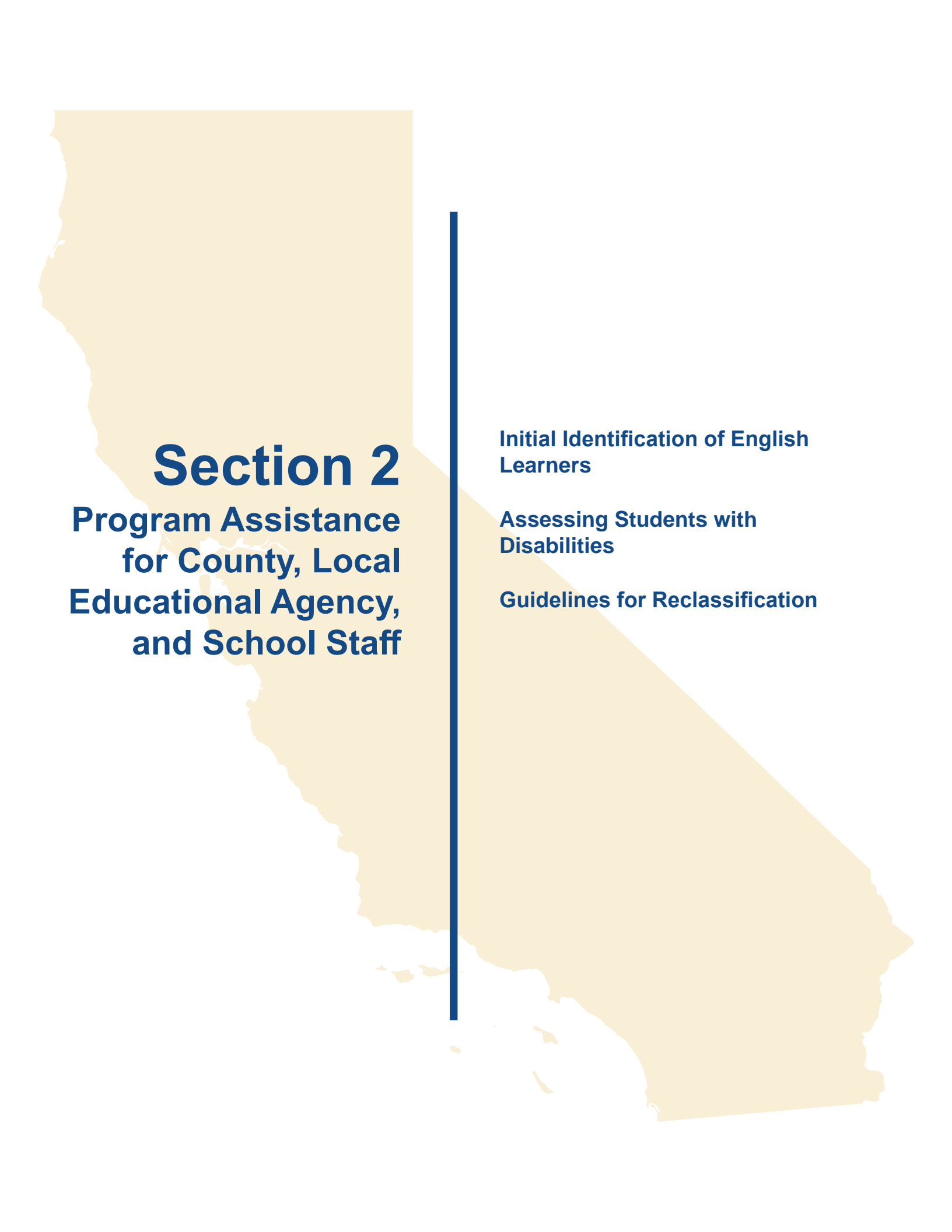
The task types assessed in each of the Summative ELPAC domains are listed below.

<b>Listening Tasks</b>	K	Grade 1	Grade 2	Grades 3–5	Grades 6–8	Grades 9&10	Grades 11&12
Listen to a Short Exchange	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Listen to a Classroom Conversation	No	No	No	Yes	Yes	Yes	Yes
Listen to a Story	Yes	Yes	Yes	Yes	No	No	No
Listen to an Oral Presentation	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Listen to a Speaker Support an Opinion	No	No	No	No	Yes	Yes	Yes

<b>Speaking Tasks</b>	K	Grade 1	Grade 2	Grades 3–5	Grades 6–8	Grades 9&10	Grades 11&12
Talk About a Scene	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Speech Functions	No	No	Yes	Yes	Yes	Yes	Yes
Support an Opinion	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Retell a Narrative	Yes	Yes	Yes	Yes	No	No	No
Present and Discuss Information	No	No	No	No	Yes	Yes	Yes
Summarize an Academic Presentation	Yes	Yes	Yes	Yes	Yes	Yes	Yes

<b>Reading Tasks</b>	K	Grade 1	Grade 2	Grades 3–5	Grades 6–8	Grades 9&10	Grades 11&12
Read-Along Word with Scaffolding	Yes	No	No	No	No	No	No
Read-Along Story with Scaffolding	Yes	No	No	No	No	No	No
Read-Along Information	Yes	No	No	No	No	No	No
Read and Choose a Word	No	Yes	Yes	No	No	No	No
Read and Choose a Sentence	No	No	Yes	Yes	No	No	No
Read a Short Informational Passage	No	Yes	Yes	Yes	Yes	Yes	Yes
Read a Student Essay	No	No	No	Yes	Yes	Yes	Yes
Read a Literary Passage	No	Yes	Yes	Yes	Yes	Yes	Yes
Read an Informational Passage	No	Yes	Yes	Yes	Yes	Yes	Yes

<b>Writing Tasks</b>	K	Grade 1	Grade 2	Grades 3–5	Grades 6–8	Grades 9&10	Grades 11&12
Label a Picture—Word, with Scaffolding	Yes	No	No	No	No	No	No
Write a Story Together with Scaffolding	Yes	Yes	Yes	No	No	No	No
Write an Informational Text Together	No	Yes	Yes	No	No	No	No
Describe a Picture	No	Yes	Yes	Yes	Yes	Yes	Yes
Write About an Experience	No	No	No	Yes	Yes	Yes	Yes
Write About Academic Information	No	No	No	Yes	Yes	Yes	Yes
Justify an Opinion	No	No	No	Yes	Yes	Yes	Yes



# **Section 2**

**Program Assistance  
for County, Local  
Educational Agency,  
and School Staff**

**Initial Identification of English  
Learners**

**Assessing Students with  
Disabilities**

**Guidelines for Reclassification**

# Initial Identification of English Learners

## Step 1. Determination of Students' Primary Language

In accordance with *EC* Section 60810(d), one of the purposes of the ELPAC is to identify students who are ELs. The term “English learner,” when used with respect to an individual, means an individual:

- (A) who is aged 3 through 21;
- (B) who is enrolled or preparing to enroll in an elementary school or secondary school;
- (C)(i) who was not born in the United States or whose native language is a language other than English;
- (ii)(I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and
- (II) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or
- (iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and
- (D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual:
  - (i) the ability to meet the challenging State academic standards;
  - (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or
  - (iii) the opportunity to participate fully in society. (ESEA Section 8101[20])

For all students in K–12, upon first enrollment in a California public school, the LEA uses a standardized procedure to determine a student's primary language. This procedure begins with a home language survey (HLS), which is completed once by the parent or guardian at the time the student is **initially** enrolled in a California public school. The HLS should not be readministered every year nor readministered if a student enrolls in a new LEA.

If the HLS is completed in error, the parent or guardian may make a request to change it prior to the assessment. However, once a student is identified as an EL on the basis of the results of the Initial ELPAC, and the student has been administered the Summative ELPAC, changing the HLS will not change the student's identification.

A sample HLS is available on the CDE English Learner Forms web page at <https://www.cde.ca.gov/ta/cr/elforms.asp>. The State Board of Education (SBE) approved the following guidelines for interpreting the sample survey:

- If a language other than English is indicated on any of the first three questions, the student should be tested with the Initial ELPAC.
- If a language other than English is indicated on the fourth question, the student may be tested at the LEA's discretion.

## American Sign Language

For purposes of ELPAC testing and Title III services, American Sign Language (ASL), in and of itself, is not considered a “language other than English,” according to the US Department of Education (ED). Students who use ASL for communication and have not been exposed to any language other than English should not be considered for ELPAC testing. For a student who uses ASL for communication because of deafness or hearing impairment, and for whom there is another primary language other than English indicated on the student's HLS, the individualized education program (IEP) team should consider (1) ELPAC testing with appropriate universal tools, designated supports, and accommodations; or (2) alternate assessment(s).

Hearing students of deaf parents who use ASL as the primary means to communicate upon entering school and who have been exposed to a language other than English by another adult, such as a grandparent or a caregiver, may be considered for ELPAC testing. The LEA may consider ELPAC testing in addition to other appropriate language assessments to determine whether the child may benefit educationally from English language development (ELD) instruction. The LEA should base its decision to administer the ELPAC on whether the student has been exposed to another language other than English, not on the basis of whether the hearing student of deaf parents uses ASL in the home.

## Step 2. Assessment of English Language Proficiency

### Kindergarten through Grade Twelve

LEAs will use the LST, found in TOMS, to calculate the official Initial ELPAC score.

The Initial ELPAC has three performance level descriptors. Please refer to page 29 for the full descriptions of the performance levels.

- IFEP
- Intermediate EL
- Novice EL

Students in K–12 are considered to have met the ELPAC criterion for English proficiency when the Overall score is in the IFEP range.

### Correction of Classification Errors

In *California Code of Regulations*, Title 5 (5 CCR) Section 11518.20, there are three scenarios in which a correction process may take place. The scenarios are as follows:

1. If a student is classified as English only but the LEA has an indication that the student's primary or native language is not English and the student is unable to perform ordinary classroom work in English, the LEA may collect and review evidence. Based on this review, the LEA shall determine whether the student shall be administered the Initial ELPAC in order to determine the student's classification. At least 10 calendar days prior to administration of the Initial ELPAC, the LEA shall notify the student's parent or guardian, in writing, that the student will be assessed. If the Initial ELPAC is administered and the student does not meet the Initial ELPAC criterion for proficiency, the LEA shall classify the student as EL. The LEA shall notify the student's parent or guardian, in writing, of the results of the review, including the evidence that led to the determination and the results of the Initial ELPAC, within 14 calendar days of its determination.
2. If an LEA administers the Initial ELPAC to a student who is not eligible for the assessment, the student's classification shall remain unchanged regardless of the assessment results, and the LEA shall not maintain any such results as student records, including in the California Longitudinal Pupil Achievement Data System.
3. After the administration of the Initial ELPAC to a student—but before the student takes the Summative ELPAC and at the request of the student's parent or guardian or a certificated employee of the LEA—the LEA shall collect and review evidence about the student's ELP. Based on the results of the review, the LEA shall determine whether the student's classification should remain unchanged or be changed. The LEA shall notify the student's parent or guardian in writing of the results within 14 calendar days of its determination. This review shall occur only once over the course of the student's enrollment in the California public school system.

Evidence regarding the ELP of a student shall include, but is not limited to, the following:

- Results of the HLS
- Results of the assessment of the student's proficiency in English, using an objective assessment instrument, including, but not limited to, the Initial ELPAC
- Parent or guardian opinion and consultation results
- Evidence of the student's performance in the LEA's adopted course of study and the student's ELD, as applicable, obtained from the student's classroom teacher and certificated staff with direct responsibility for teacher or placement decisions

During the time evidence is being collected and reviewed, the student shall retain his or her original classification.



Specific regulatory language regarding the correction of classification errors can be found in the ELPAC regulations, 5 *CCR* Section 11518.20, on the CDE website at <https://www.cde.ca.gov/ta/tg/ep/documents/elpacregs.doc>.

## Decision Guide for Placement of English Learners

LEAs administer an HLS to all students enrolled for the first time in a California public school.

- If the survey results indicate English as the primary language, no further testing is required. A regular instructional program is implemented.
  - If the student struggles to perform in the classroom later in the student's educational career, a correction process can be initiated as laid out on page 16.
- If the survey results indicate a primary language other than English, an Initial ELPAC administration is required.
  - If a parent/guardian or a certificated employee of the LEA disagrees with the results of the Initial ELPAC, a review of the classification can be pursued (if applicable).

The Initial ELPAC is administered for the purpose of classifying students, resulting in one of two general classifications: IFEP or EL.

- In the event of IFEP classification, the student is considered to have met the ELPAC criterion for English proficiency, and no further testing is required. A regular instructional program is implemented.
  - If the student struggles to perform in the classroom later in the student's educational career or if the LEA receives a contradictory score as part of the Rotating Score Validation Process and determines that the student should be classified as an EL, the LEA can use this as part of evidence for a correction process to be initiated.
- In the event of EL classification, an appropriate EL program is implemented. The student's progress is assessed annually with the Summative ELPAC.
  - A correction of classification can occur if the student was timid during the Initial ELPAC administration and is classified as an EL, but further evidence is collected that demonstrates the student's ability to listen, speak, read, and write in English in the classroom. This correction of classification process must be completed before the administration of the Summative ELPAC.
- If the Initial ELPAC is administered to the incorrect student, a correction process is initiated, and no record of scores shall be maintained.

The Summative ELPAC is administered to ELs annually until reclassification criteria are met and the student is classified as RFEP.

- In the event of RFEP classification, a regular instructional program is implemented, and the student's progress is monitored for four years following reclassification.

# Assessing Students with Disabilities

## Federal Guidance for Learners with Disabilities

In accordance with the ED guidance issued in July 2014, the ED requires that all ELs with disabilities participate in the state’s ELP assessment. Federal law requires that all ELs with disabilities participate in the state ELP assessment in the following ways, as determined by the IEP team:

- In the regular state ELP assessment without universal tools, designated supports, and accommodations
- In the regular state ELP assessment with universal tools, designated supports, and accommodations determined by the IEP team or Section 504 team
- In an alternate assessment aligned with the state’s ELD standards, if the IEP team determines that the student is unable to participate in the regular ELP assessment with or without universal tools, designated supports, and accommodations

## Role of the IEP Team

The IEP team is an essential component in establishing the appropriate academic and functional goals, determining the specifically designed instructional program to meet the unique needs of all ELs with disabilities, and making decisions about how students can participate in the state ELP assessment.

In accordance with the new ED guidance, the IEP team is responsible for:

- Making decisions about the content of a student’s IEP, including whether a student must take a regular state assessment (in this case, the ELP assessment), with or without appropriate universal tools, designated supports and/or accommodations, or an alternate assessment in lieu of the regular ELP assessment (ED, July 2014, FAQ #4).
- Developing an IEP for each student with a disability, including each EL with a disability, at an IEP team meeting, which includes school officials and the child’s parents/guardians. The Individuals with Disabilities Education Act (IDEA) regulation in *Code of Federal Regulations*, Title 34, (34 CFR) Section 300.321(a) specifies the participants to be included on each child’s IEP team. It is essential that IEP teams for ELs with disabilities include persons with expertise in English language acquisition and other professionals, such as speech-language pathologists, who understand how to differentiate between English proficiency development and a disability (ED, July 2014, FAQ #5).
- Ensuring that ELs’ parents or guardians understand and are able to meaningfully participate in IEP team meetings at which the child’s participation in the annual state ELP assessment is discussed. If a parent whose primary language is other than English is participating in IEP meetings, the IDEA regulations require each public agency to take whatever action necessary to ensure that the parent understands the proceedings of the IEP team meeting, including arranging

for an interpreter (34 *CFR* Section 300.322[e]). When parents themselves are ELs, Title VI of the Civil Rights Act of 1964 also requires that the LEA effectively communicate with parents in a manner and form they can understand, such as by providing free interpretation and/or translation services (ED, July 2014, FAQ #6).

- Ensuring that all ELs, including those with disabilities, participate in the annual state ELP assessment, with or without universal tools, designated supports, and accommodations or take an appropriate, locally determined alternate assessment, if necessary (ESSA Section 1119[b][7] and IDEA Section 612[a][16][A]). An IEP team cannot determine that a particular EL with a disability should not participate in the annual state ELP assessment (ED, July 2014, FAQ #7). However, IEP teams can make the determination, on a student-by-student basis, that an alternate assessment to the ELP be administered.

According to 5 *CCR* sections 11511 and 11516 through 11516.7 (Division 1, Chapter 11, Subchapter 7.5) as well as *EC* Section 313, the initial and summative administration of the ELPAC are the responsibilities of the LEA. Most students with disabilities are able to participate effectively on the ELPAC. For students whose disabilities preclude them from participating in one or more domains of the ELPAC, their IEP teams may recommend accommodations or an alternate assessment (see *EC* Section 56385, 5 *CCR* 11516.5 through 11516.7). Approved universal tools, designated supports, and accommodations are listed in *Matrix Four: Universal Tools, Designated Supports, and Accommodations for the ELPAC*, which is found on the CDE website at <https://www.cde.ca.gov/ta/tg/ep/documents/elpacmatrix4.docx>.

In accordance with 34 *CFR* sections 300.304 through 300.305, initial identification for determining whether a student is a student with a disability takes into consideration existing data, which includes LEA and statewide assessments. For those who participate in programs for students with disabilities, the LEA may be a school district, an independent charter school, the county office of education, or a state special school.

When an EL with disabilities is not able to take the ELPAC (the entire test or any portion of it), that information is shared at the IEP team meeting. IEP team members may determine that alternate assessments are appropriate and necessary. Per the ED, the alternate assessment must be aligned with the ELD Standards. The results of alternate assessments and/or the ELPAC are part of the current levels of performance in the IEP. The scores or performance levels are a part of the information considered by the team to develop linguistically appropriate goals (*EC* sections 56341.1[b] and 56345[b][2]).

Because such alternate means of assessments fundamentally alter what the ELPAC measures, students receive the lowest obtainable scale score (LOSS) on each domain affected. Caution should be used when interpreting results because the LOSS on one or more domains may lower the Overall performance level on the ELPAC. The LOSS on the ELPAC will be used to calculate the ELPI for Title I accountability purposes. If the student is not reclassified, the LOSS will be entered as the “Most Recent Previous Scale Score(s)” at the next year’s administration of the ELPAC.

Because of the unique nature of individual students' disabilities, the CDE does not make specific recommendations as to which alternate assessment instruments to use. However, the appropriate alternate assessment must be identified annually in a student's IEP. The LEA must ensure that the IEP team includes an individual who can interpret the instructional implications of evaluation results (e.g., an ELD specialist to interpret ELPAC results) (34 *CFR* Section 300.321[a][5]). Identified ELs with disabilities must take the ELPAC with any accommodations specified in their IEP or take appropriate alternate assessments, as documented in their IEP, every year until they are reclassified.

When a student's IEP or Section 504 plan specifies that the student has a disability for which there are no appropriate accommodations for assessment in one or more of the Speaking, Listening, Reading, and Writing domains, the student shall be assessed in the remaining domains in which it is possible to assess the student, per 34 *CFR* Section 200.6. A student may be assigned an overall score only if assessed in both oral and written language. To be considered as having been assessed in oral language, the student must have been assessed in either Speaking or Listening. To be considered as having been assessed in written language, the student must have been assessed in either Reading or Writing.

## Selective Mutism

Although the CDE does not make specific recommendations about accommodations or alternate assessments, an increased number of inquiries have been received regarding students identified as selectively mute. Therefore, additional information is being provided below for local consideration.

Selective mutism (SM) is an anxiety disorder that is classified under "mental disorders" in the fifth edition of the *Diagnostic and Statistical Manual of Mental Disorders*, (*DSM-5*). Because of its classification, SM meets the eligibility criteria for necessary accommodations through a Section 504 plan.

A student with SM consistently fails to speak in certain situations (e.g., at school); however, the student speaks at other times (e.g., at home or with friends). SM may cause significant interference with educational or communicative functioning. Studies have demonstrated that immigrant and language-minority students are at a higher risk of developing SM than native-born students. This diagnosis excludes students who may be uncomfortable with a new language and may select not to speak in specific environments. A nonverbal period (silent period) of time is to be expected in students acquiring a new language and should, therefore, not be mistaken as SM.

Additional information regarding SM can be found on the National Center for Biotechnology Information website at <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3538870/> and on the American Speech-Language-Hearing Association website at <http://www.asha.org/public/speech/disorders/selectivemutism/>.

## Guidelines for Reclassification

On April 28, 2017, the CDE provided guidance regarding reclassification options during the transition from the California English Language Development Test (CELDT) to the ELPAC.

Once the Summative ELPAC became operational on February 1, 2018, the CDE provided interim reclassification guidance, utilizing the SBE-approved (November 2017) preliminary threshold scores for the Summative ELPAC. Information can be found on the CDE website at <https://www.cde.ca.gov/be/ag/ag/yr17/documents/nov17item08addendum.doc>.

### Reclassification Criteria

As a reminder, since the 2015–16 school year, the reclassification criteria, pursuant to *EC* Section 313(f), has remained unchanged.

At this time, LEAs are to continue using the following four criteria to establish local reclassification policies and procedures:

1. Assessment of ELP (using an objective assessment instrument, including, but not limited to, the state test of ELD)
2. Teacher evaluation (including, but not limited to, a review of the student's curriculum mastery)
3. Parent opinion and consultation
4. Comparison of student performance in basic skills (compared against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age)

In spring 2015, LEAs administered the first operational Smarter Balanced Summative Assessments. On September 16, 2015, the CDE provided guidance to LEAs for using those results, if they chose, as a local measure of criterion 4. The guidance is available on the CDE Reclassification web page at <https://www.cde.ca.gov/sp/el/rd/>. LEAs also were advised that they could identify local assessments to be used to identify ELs who were meeting academic measures that indicated they were ready to be reclassified. This guidance regarding criterion 4 remains unchanged. The CDE provided further reclassification guidance on January 2, 2018, as to an LEA deciding to use Summative ELPAC results for reclassification. This guidance can be found on the CDE web page at <https://www.cde.ca.gov/sp/el/rd/interimreclass.asp>.

**Criterion 1: Assessment of ELP**

Use the Summative ELPAC as the primary assessment of ELP. In addition to the existing reclassification criteria, LEAs may elect to use Summative ELPAC results to determine whether a student has met the ELP assessment criterion. Because the threshold scores at this time are preliminary, LEAs may locally determine their own ELPAC threshold scores to use in combination with the general performance level descriptors for reclassification purposes until January 2019, when the CDE plans to bring new reclassification guidance for the 2018–19 school year to the SBE for approval. Information can be found on the CDE web page at <https://www.cde.ca.gov/ta/tg/ep/elpacgpld.asp>.

- Use the most recently available test data.

**Criterion 2: Teacher Evaluation**

- Use the student’s academic performance.
- Note that incurred deficits in motivation and academic success unrelated to ELP do not preclude a student from reclassification.

**Criterion 3: Parent Opinion and Consultation**

- Provide notice to parents or guardians of their rights and encourage them to participate in the reclassification process.
- Provide an opportunity for a face-to-face meeting with parents or guardians.

**Criterion 4: Comparison of Performance in Basic Skills***Definitions:*

- “Performance in basic skills” means the score and/or performance level resulting from a recent administration of an objective assessment of basic skills in English (e.g., Smarter Balanced assessments, district benchmarks).
- “Range of performance in basic skills” means a range of scores on the assessment of basic skills in English that corresponds to a performance level or a range within a performance level.
- “Students of the same age” refers to students who are enrolled in the same grade as the student who is being considered for reclassification.

*Basic skills criteria:*

- LEAs may identify local or state assessments they will use to determine whether ELs are meeting academic measures that indicate they are ready for reclassification. (See “Academic Criterion for Reclassification” letter of September 2015, located on the CDE Reclassification web page at <https://www.cde.ca.gov/sp/el/rd/reclass1718.asp>.)



- For 2018–19, LEAs may identify cut scores, or a range of scores, on the selected assessment instrument to determine the skill levels.
- Also for 2018–19, LEAs may identify a cut point on the selected assessment instrument, which is comparable to the midpoint of the Basic level of the English language arts assessment, to determine skill levels.
- Students with scores above the cut point selected by LEAs should be considered for reclassification.
- For students scoring below the cut point, LEAs should attempt to determine whether factors other than ELP are responsible for low performance on the test of basic skills and whether it is reasonable to reclassify the student.
- LEAs must monitor student performance for four years after reclassification, in accordance with existing California regulations and Title III of the ESEA.

EC Section 313(f)(4) calls for a comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age.

As a reminder, California regulations (5 CCR, sections 11303 Reclassification and 11308 [c][6] Advisory Committee) specify that any local reclassification criteria must be reviewed by the school district committee on programs and services for ELs.

If you have questions regarding the reclassification policy, please contact the CDE Language Policy and Leadership Office by phone at 916-319-0845. For more information on reclassification, see the CDE Reclassification web page at <https://www.cde.ca.gov/sp/el/rd/>.

## Reclassification of ELs with Disabilities

Students with disabilities, including severe cognitive disabilities, are to be provided the same opportunities to be reclassified as students without disabilities. Local IEP teams, therefore, may determine appropriate measures of ELP and performance in basic skills and minimum levels of proficiency on these measures that would be equivalent to an English proficient peer with similar disabilities, in accordance with local reclassification policies based on the state definition of ELP (*EC* Section 313[f]).

In accordance with federal and state laws, the IEP team may address the individual needs of each EL with a disability, using multiple criteria in concert with the four reclassification criteria in *EC* Section 313(f). These four criteria are the minimum required components that LEAs must include in their local reclassification policy. Other criteria may be used to supplement the four required criteria to ensure that the most appropriate decision is made for each student. Additional information about assessing students with disabilities is available on page 19.



The following are suggestions for applying the four criteria in *EC* Section 313(f) to local reclassification policies regarding English learners with disabilities:

**Criterion 1: Assessment of ELP Using an Objective Assessment Instrument**

Assessment of ELP using an objective assessment, including but not limited to the ELPAC, is one of four criteria in state law per *EC* Section 313(f) to be used by LEAs in determining whether an EL should be reclassified as RFEP. The IEP team can use the scores from an alternate assessment aligned with the state 2012 ELD Standards for reclassification purposes (see “Assessing Students with Disabilities” on page 19). An alternate assessment may be used to measure the student’s ELP on any or all four domains in which the student cannot be assessed using the ELPAC.

For purposes of Title I accountability requirements, a student assessed with an alternate assessment, or the ELPAC with unapproved unlisted resources, will receive the LOSS on the ELPAC for each domain tested with an alternate assessment or the ELPAC with unapproved unlisted resources. The IEP team, however, may use results from the alternate assessment or ELPAC administration with unlisted accommodations in conjunction with the other required criteria (i.e., teacher evaluation, parental opinion and consultation, and student’s scores on an assessment of basic skills) to determine a student’s eligibility for reclassification. Although the alternate assessment tests the student’s ELP in accordance with the student’s IEP, the alternate assessment results are not comparable to ELPAC results, in general, and are not for the purposes of Title I accountability, in particular. They can be used, however, for reclassification consideration, as outlined in this section.

**Criterion 2: Teacher Evaluation**

- Use the student’s classroom performance information that is based on the student’s IEP goals for academic performance and ELD.

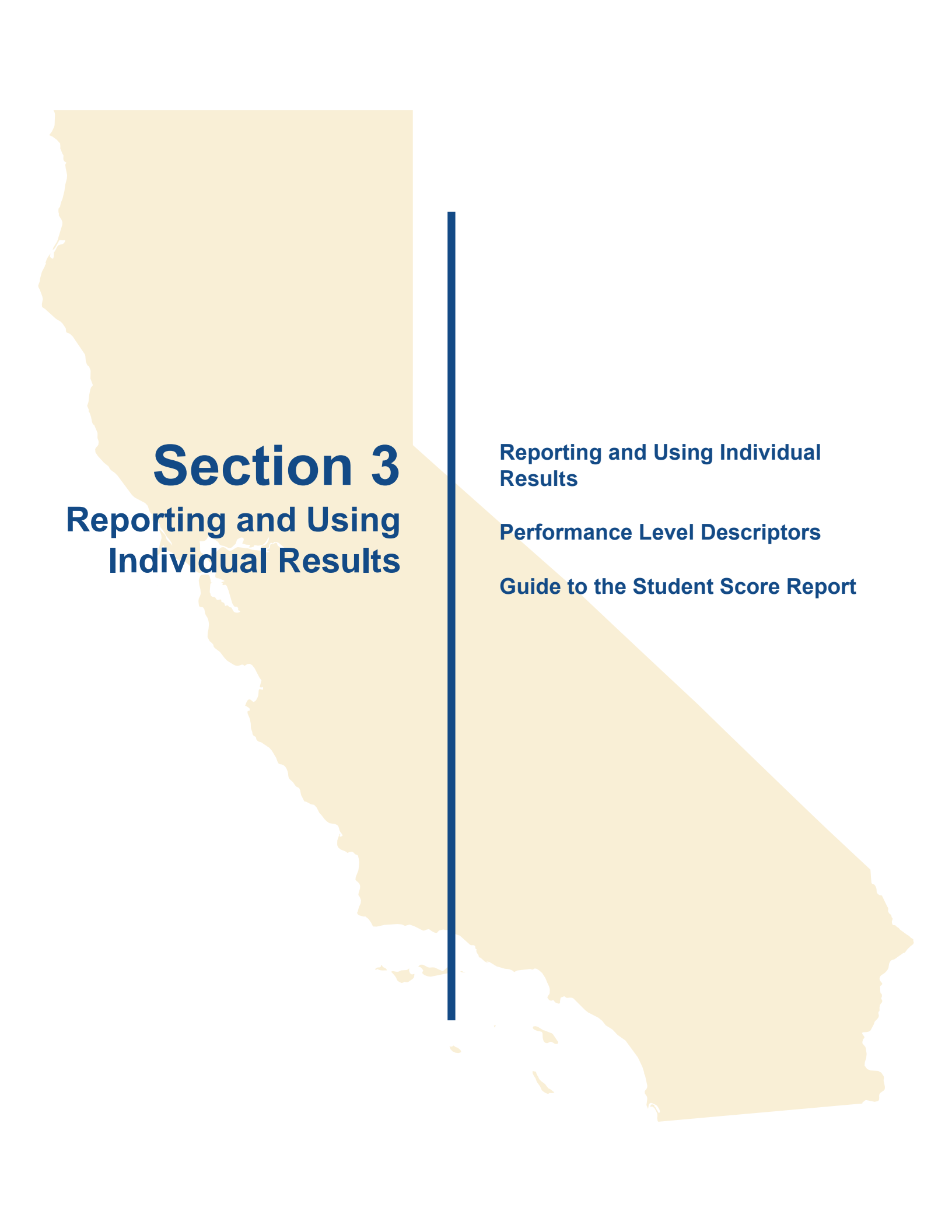
**Criterion 3: Parent Opinion and Consultation**

- The parent or guardian is a participant on the IEP team.

**Criterion 4: Comparison of Performance in Basic Skills**

The IEP team should specify in the student’s IEP an assessment of basic skills to meet the guidelines for reclassification (e.g., the California Alternate Assessment for English language arts). The IEP team may consider using other assessments that are valid and reliable and designed to compare the basic skills of ELs with disabilities to native speakers of English with similar disabilities to determine whether the EL with disabilities has sufficiently mastered the basic skills for reclassification consideration.

The CDE cannot make specific recommendations of alternate assessment instruments because it is the responsibility of the IEP team to gather pertinent information regarding the student and assessment needs specific to that student. The IEP team may use this comprehensive approach to make decisions regarding program supports and reclassification that will allow the student to make maximum progress, given the student’s capacities.



# **Section 3**

## **Reporting and Using Individual Results**

**Reporting and Using Individual Results**

**Performance Level Descriptors**

**Guide to the Student Score Report**

## Reporting and Using Individual Results

State regulations require LEAs to provide individual Summative ELPAC results to parents or guardians within 30 calendar days after they are received by the LEA. Only authorized LEA personnel, the student, and parents or guardians may see the ELPAC results of individual students. Per *EC* Section 11518.15, if the Summative ELPAC results are received from the test contractor after the last day of instruction for the school year, the LEA shall notify each student's parent or guardian of the student's results within 15 working days of the start of the next school year.

Section 6312 of Title I of the ESSA requires LEAs receiving Title III funds to inform parents or guardians of (1) the reasons for the student's identification as an EL based on the ELPAC results; and (2) the need for placement in an English language instructional support program. This notification is to occur no later than 30 calendar days after the beginning of the school year or within two weeks of the student's placement in the specified program after the beginning of the school year. Parents or guardians of ELs with an IEP also must be notified as to how the recommended placement will help their child meet the objectives of the IEP.

Sample parent/guardian notification letters are provided on the CDE ELs web page at <https://www.cde.ca.gov/sp/el/t3/lepparent.asp> and are currently available in English as well as Spanish. An informational brochure for parents/guardians on how to read the ELPAC Student Score Report, translated into multiple languages, is on the same web page and can be printed and distributed.

### Student Score Reports

#### Initial ELPAC Student Score Reports

The official score for the Initial ELPAC is produced once the LEA has entered and locked the student's raw scores in the LST. Individual student Initial ELPAC results include an overall scale score, which will indicate which of the three performance levels the student achieved: IFEP, Intermediate EL, and Novice EL.

There will be two composite performance levels produced: Oral Language (Speaking and Listening) and Written Language (Reading and Writing). The three performance levels are well developed, somewhat to moderately developed, and minimally developed.

The 2018–19 Initial ELPAC report includes the following information:

- An Overall performance level and scale score
- A performance level for each composite tested (Oral and Written Language)

The scale score ranges for identifying a student's performance level for the Overall performance level, with the weighting percentages used to calculate the ranges, are available in the "Resources" section on pages 39–45. Overall Initial ELPAC test performance descriptors for K–12 can be found on page 29.

## Summative ELPAC Student Score Reports

The official score for the Summative ELPAC is produced by the test contractor. Individual student Summative ELPAC results include an overall scale score and two composite scale scores which will indicate which of the four performance levels the student achieved. The four performance levels are: well developed (4), moderately developed (3), somewhat developed (2), and minimally developed (1).

Domain level performance will be reported as beginning, intermediate, and well developed on the ELPAC Student Score Reports.

The 2018–19 Initial ELPAC report includes the following information:

- An Overall performance level and scale score
- A performance level and scale score for each composite tested (Oral and Written Language)
- A performance level for each domain tested (Listening, Speaking, Reading, and Writing)

Scale score ranges for each of the four performance levels are identified for Overall, Oral Language, and Written Language for all grades tested. These ranges incorporate the performance level cut scores approved by the SBE.

The scale score ranges for identifying a student’s performance level for the Overall performance level, with the weighting percentages used to calculate the ranges, are available in the “Resources” section on pages 46 and 47. Overall Summative ELPAC test performance descriptors for K–12 can be found on page 30.

## Understanding Results

The resource “Understanding Your Student Score Report” is provided in English and other languages to assist LEAs with communicating Summative ELPAC results to parents and guardians. It is available on the ELPAC website at <https://www.elpac.org/test-administration/reporting/>. The guide includes a sample Student Score Report, information about how to interpret the report, and domain-specific and Overall test performance descriptors.

## Performance Level Descriptors

### Initial ELPAC Performance Level Descriptors


Level	Description
Initial Fluent English Proficient (IFEP)	Students at this level have well developed oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. They may need occasional linguistic support to engage in familiar social and academic contexts; they may need light support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the “Bridging” proficiency level as described in the 2012 California English Language Development Standards, Kindergarten Through Grade 12 (2012 ELD Standards).
Intermediate English Learner	Students at this level have somewhat developed to moderately developed oral (listening and speaking) and written (reading and writing) skills. This level captures a broad range of English learners, from those who can use English only to meet immediate communication needs to those who can, at times, use English to learn and communicate in meaningful ways in a range of topics and content areas. They may need some degree of linguistic support to engage in familiar social and academic contexts (depending on the student, the level of support needed may be moderate, light, or minimal); they may need substantial-to-moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the entire “Expanding” proficiency level and to the lower range of the “Bridging” proficiency level as described in the 2012 ELD Standards.
Novice English Learner	Students at this level have minimally developed oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics. This test performance level corresponds to the “Emerging” proficiency level as described in the 2012 ELD Standards.

## Summative ELPAC Performance Level Descriptors

Level	Description
4	<p>English learners at this level have well developed oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. They may need occasional linguistic support to engage in familiar social and academic contexts; they may need light support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the “Bridging” proficiency level as described in the 2012 California English Language Development Standards, Kindergarten Through Grade 12 (CA ELD Standards).</p>
3	<p>English learners at this level have moderately developed oral (listening and speaking) and written (reading and writing) skills. They can sometimes use English to learn and communicate in meaningful ways in a range of topics and content areas. They need light-to-minimal linguistic support to engage in familiar social and academic contexts; they need moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the “Expanding” proficiency level through the lower range of the “Bridging” proficiency level as described in the CA ELD Standards.</p>
2	<p>English learners at this level have somewhat developed oral (listening and speaking) and written (reading and writing) skills. They can use English to meet immediate communication needs but often are not able to use English to learn and communicate on topics and content areas. They need moderate-to-light linguistic support to engage in familiar social and academic contexts; they need substantial-to-moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the low- to mid-range of the “Expanding” proficiency level as described in the CA ELD Standards.</p>
1	<p>English learners at this level have minimally developed oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics. This test performance level corresponds to the “Emerging” proficiency level as described in the CA ELD Standards.</p>

# Guide to the Student Score Report

## First-Year Initial ELPAC Student Score Report (Front)



STUDENT SCORE REPORT | 2018-2019

INITIAL ELPAC | Kindergarten

**Antioch Unified**

Initial English Language Proficiency Assessments for California (ELPAC) Student Score Report

STUDENT #: 1234567890

FOR THE PARENT/GUARDIAN OF: [REDACTED]

DATE OF BIRTH: [REDACTED]

TEST DATE: July 02, 2018

SCHOOL: Orchard Park

LEA: Antioch Unified

CDS: 07616480113761

**What is the Initial ELPAC?**  
The Initial ELPAC is used to identify a student as either an English learner who needs support to learn English or as proficient in English.

**Why do we administer the ELPAC?**  
Identifying students who need help learning English is important so students get the support they need to do well in school while receiving instruction in all school subjects. Every year, students who are English learners will take the Summative ELPAC to measure their progress in learning English, until they are reclassified as proficient in English.

Overall Performance Level:  
**Novice English Learner**  
Overall Score: **273**

Oral Language * (Listening and Speaking Skills)	Written Language (Reading and Writing Skills)
<b>Minimally developed</b>	<b>Minimally developed</b>

Note: The overall score is based on a combination of oral language (90%) and written language (10%).

Initial Levels	Initial Descriptors
Initial Fluent English Proficient (IFEP) <b>450-600</b>	Students at this level have <b>well developed</b> oral and written English skills. They can use English to learn and communicate in meaningful ways. They may occasionally need help using English.
Intermediate English Learner <b>370-449</b>	Students at this level have <b>somewhat to moderately developed</b> oral and written English skills. They may sometimes be able to use English to learn and communicate in meaningful ways. They may need some help to communicate about familiar topics in English and more help on less familiar topics.
Novice English Learner <b>150-369</b>	Students at this level have <b>minimally developed</b> oral and written English skills. They may be able to use known words and phrases to communicate meaning at a basic level. They may need substantial help using English.

Your child is here. →

\* An alternate assessment was used during the administration.  
For more information about this assessment, visit the ELPAC Web page at <https://www.cde.ca.gov/ta/tp/elpac/>. Contact your child's school for more information about these ELPAC results.



## Understanding Your Student Score Report

### 2018–19 Initial ELPAC

This guide explains your child's Initial ELPAC Student Score Report. Please speak to your child's teacher if you have questions.

#### What is on the score report?

##### 1. Your child's name and test information

Your child's name, grade, and the testing year are shown.

##### 2. Information about the ELPAC

A short description of the Initial ELPAC and why students take the assessment is provided.

##### 3. Overall score and performance level

Your child's overall score and performance level are shown. This test has three performance levels.

##### 4. Oral language level and written language level

Your child's overall score is a combination of the oral language level (listening and speaking) and the written language level (reading and writing).

##### 5. Initial ELPAC score levels and descriptors

This table shows the three performance levels and their score ranges, followed by a short description of the English skills that children at the performance levels typically have.

##### 6. Notices for some students

Some students take an alternate test in place of the ELPAC. In other cases, a testing irregularity may happen during an ELPAC administration. If either of these situations applies to your child, a notice will appear in this area of the Student Score Report.

For additional information, visit the California Department of Education ELPAC web page at <https://www.cde.ca.gov/ta/tg/ep/>.

**California Unified**

STUDENT #: 9999999999

FOR THE PARENT GUARDIAN OF:  
Anita C. Rocco  
1234 MAIN ST  
YOUR CITY, CA 90000

DATE OF BIRTH: 12/25/2007  
TEST DATE: MONTH DAY, 2018  
SCHOOL: California Unified Charter  
LEA: California Unified  
CDS: 999999999999

**What is the Initial ELPAC?**  
The Initial ELPAC is used to identify a student as either an English learner who needs support to learn English or as proficient in English.

**Why do we administer the Initial ELPAC?**  
Identifying students who need help learning English is important so students get the support they need to do well in school while receiving instruction in all school subjects. Every year, students who are English learners will take the Summative ELPAC to measure their progress in learning English, until they are reclassified as proficient in English.

**Overall Performance Level:**  
Intermediate English Learner  
Overall Score: 425

Oral Language\* (Speaking and Listening Skills): Well developed  
Written Language (Reading and Writing Skills): Somewhat to moderately developed

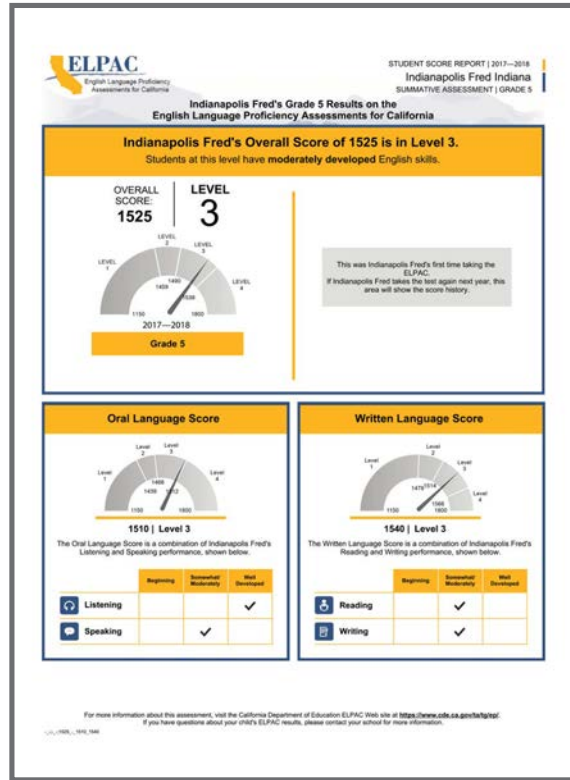
Note: The overall score is based on a combination of oral language (50%) and written language (50%).

Initial Fluent English Proficient (IFEP) 550-600	Students at this level have well developed oral and written English skills. They can use English to learn and communicate in meaningful ways. They may occasionally need help using English.
Intermediate English Learner 375-449	Students at this level have somewhat to moderately developed oral and written English skills. They may sometimes be able to use English to learn and communicate in meaningful ways. They may need some help to communicate about familiar topics in English and more help on less familiar topics.
Novice English Learner 150-369	Students at this level have minimally developed oral and written English skills. They may be able to use known words and phrases to communicate meaning at a basic level. They may need substantial help using English.

\*A testing irregularity occurred during the administration.  
\*An alternate assessment was used during the administration.



# First-Year Summative ELPAC Student Score Report (Front)



# First-Year Summative ELPAC Student Score Report (Back)

**A Parent's Guide to Indianapolis Fred's English Language Proficiency Assessments for California (ELPAC) Score Report**  
CALIFORNIA DEPARTMENT OF EDUCATION (CDE)

---

STUDENT #: 999999994      DATE OF BIRTH: 10/05/2007  
GRADE: 5      TEST DATE: January 02, 2018

Dear Parent/Guardian of Indianapolis Fred Indiana,  
This report shows Indianapolis Fred's results on the English Language Proficiency Assessments for California (ELPAC), the newly developed state test of English language proficiency. The ELPAC provides information about your child's current progress toward English language proficiency. Because the ELPAC measures your child's English language development separately, your child's ELPAC results should not be compared to your test results from the California English Language Development Test (CELDT).

Below is information to help you understand the ELPAC, as well as ideas to support your child's continued English language development.

Sincerely,  
*Tom Toribara*  
Tom Toribara  
State Superintendent of Public Instruction

---

FOR THE PARENT/GUARDIAN OF:  
**INDIANAPOLIS FRED INDIANA**  
1234 MAIN STREET UNIT 1234  
YOUR CITY, CA 12345

SCHOOL: California Elementary School  
LEA: California Unified  
CDE: 99999999999

---

**What is the ELPAC?**

The ELPAC Summative Assessment measures student progress toward meeting the California English Language Development Standards (ELD Standards), which describe the English language skills that students need to succeed in school.

**The ELPAC Summative Assessment:**

- Is given each spring to students who have been identified as English learners
- Includes questions about Listening, Speaking, Reading, and Writing

**Your child's ELPAC results:**

- Are one measure of English proficiency that should be viewed with other available information, such as classroom tests, assignments, and grades
- Can be used to help talk to your child's teacher about your child's progress in English language development
- Can be used to determine if a student is ready to be reclassified as fluent English proficient (RF/EP)

ELPAC Levels	What Students Can Typically Do at Each Level
LEVEL 4	Students at this level have <b>well developed</b> English skills. <ul style="list-style-type: none"> <li>• They can usually use English to learn new things in school and to interact in social situations.</li> <li>• They may occasionally need help using English.</li> </ul>
LEVEL 3	Students at this level have <b>moderately developed</b> English skills. <ul style="list-style-type: none"> <li>• They can sometimes use English to learn new things in school and to interact in social situations.</li> <li>• They may need help using English to communicate on less familiar school topics and in less familiar social situations.</li> </ul>
LEVEL 2	Students at this level have <b>somewhat developed</b> English skills. <ul style="list-style-type: none"> <li>• They usually need help using English to learn new things at school and to interact in social situations.</li> <li>• They can often use English for simple communication.</li> </ul>
LEVEL 1	Students at this level are at a <b>beginning stage</b> of developing English skills. <ul style="list-style-type: none"> <li>• They usually need substantial help using English to learn new things at school and to interact in social situations.</li> <li>• They may know some English words and phrases.</li> </ul>

The four ELPAC levels shown above describe what students at each level on the ELPAC can typically do in English. The table below shows how these four ELPAC levels relate to the three proficiency levels described in the ELD Standards.

ELPAC Levels	Level 1	Level 2	Level 3	Level 4
<b>ELD Standards Proficiency Levels</b>	Emerging — requires substantial linguistic support	Expanding — requires moderate linguistic support	Bridging — requires light linguistic support	

**How can I help my child?**

- Read to your child, or have your child read to you, on a regular basis.
- Use pictures and ask your child to tell you what he or she sees in the picture or what is happening in the picture.
- Provide your child with opportunities to use language outside of school.
- Talk to your child's teacher about your child's Listening, Speaking, Reading, and Writing skills to help support your child's progress.

## Understanding Your Student Score Report

### 2017–18 Summative ELPAC

This guide explains your child’s Summative ELPAC score report. Please speak to your child’s teacher(s) if you have more questions.

#### A message from the State Superintendent, Tom Torlakson

This report shows your child’s results on the ELPAC, the newly-developed state test of English language proficiency. The ELPAC provides information about your child’s annual progress toward English language. Because the ELPAC measures new English-language development standards, your child’s ELPAC results should not be compared to prior test results from the California English Language Development Test (CELDT).



#### What is on the score report?

##### 1. Your child’s name and test information

Your child’s name, grade, and the testing year are shown.

##### 2. Overall score and performance level

Your child’s overall score and performance level are shown. They are followed by a short description of the English skills that children at this performance level typically have. This test has four performance levels. More information about the ELPAC levels is in the table on the second page of this guide.

##### 3. Chart of overall score and performance level

The chart shows the position of your child’s overall score.

##### 4. Overall score history

This was your child’s first time taking the ELPAC. If your child takes the test again next year, this area on next year’s report will show your child’s scores from this year.

##### 5. Charts of oral language score and written language score

Your child’s overall score is a combination of two other scores: an oral language score (Listening and Speaking) and a written language score (Reading and Writing). These charts show your child’s score and performance level for oral language and written language. As your child’s performance in English improves, the score will move toward the right side of the chart.

##### 6. Tables of results for Listening, Speaking, Reading, and Writing

The test measures English skills in four domains: Listening, Speaking, Reading,

and Writing. Your child’s performance in each domain is shown with a check (√) in one of three categories: “Beginning,” “Somewhat/Moderately Developed,” or “Well Developed.” This information is most useful to identify skills your child is performing well (Well Developed) or skills your child may need help to improve (Beginning).

**7. Notices for some students**

Some students take an alternate version of the ELPAC. In other cases, a testing irregularity may happen during an ELPAC administration. If either of these applies to your child, a notice will appear here.

**The following information appears on the back of the student score reports. It provides more information about the test and about your child’s scores.**

**What Is the ELPAC?**

The English Language Proficiency Assessments for California (ELPAC) Summative Assessment measures student progress toward meeting the California English Language Development Standards (ELD Standards), which describe the English language skills that students need to succeed in school.


**The ELPAC Summative Assessment:**




- Is given each spring to students who have been identified as English learners
- Includes questions about Listening, Speaking, Reading, and Writing

**Your child’s ELPAC results:**

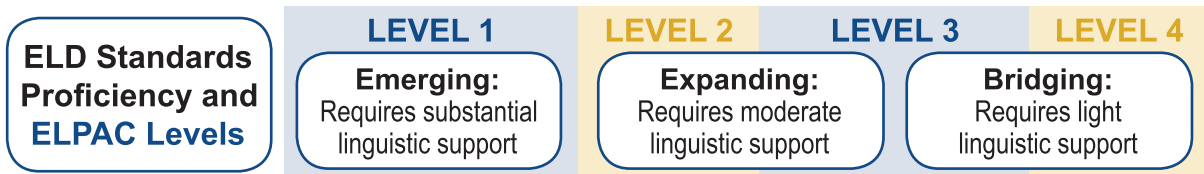
- Are one measure of English proficiency that should be viewed with other available information, such as classroom tests, assignments, and grades
- Can be used to help talk to your child’s teacher about your child’s progress in English language development
- Can be used to determine if a student is ready to be reclassified as fluent English proficient (RFEP)

The four ELPAC levels shown in the table below describe what students at each performance level on the ELPAC can typically do in English.

ELPAC Level	ELPAC Gauge	What Students Can Typically Do at Each Level
Level 4		<p>Students at this level have <b>well developed</b> English skills.</p> <ul style="list-style-type: none"> <li>■ They can usually use English to learn new things in school and to interact in social situations.</li> <li>■ They may occasionally need help using English.</li> </ul>

ELPAC Level	ELPAC Gauge	What Students Can Typically Do at Each Level
Level 3		<p>Students at this level have <b>moderately developed</b> English skills.</p> <ul style="list-style-type: none"> <li>■ They can sometimes use English to learn new things in school and to interact in social situations.</li> <li>■ They may need help using English to communicate on less-familiar school topics and in less-familiar social situations.</li> </ul>
Level 2		<p>Students at this level have <b>somewhat developed</b> English skills.</p> <ul style="list-style-type: none"> <li>■ They usually need help using English to learn new things at school and to interact in social situations.</li> <li>■ They can often use English for simple communication.</li> </ul>
Level 1		<p>Students at this level are at a <b>beginning stage</b> of developing English skills.</p> <ul style="list-style-type: none"> <li>■ They usually need substantial help using English to learn new things at school and to interact in social situations.</li> <li>■ They may know some English words and phrases.</li> </ul>

The graphic below shows how the four ELPAC levels relate to the three proficiency levels described in the ELD Standards.



**How can I help my child?**

- Read to your child, or have your child read to you, on a regular basis.
- Use pictures and ask your child to tell you what he or she sees in the picture or what is happening in the picture.
- Provide your child with opportunities to use language outside of school.
- Talk to your child’s teacher about your child’s Listening, Speaking, Reading, and Writing skills to help support your child’s progress.

**Where can I get more information?**

For more information about this assessment, visit the California Department of Education ELPAC website at <https://www.cde.ca.gov/ta/tg/ep/>.

Practice tests showing samples of ELPAC test items are available at <https://www.elpac.org/resources/practicetests/>.



# **Appendix: Resources**

**Glossary of Terms and Acronyms**

**Scale Score Ranges for 2018–19  
Results**

**Contact Information for ELPAC-  
Related Questions**

**Internet Resources**

## Glossary of Terms and Acronyms

### **accommodations**

Resources documented in a student’s individualized education program (IEP) or Section 504 plan that an eligible student regularly uses in the classroom for instruction and/or assessment(s) and that are either (1) utilized in the assessment environment; or (2) consist of changes in procedures or materials that increase equitable access to the assessment. Accommodations may not fundamentally alter the comparability of test scores.

### **administration**

An eligible student’s attempt to take any part of the Initial ELPAC or Summative ELPAC.

### **alternate assessment**

An assessment that is identified in an eligible student’s IEP to measure English language proficiency.

### **California Department of Education (CDE)**

The state government agency that oversees the state’s public school system.

### **California English Language Development Test (CELDT)**

California’s previous test for English language proficiency (ELP); the CELDT is being replaced by the ELPAC.

### **composite score**

The average of two or more other scores; for example, the Oral Language composite score is the combination of the Listening and Speaking scale scores, and the Written Language composite score is the combination of the Reading and Writing scale scores.

### **designated supports**

Resources that an eligible student regularly uses in the classroom for instruction and/or assessment(s) and that (1) are available for use by any student for whom a need has been indicated with parent or guardian input, as appropriate, prior to assessment administration by an educator or a team of educators; or (2) are specified in the student’s IEP or Section 504 plan.



## domains

The areas of Listening, Speaking, Reading, and Writing assessed by the ELPAC.

## ELPAC blueprints

Blueprints that outline the specific ELD Standards tested and the number of questions included within each domain on the ELPAC for each grade/grade span from K–12. Blueprints are available on the CDE ELPAC web page at <https://www.cde.ca.gov/ta/tg/ep/documents/elpacblueprints.pdf>.

## ELPAC continuous scale

The common scale for the ELPAC allows for the year-to-year comparisons of a student's scale scores on each domain (Listening, Speaking, Reading, and Writing). A student's scale score on the common scale can be compared from grade level to adjacent grade level regardless of grade span.

## English Language Development (ELD) Standards

The 2012 ELD Standards describe the knowledge, skills, and abilities in English that are expected at exit from each proficiency level by English learners. Links to the ELD Standards are available on the CDE ELD Standards web page at <https://www.cde.ca.gov/sp/el/er/eldstandards.asp>.

## English Language Proficiency Assessments for California (ELPAC)

Assessments that measure an English learner's proficiency in relation to the 2012 ELD Standards. Three purposes for the ELPAC are specified in state law: (1) identifying students as English learners; (2) determining the level of ELP for students who are English learners; and (3) assessing the progress of limited English learners in acquiring the skills of listening, speaking, reading, and writing in English.

## English learner (EL)

A student in K–12 who, based on objective assessment, has not developed listening, speaking, reading, and writing proficiencies in English sufficient for participation in the regular school program. State and federal laws require that LEAs administer a state test of ELP as an initial assessment to newly enrolled students whose primary language is not English and to ELs as a summative assessment. The respective tests for California's public school students are the Initial ELPAC and the Summative ELPAC.

## **English Learner Progress Indicator (ELPI)**

The indicator that measures the progress of ELs toward ELP.

## **home language survey (HLS)**

A survey used to help identify students in need of EL services. Based on the responses in the HLS, students may be tested with the ELPAC to determine their level of ELP. The HLS is to be completed by the student's parent or guardian at the time of first enrollment in a California public school. A sample is available on the CDE English Learner Forms web page at <https://www.cde.ca.gov/ta/cr/elforms.asp>. Note that federal and state laws require schools to determine the language used in the home of each student.

## **Individuals with Disabilities Education Act (IDEA)**

A federal law to ensure that appropriate services are provided to students with disabilities throughout the nation. The IDEA governs how states and public agencies provide early intervention, special education, and related services to eligible infants, toddlers, children, and youths with disabilities.

## **Initial ELPAC**

An initial assessment of English language fluency; it is first given to students whose primary language is other than English within 30 calendar days of enrollment.

## **Initial ELPAC window**

The testing window that begins on July 1 and ends on June 30 of each school year.

## **initial fluent English proficient (IFEP)**

Classification for students with a primary language other than English who take the ELPAC and meet the ELP criterion.

## **local educational agency (LEA)**

A government agency that supervises local public elementary and secondary schools in the delivery of instructional and educational services. An LEA can be a school district, county office of education, special state school, or independent public charter school.

## **lowest obtainable scale score (LOSS)**

The lowest score in a range of potential scores for a grade level and subject area. Scale scores can be compared from year to year within a given grade level and subject. Scale scores are not comparable across subjects and cannot be averaged across different grade levels.

## performance levels

The ranges of scores in which students have demonstrated sufficient knowledge and skills to be regarded as performing at a particular English-proficient level. Student Initial ELPAC scores are identified as falling into one of three performance levels: Initial Fluent English Proficient, Intermediate English Learner, and Novice English Learner. Student Summative ELPAC scores are identified as falling into one of four performance levels: Level 4 (well developed), Level 3 (moderately developed), Level 2 (somewhat developed), and Level 1 (minimally developed).

## performance level threshold scores

State Board of Education-established performance level cut scores for Oral Language (Listening and Speaking), Written Language (Reading and Writing), and Overall performance on the Initial ELPAC and the Summative ELPAC.

## Performance Level Summary Report

A score report provided to LEAs that summarizes the total number of assessments scored and the percentage of students who tested within each performance level, by school and grade level within each LEA.

## practice tests

Downloadable practice tests for each grade/grade span that provide examples of the task types for each of the four domains assessed. Practice tests are available on the ELPAC Practice Test web page at <https://www.elpac.org/resources/practicetests/>.

## primary language

The language identified (at the local level) to be the student's primary language based on information provided on the HLS upon their first enrollment in a California public school. This identification is done only once during the course of the student's academic career, and the results of the survey are used to identify whether the student is to be assessed with the ELPAC.

## raw score

The number of score points earned or answered correctly for each domain. Raw scores should not be used to compare results from grade to grade or year to year.

## reclassification

The local process used by LEAs to determine whether a student has acquired sufficient ELP to perform successfully in academic subjects without EL support. *California Education Code (EC) Section 313(f)* specifies the four criteria that must be used when making reclassification decisions locally.

## reclassified to fluent English proficient (RFEP)

Students with a primary language other than English who were initially classified as English learners, but who have subsequently met the LEA criteria for ELP. *EC* Section 313(f) specifies four criteria that LEAs must use in reclassifying students from EL to RFEP:

1. Assessment of ELP, using an objective assessment instrument, including, but not limited to, the state test of ELD
2. Teacher evaluation, including, but not limited to, a review of the student's curriculum mastery
3. Parent opinion and consultation
4. Comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age

## research files

Electronic reports available to LEAs once the data is verified and ready for public reporting. Both Summative ELPAC and Initial ELPAC reports are accessed through DataQuest on the CDE website at <https://dq.cde.ca.gov/dataquest/>.

## scale score

A score derived from the number or percentage of questions that students must answer to score at each performance level and are used to equate tests from one administration to the next. Higher scale scores indicate higher levels of performance, while lower scale scores indicate lower levels of performance.

## State Board of Education (SBE)

The state educational agency for California that sets education policy for kindergarten through grade twelve in the areas of standards, instructional materials, assessment, and accountability. The SBE adopts textbooks for kindergarten through grade eight, adopts regulations to implement legislation, and has the authority to grant waivers for certain sections of the *EC*.

## Student Score File

The Student Score File is an electronic data file containing ELPAC scores for students tested during the Summative ELPAC window.

## **Student Score Report**

A report that provides results of the ELPAC for individual students. The report includes student identifier information, purpose of the assessment (Initial or Summative), Overall performance, and Oral Language and Written Language composite scores. The Summative Student Score Report will have performance levels for each domain.

## **Summative ELPAC**

The annual administration of the ELPAC assessment, which is administered only to those identified as ELs on the Initial ELPAC, to identify a student's level of ELP and assess a student's progression in acquiring skills in Reading, Speaking, Listening, and Writing.

## **Summative ELPAC window**

A designated time period each year during which schools must administer the ELPAC to all students who were identified as ELs prior to the Summative Assessment window of February 1 to May 31 each year.

## **Title I of the Every Student Succeeds Act (ESSA)**

The portion of the ESSA that requires states to administer a test to newly enrolled students whose primary language is not English to determine their level of English language fluency. In California, the Initial ELPAC serves this purpose. Students identified through the Initial ELPAC as English learners must be given the Summative ELPAC annually until they are reclassified as fluent English proficient.

## **universal tools**

Resources that are available to all students who are administered the ELPAC assessments.

## **unlisted resource**

An instructional support that a student regularly uses in daily instruction and/or assessment that has not been previously identified as a universal tool, designated support, or accommodation.

## Scale Score Ranges for 2018–19 Results

Raw scores (the number of test questions answered correctly) should not be used to compare results from grade to grade or year to year. For the ELPAC, scale scores are derived from raw scores. Scale scores permit the direct comparison of test results from one administration of the ELPAC to another unless there have been changes in the scoring ranges. A threshold score, or cut point, is the scale score needed to reach a specified performance level. The Initial ELPAC and the Summative ELPAC are two separate assessments, based on two separate scales; therefore, the scale scores cannot be compared between the two assessments. In addition, the ELPAC and the CELDT scale scores cannot be compared from year to year, as they are two separate assessments.

### Initial ELPAC Performance Level Scale Score Ranges

The scale score for determining the Overall performance level on the Initial ELPAC for individual and group results are as follows:

- Kindergarten; 90 percent Oral Language (Listening and Speaking) and 10 percent Written Language (Reading and Writing)
- Grade one; 70 percent Oral Language (Listening and Speaking) and 30 percent Written Language (Reading and Writing)
- Grades two through twelve; 50 percent Oral Language (Listening and Speaking) and 50 percent Written Language (Reading and Writing)

Grade	Score	Novice EL	Intermediate EL	IFEP
K–12	Overall	100–375	376–539	540–999

### Preliminary Summative ELPAC Performance Level Scale Score Ranges

An ELPAC continuous scale was developed, making possible the comparison of results from grade to grade. For example, scores from the 2018 Summative ELPAC can be compared to scores on the 2019 Summative ELPAC for an individual student.

The scale score for determining the Overall performance level on the Summative ELPAC for individual and group results are as follows:

- Kindergarten; 70 percent Oral Language (Listening and Speaking) and 30 percent Written Language (Reading and Writing)
- Grades one through twelve; 50 percent Oral Language (Listening and Speaking) and 50 percent Written Language (Reading and Writing)

The State Superintendent of Public Instruction's approved preliminary thresholds for performance levels on the Summative ELPAC are provided below.

<b>Grade</b>	<b>Score</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
K	Overall	1150–1378	1379–1413	1414–1443	1444–1700
K	Oral Language	1150–1389	1390–1417	1418–1450	1451–1700
K	Written Language	1150–1351	1352–1402	1403–1427	1428–1700
1	Overall	1150–1414	1415–1436	1437–1466	1467–1700
1	Oral Language	1150–1411	1412–1432	1433–1461	1462–1700
1	Written Language	1150–1416	1417–1439	1440–1471	1472–1700
2	Overall	1150–1419	1420–1446	1447–1488	1489–1700
2	Oral Language	1150–1409	1410–1436	1437–1476	1477–1700
2	Written Language	1150–1429	1430–1455	1456–1500	1501–1700
3–5	Overall	1150–1458	1459–1489	1490–1538	1539–1800
3–5	Oral Language	1150–1438	1439–1465	1466–1511	1512–1800
3–5	Written Language	1150–1477	1478–1513	1514–1565	1566–1800
6–8	Overall	1150–1472	1473–1510	1511–1553	1554–1900
6–8	Oral Language	1150–1435	1436–1477	1478–1531	1532–1900
6–8	Written Language	1150–1509	1510–1543	1544–1575	1576–1900
9&10	Overall	1150–1486	1487–1530	1531–1580	1581–1950
9&10	Oral Language	1150–1446	1447–1497	1498–1549	1550–1950
9&10	Written Language	1150–1525	1526–1563	1564–1610	1611–1950
11&12	Overall	1150–1487	1488–1529	1530–1587	1588–1950
11&12	Oral Language	1150–1445	1446–1480	1481–1541	1542–1950
11&12	Written Language	1150–1528	1529–1578	1579–1633	1634–1950

## Contact Information for ELPAC-Related Questions

For Information About	Contact
<ul style="list-style-type: none"> <li>• Ordering test materials</li> <li>• Test administration and security</li> <li>• Scoring and reporting of test results</li> <li>• Superintendent’s Designation Form for LEA ELPAC coordinator</li> <li>• District portal web login and password</li> </ul>	<p>Educational Testing Service            Telephone: 844-782-2714            Website: <a href="http://www.ets.org/">http://www.ets.org/</a>            Email: <a href="mailto:elpac@ets.org">elpac@ets.org</a></p>
<ul style="list-style-type: none"> <li>• Testing policy for ELs</li> <li>• Uncommon testing scenarios</li> <li>• Released test questions</li> <li>• Testing resources</li> </ul>	<p>California Department of Education (CDE)            Assessment Development and Administration            Division—English Language Proficiency and            Spanish Assessments Office/ELPAC Program            Telephone: 916-319-0784            Web page: <a href="https://www.cde.ca.gov/ta/tg/ep/">https://www.cde.ca.gov/ta/tg/ep/</a>            Email: <a href="mailto:elpac@cde.ca.gov">elpac@cde.ca.gov</a></p>
<ul style="list-style-type: none"> <li>• Home language surveys</li> <li>• Parental rights to decline or remove child from EL instructional program</li> <li>• Reclassification</li> <li>• 2012 California ELD Standards</li> </ul>	<p>CDE English Learner Support Division—            Language Policy and Leadership Office            Telephone: 916-319-0845            Web page: <a href="https://www.cde.ca.gov/sp/el/">https://www.cde.ca.gov/sp/el/</a></p>
<ul style="list-style-type: none"> <li>• IDEA requirements</li> <li>• IEP teams</li> <li>• Accommodations and alternate assessments</li> </ul>	<p>CDE Special Education Division            Telephone: 916-445-4613            Web page: <a href="https://www.cde.ca.gov/sp/se/">https://www.cde.ca.gov/sp/se/</a>            Email: <a href="mailto:specedinfoshare@cde.ca.gov">specedinfoshare@cde.ca.gov</a></p>



For Information About	Contact
<ul style="list-style-type: none"> <li>• California School Dashboard</li> <li>• EL accountability reporting requirements</li> </ul>	<p>CDE Analysis, Measurement, and Accountability Reporting Division (AMARD) Data Visualization and Reporting Office Telephone: 916-323-3071 Web page: <a href="https://www.cde.ca.gov/ta/ac/cm/">https://www.cde.ca.gov/ta/ac/cm/</a> Email: <a href="mailto:elaccountability@cde.ca.gov">elaccountability@cde.ca.gov</a></p>
<ul style="list-style-type: none"> <li>• ELPAC reports for state, county, LEA, and school levels</li> <li>• Language census data</li> </ul>	<p>CDE AMARD DataQuest Management Team Telephone: 916-327-0219 Web page: <a href="https://dq.cde.ca.gov/dataquest/">https://dq.cde.ca.gov/dataquest/</a> Email: <a href="mailto:dataquest@cde.ca.gov">dataquest@cde.ca.gov</a></p>
<ul style="list-style-type: none"> <li>• Reports on long-term ELs and at risk of becoming long-term ELs (per <i>EC</i> sections 313.1 and 313.2)</li> </ul>	<p>CDE AMARD Data Reporting Office Telephone: 916-327-0219 Web page: <a href="https://www.cde.ca.gov/ds/sd/">https://www.cde.ca.gov/ds/sd/</a> Email: <a href="mailto:dro@cde.ca.gov">dro@cde.ca.gov</a></p>
<ul style="list-style-type: none"> <li>• English language acquisition status codes (e.g., English only, IFEP, EL, or RFEP)</li> <li>• Statewide Student Identifiers</li> <li>• ELPAC scores from previous LEAs</li> <li>• Race and ethnicity categories</li> </ul>	<p>CDE Educational Data Management Division CALPADS Service Desk Telephone: 916-325-9210 CALPADS Service Request Form web page: <a href="https://www2.cde.ca.gov/calpadshelp/default.aspx">https://www2.cde.ca.gov/calpadshelp/default.aspx</a> Email: <a href="mailto:calpads-support@cde.ca.gov">calpads-support@cde.ca.gov</a></p>

## Internet Resources

### California Assessment of Student Performance and Progress (CAASPP)

Information regarding California's statewide student assessment system:

<https://www.cde.ca.gov/ta/tg/ca/>

### DataQuest: ELPAC Initial and Annual Assessment Summary Results and ELPAC Criterion Reports

<https://dq.cde.ca.gov/dataquest/>

### Educational Testing Service: ELPAC Contractor

Test results interpretation materials, data file layouts, test materials ordering, training workshops: <http://www.ets.org/>

### ELD Standards

<https://www.cde.ca.gov/sp/el/er/eldstandards.asp>

### ELPAC Resources

Information guide, communication materials, practice tests, ELPAC blueprints, and planning for students with disabilities: <https://www.elpac.org> (under the Resources tab)

### ELs—Specialized Programs

<https://www.cde.ca.gov/sp/el/>

### Smarter Balanced Assessment System

<https://www.cde.ca.gov/ta/tg/sa/smarterbalanced.asp>

### Special Education—Specialized Programs

<https://www.cde.ca.gov/sp/se/>

### Title III Accountability—Elementary and Secondary Education Act (ESEA)

Accountability and Annual Measurable Achievement Objectives (AMAOs) requirements under the federal Title III of the ESEA: <https://www.cde.ca.gov/sp/el/t3/>

Federal Title III requirements: <http://www2.ed.gov/about/offices/list/ose/legislation.html>

Reports and information about Title III accountability: <https://www.cde.ca.gov/ta/ac/t3/>



# Available Resources

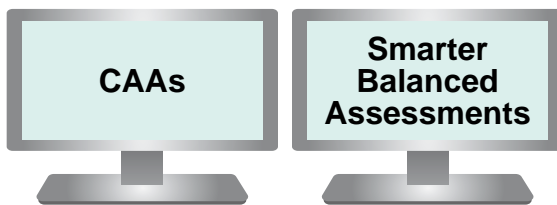
FOR THE

## Individualized Education Program Teams

That Support Student Participation in the CAASPP System

The California Assessment of Student Performance and Progress (CAASPP) System includes required assessments for English language arts/literacy (ELA), mathematics, and science, and is designed for all students, including students with disabilities. For ELA and mathematics, students with disabilities may participate in either the Smarter Balanced Summative Assessment or the California Alternate Assessment (CAA) on the basis of their individualized education program (IEP). For science, students with disabilities may participate in either the California Science Test (CAST) or the CAA for Science on the basis of their IEP.

### ELA and Mathematics Assessments



### Science Assessments



The following resources will assist IEP teams in making informed decisions about student participation in the CAASPP System. They offer information about the assignment of accessibility resources that will allow students to demonstrate what they know and are able to do during classroom instruction and on the assessments.

### Identifying the Correct Assessment for Students

The first consideration for an IEP team is to evaluate which assessment is most appropriate for the student on the basis of the student's individual learning needs.

- **Assessment Fact Sheets**  
Key information (what, why, who, how, and when) about each assessment program.  
<https://www.cde.ca.gov/ta/tg/ca/assessmentfactsheets.asp>
- **CAA Guidance for IEP Teams**  
A detailed description of the CAA and specific guidance to determine whether the CAA is the appropriate assessment for an individual student.  
<https://www.cde.ca.gov/ta/tg/ca/caaiepteamrev.asp>
- **Participation Worksheet**  
Official document completed by the IEP team designating the CAA as the appropriate assessment for an individual student.  
<https://www.cde.ca.gov/ta/tg/ca/documents/caaparticipatesht.doc>

## Identifying Appropriate Accessibility Resources for Students

After the IEP team has made a decision on the appropriate assessment for each student, the next consideration involves the selection of appropriate accessibility resources on the basis of each individual student's needs.

- **Student Accessibility Resources**

General information about available accessibility resources, by subject and type of assessment.

<https://www.cde.ca.gov/ta/tg/ca/accesssupport.asp>

- **Accessibility Resource Graphics**

A one-page visual overview of available universal tools, designated supports, and accommodations, by subject area.

<https://www.cde.ca.gov/ta/tg/ca/accesssupport.asp>

- **Matrix One**

A detailed listing of available universal tools, designated supports, and accommodations.

<https://www.cde.ca.gov/ta/tg/ai/documents/caasppmatrixone0918.docx>

- **Usability, Accessibility, and Accommodations Guidelines**

Step-by-step instructions that guide the selection of appropriate accessibility resources for individual student's needs in the classroom and on the assessments.

<https://portal.smarterbalanced.org/library/en/usability-accessibility-and-accommodations-guidelines.pdf>

- **Accessibility Webcast**

A webcast designed to assist with the implementation of student accessibility resources for the ELA, mathematics, and science tests.

[http://www.caaspp.org/rsc/videos/archived-webcast\\_111517.html](http://www.caaspp.org/rsc/videos/archived-webcast_111517.html)

- **Videos of Accessibility Resources**

Short demonstrations of available accessibility resources.

<http://www.caaspp.org/training/caaspp/>

- **ISAAP Tool**

The Individual Student Assessment Accessibility Profile (ISAAP) tool, which allows IEP teams to enter individual student's learning needs and see which accessibility resources may be useful.

[http://www.caaspp.org/rsc/pdfs/CAASPP\\_ISAAP\\_Tool\\_2017-2018.xlsm](http://www.caaspp.org/rsc/pdfs/CAASPP_ISAAP_Tool_2017-2018.xlsm)

- **Online Practice and Training Tests**

Opportunities for students who will participate in the CAASPP assessments, including Smarter Balanced, CAST, and CAA for ELA/mathematics, to practice with the assigned accessibility resources.

<http://www.caaspp.org/practice-and-training/index.html>

For additional information, please visit the California Department of Education CAASPP web page at <https://www.cde.ca.gov/ta/tg/ca/>.



# 2018–19 California Student Assessment Accessibility for the California Spanish Assessment



## Available to All Students

### Universal Tools

Embedded		Non-Embedded
Breaks	Line reader	Breaks
Digital notepad	Mark for review	Scratch paper
Expandable items	Strikethrough	Spanish dictionary
Expandable passages	Translations <sup>1</sup> (Spanish glossary)	
Highlighter	Writing tools	
Keyboard navigation	Zoom (in/out)	

### Designated Supports

Embedded	Non-Embedded	
Color contrast	Amplification	Read aloud (not reading passages)
Masking	Color contrast	Scribe (non-writing items)
Mouse pointer (size and color)	Color overlay	Separate setting
Streamline	Magnification	Simplified test directions
Text-to-speech <sup>1</sup> (stimuli and items)	Medical device (restricted settings)	
Turn off any universal tool (permissive mode)	Noise buffers	

## Available to Students with an Individualized Education Program (IEP) or Section 504 Plan

### Accommodations

Embedded	Non-Embedded
Audio transcript (Spanish for listening passages; includes braille transcript)	Alternate response options
Braille <sup>1</sup>	Print on demand
Closed captioning <sup>1</sup>	Read aloud (reading passages)
Text-to-speech <sup>1</sup> (reading passages)	Scribe (writing items)

<sup>1</sup> Resource not available for the CAAs.

# 2018–19 California Student Assessment Accessibility for English Language Arts/Literacy



Unless noted in parentheses, the listed resources may be used in all domains: listening (L), reading (R), and writing (W).

## Available to All Students

### Universal Tools

Embedded		Non-Embedded
Breaks	Keyboard navigation	Breaks
Digital notepad	Line reader	English dictionary <sup>1</sup> (W)
English dictionary <sup>1</sup> (W)	Mark for review	Scratch paper
English glossary	Spellcheck (W)	Thesaurus <sup>1</sup> (W)
Expandable items	Strikethrough	
Expandable passages	Thesaurus <sup>1</sup> (W)	
Global notes <sup>1</sup> (W)	Writing tools (specific items)	
Highlighter	Zoom (in/out)	

### Designated Supports

Embedded	Non-Embedded	
Color contrast	Amplification	Noise buffers
Masking	Bilingual dictionary <sup>1</sup> (W)	Read aloud (not reading passages)
Mouse pointer (size and color)	Color contrast	Scribe (L, R)
Streamline	Color overlay	Separate setting
Text-to-speech <sup>2</sup> (not reading passages)	Magnification	Simplified test directions
Turn off any universal tool	Medical device (restricted settings)	Translated test directions

## Available to Students with an Individualized Education Program (IEP) or Section 504 Plan

### Accommodations

Embedded	Non-Embedded
American sign language <sup>2</sup> (L)	Alternate response options
Audio transcript (L) (includes braille transcript)	Braille (special form)
Braille <sup>2</sup>	Large-print special form (as available)
Closed captioning <sup>2</sup> (L)	Print on demand
Text-to-speech <sup>2</sup> (R) (reading passages)	Read aloud (R) (reading passages)
	Scribe (W)
	Speech-to-text
	Word prediction

### Resources for the California Alternate Assessment

All eligible students shall have any instructional supports and/or accommodations, including the language of instruction, used in their daily instruction in accordance with each student's IEP.

The administration of the California Alternate Assessments (CAAs) to eligible students shall be one-on-one (test examiner to student), according to the California Assessment of Student Performance and Progress (CAASPP) manual. Depending on the student's disability or needs, the CAAs may or may not include the student's independent use of the testing interface. Because the CAAs are given to students one-on-one by a test examiner, some embedded resources are not provided. For example, while a braille version of the test is not provided, the test may be presented using an embosser or a refreshable display.

<sup>1</sup> Available only for full-write performance tasks.

<sup>2</sup> Resource not available for the CAAs.



# 2018–19 California Student Assessment Accessibility for the English Language Proficiency Assessments for California



Unless noted in parentheses, the listed resources may be used in all domains: listening (L), speaking (S), reading (R), and writing (W).

## Available to All Students

### Universal Tools

- Breaks, including those that extend testing over more than one day, between the contractor-identified test sections
- Oral clarification, in English, of test directions by the test examiner
- Student use of highlighter(s) in the test book for grades two through twelve
- Student use of marking in the test book for grades three through twelve (no highlighter use)
- Scratch paper
- Sufficient time to complete test

### Designated Supports

- Adjustments to setting, including:
- Audio amplification equipment
  - Most beneficial time of day
  - Special lighting or acoustics
  - Special or adaptive furniture
  - Testing in a separate room, provided that the student is directly supervised by an employee who has signed the ELPAC Test Security Affidavit
- Audio or oral presentation of test directions in English, which may be repeated as requested by the student
- Color overlay
- Covered overlay, masks, or other means to maintain visual attention to the test consistent with the test contractor's test directions
- Magnification
- Manually Coded English or American Sign Language (ASL) to present test directions for administration (does not apply to test questions)
- Noise buffers

## Available to Students with an Individualized Education Program (IEP) or Section 504 Plan

### Accommodations

- |  |  |   |
|--|--|---|
| Braille test materials provided by contractor  | Pause or replay the audio during the administration of test questions for Summarize an Academic Presentation (S) | Supervised breaks within a section of the test  |
| Dictation by the student of responses, including all spelling and language conventions, to a scribe, audio recorder, or speech-to-text converter (W) | Presentation of, and responses to, questions using Manually Coded English or ASL (L, S, W)                       | Test questions enlarged through electronic means  |
| Large print versions reformatted from regular print version  | Responses dictated to a scribe for selected response items, including multiple choice items (L, R, W)            | Testing at home or in the hospital by a test examiner   |
| Pause or replay the audio during the administration of test questions (L)  |  | Transfer of student responses marked in the test booklet to the answer book by a scribe who has signed an ELPAC Test Security Affidavit (L, R, W) |
|  |  | Use of an assistive device that does not interfere with the independent work of the student (L, S, W)   |
|  |  | Use of written scripts by the test examiner for students for whom streamed audio is not accessible (L)  |
|  |  | Use of word processing software with the spell and grammar check tools turned off (W)   |

## Unlisted Resources

To obtain approval to use an unlisted resource, an LEA may submit a request to the California Department of Education (CDE) on behalf of a student with a disability, prior to administering the Initial or Summative ELPAC.

### Domain Exemption(s)

The IEP or Section 504 team may decide to exempt a student from a domain if there are no available resources or unlisted resources that provide the student access to that domain.

# 2018–19 California Student Assessment Accessibility for Mathematics

## Available to All Students

### Universal Tools

<b>Embedded</b>	Expandable passages	Strikethrough
Breaks	Highlighter	Writing tools (specific items)
Calculator <sup>1</sup> (grades 6–8 and 11)	Keyboard navigation	Zoom (in/out)
Digital notepad	Line reader	<b>Non-Embedded</b>
English glossary	Mark for review	Breaks
Expandable items	Math tools (i.e., embedded ruler, embedded protractor)	Scratch paper

### Designated Supports

<b>Embedded</b>	Turn off any universal tool	Noise buffers
Color contrast		Read aloud
Masking	<b>Non-Embedded</b>	Read aloud for Spanish stacked translation
Mouse pointer (size and color)	<b>Amplification</b>	Scribe
Streamline	Color contrast	Separate setting
Text-to-speech <sup>1</sup>	Color overlay	<b>Simplified test directions</b>
Translated test directions <sup>1</sup> (Spanish stacked)	<b>Magnification</b>	Translated test directions
Translations <sup>1</sup> (glossary)	Medical device (restricted settings)	Translations (glossary)
Translations <sup>1</sup> (Spanish stacked)		

## Available to Students with an Individualized Education Program (IEP) or Section 504 Plan

### Accommodations

<b>Embedded</b>	Calculator (specific items, grades 6–8 and 11)
American sign language <sup>1</sup>	Large-print special form (as available)
Braille <sup>1</sup>	Multiplication table (grade 4 and up)
<b>Non-Embedded</b>	Print on demand
100s number table (grade 4 and up)	Speech-to-text
Abacus	Word prediction
Alternate response options	
Braille (special form)	

### Resources for the California Alternate Assessment

All eligible students shall have any instructional supports and/or accommodations, including the language of instruction, used in their daily instruction in accordance with each student's IEP.

The administration of the California Alternate Assessments (CAAs) to eligible students shall be one-on-one (test examiner to student), according to the California Assessment of Student Performance and Progress (CAASPP) manual. Depending on the student's disability or needs, the CAAs may or may not include the student's independent use of the testing interface. Because the CAAs are given to students one-on-one by a test examiner, some embedded resources are not provided. For example, while a braille version of the test is not provided, the test may be presented using an embosser or a refreshable display.

<sup>1</sup> Resource not available for the CAAs.



# 2018–19 California Student Assessment Accessibility for Science

## Available to All Students

### Universal Tools

Embedded		Non-Embedded
Breaks	Line reader	Breaks
Calculator <sup>1,2</sup>	Mark for review	Scratch paper
Digital notepad	Math tools (i.e., embedded ruler, embedded protractor)	
English glossary	Science charts	
Expandable items	Science tools	
Expandable passages	Strikethrough	
Highlighter	Writing tools	
Keyboard navigation	Zoom (in/out)	

### Designated Supports

Embedded	Non-Embedded	
Color contrast	100s number table	Noise buffers
Masking	Amplification	Read aloud
Mouse pointer (size and color)	Calculator <sup>1</sup>	Science charts (state-approved)
Streamline	Color contrast	Scribe
Text-to-speech <sup>2</sup>	Color overlay	Separate setting
Translations <sup>2</sup> (glossary)	Magnification	Simplified test directions
Translations <sup>2</sup> (Spanish stacked)	Medical device (restricted settings)	Translated test directions
Turn off any universal tool	Multiplication table	

## Available to Students with an Individualized Education Program (IEP) or Section 504 Plan

### Accommodations

Embedded	Non-Embedded
American sign language <sup>2</sup>	Abacus
Audio transcript (includes braille transcript)	Alternate response options
Braille <sup>2</sup>	Print on demand
Closed Captioning <sup>2</sup>	Speech-to-text
	Word prediction

### Resources for the California Alternate Assessment

All eligible students shall have any instructional supports and/or accommodations, including the language of instruction, used in their daily instruction in accordance with each student's IEP.

The administration of the California Alternate Assessments (CAAs) to eligible students shall be one-on-one (test examiner to student), according to the California Assessment of Student Performance and Progress (CAASPP) manual. Depending on the student's disability or needs, the CAAs may or may not include the student's independent use of the testing interface. Because the CAAs are given to students one-on-one by a test examiner, some embedded resources are not provided. For example, while a braille version of the test is not provided, the test may be presented using an embosser or a refreshable display.

<sup>1</sup> Basic calculator for grade five, scientific calculator for grade eight and high school.

<sup>2</sup> Resource not available for the CAAs.

10.3 Adapting Curriculum: Engaging All Learners Through UDL  
Verbal, no materials



California Association of Health & Education Linked  
Professions  
17800 Highway 18  
Apple Valley, CA 92307-1219

760-552-6700  
760-242-5363  
www.dmselpa.org

## MEMORANDUM

DATE: October 23, 2018

TO: Directors of Special Education and MIS Support Staff

FROM: Colette Garland, MIS Support Analyst

---

SUBJECT: December 1, 2018 Pupil Count Schedule

---

All IEPs and pupil count data effective on or before December 1, 2018, must be entered into the SELPA MIS system no later than **FRIDAY, DECEMBER 7th, 2018**. For LEAs that do not enter their own data, be sure to complete the IEP in the WebIEP program for bridging purposes no later than December 7th, 2018.

Please be sure to run your LEA Verification Reports and review all elements of the report for errors.

It is the Desert/Mountain and Desert/Mountain Charter SELPA's goal to send all districts a final report by January 11, 2019, along with a certification page. The following schedule will be used for the December 2018 Pupil Count.

### P-1 Pupil Count Schedule

#### December 7, 2018

All IEPs (dated July 1, 2018, through *and including* December 1, 2018) will be reported. ***ATTENTION ALL LEA Members: Do not enter any IEPs dated after December 1, 2018 – this includes services that start after December 1<sup>st</sup>, until the SELPA has finalized this Pupil Count.***

#### January 11, 2019

Certification should be signed and returned to the SELPA office.

**DECEMBER DUPLICATE PROCESS WILL COMMENCE AFTER SUBMISSION  
BASED ON CALIFORNIA DEPARTMENT OF EDUCATION SCHEDULE.**

Please review the above schedule. If you anticipate problems meeting these deadlines or have any questions, contact me at (760) 955-3565 as soon as possible so that assistance can be provided to you.

# MEMORANDUM

**DATE:** November 9, 2018  
**TO:** Directors of Special Education  
**FROM:** Kathleen Peters, Program Manager *KLP*  
**SUBJECT:** Occupational and Physical Therapy Reports

---

Attached are the occupational and physical therapy *Referral Status, and Current Students Direct Services* reports by district.

If you have any questions concerning either report, please contact me at (760) 955-3568 at [kathleen.peters@cahelp.org](mailto:kathleen.peters@cahelp.org).



California Association of Health & Education Linked Professions  
17800 Highway 18  
Apple Valley, CA 92307-1219

P 760-552-6700  
F 760-242-5363  
W [www.cahelp.org](http://www.cahelp.org)

## MEMORANDUM

Date: November 1, 2018  
To: Directors of Special Education  
From: Jenae Holtz, Chief Executive Officer *JH*

---

**Subject: Audiological Service Reports**

---

Attached are the Audiological Service Reports for the month of October 2018 by district.

If you have any questions concerning these reports, please contact Linda Rodriguez, Program Specialist at (760) 955-3681 or via email at [linda.rodriguez@cahelp.org](mailto:linda.rodriguez@cahelp.org).



Desert Mountain SELPA  
2018-2019 Non-Public School Placement Report

	JULY				AUGUST				SEPTEMBER				OCTOBER				NOVEMBER				DECEMBER							
	District Placed	Residential Placed	LCI/Foster Placed	TOTAL	District Placed	Residential Placed	LCI/Foster Placed	TOTAL	District Placed	Residential Placed	LCI/Foster Placed	TOTAL	District Placed	Residential Placed	LCI/Foster Placed	TOTAL	District Placed	Residential Placed	LCI/Foster Placed	TOTAL	District Placed	Residential Placed	LCI/Foster Placed	TOTAL				
Adelanto	3		1	4	4		2	6	5		1	6	5		2	7												
Apple Valley	14		10	24	14		12	26	11		12	23	11		12	22												
Baker																												
Barstow	5	2		7	3	2		5	3	2		5	2	2		4												
Bear Valley		3		3	3			3	3			3	3			3												
Helendale																												
Hesperia	7	1		8	6		1	7	6		1	7	6			6												
High Tech High																												
Lucerne Valley	1	1		2	2			2	1	1		2	1	1		2												
Needles																												
Oro Grande																												
Silver Valley																												
Snowline	5	5		10	5	5		10	4	6		10	5	6		11												
Trona																												
Victor Elem	3			3	3			3	3			3	3			3												
VVUHSD	8	5	1	14	10	5	1	16	11	5	1	17	15	6	1	22												
<b>TOTALS</b>	<b>46</b>	<b>17</b>	<b>12</b>	<b>75</b>	<b>47</b>	<b>15</b>	<b>16</b>	<b>78</b>	<b>44</b>	<b>17</b>	<b>15</b>	<b>76</b>	<b>48</b>	<b>18</b>	<b>15</b>	<b>81</b>												
2017-18 TOTALS	32	17	5	54	30	16	5	51	33	16	6	55	30	17	5	51	21	17	6	44	23	17	5	45				
2016-17 TOTALS	88	21	15	124	79	20	13	112	79	17	14	110	87	17	14	118	90	19	14	123	90	21	14	125				
2015-16 TOTALS	89	25	15	129	86	23	13	122	90	25	17	132	88	21	20	129	93	21	16	130	89	25	15	129				

# California Association of Health & Education Linked Professions

## Upcoming Trainings

Date(s)/Time	Event
11-27-18 8:30 AM to 12:45 PM	Diagnostic Center: Cognitive-Behavioral Techniques for Educators Presented by: Tim Halphide
11-27-18 8:30 AM to 3:30 PM	Autism for Paraprofessionals: Behavior, Communication & Social Understanding Presented by: Jennifer Rountree
11-29-18 8:30 AM to 3:30 PM	Legally Compliant IEP Present Levels of Performance (PLOPs), Goals, and Educational Benefit Presented by: Sheila Parisian
11-30-18 12:30 to 3:30 PM	Early Childhood Daily Schedules and Visual Supports Presented by: Veronica Rousseau
12-4-18 8:30 AM to 3:30 PM	IEP Forms and Facts Presented by: Sheila Parisian and Colette Garland
12-4-18 and 12-5-18 8:30 AM to 3:30 PM	Non-Violent Crisis Prevention (CPI) Presented by: CPI Team
12-5-18 8:30 to 11:30 AM	Early Childhood Classroom Strategies for Effective Large Group (Circle Time) Instruction Presented by: Veronica Rousseau
12-5-18 8:30 to 11:30 AM	WebIEP Training Morning Session Presented by: Colette Garland and Cindy Quan
12-5-18 1:00 to 4:00 PM	WebIEP Training Afternoon Session Presented by: Colette Garland and Cindy Quan
12-6-18 8:00 AM to 3:30 PM	Transition Planning for All Students Presented by: Adriene Shepherd
12-12-18 8:30 AM to 3:30 PM	Classroom Structure and Management Presented by: Renee Garcia
12-12-18 12:30 to 3:30 PM	Social Skills Training: An Evidence-Based Practice for Individuals with Autism Presented by: Jennifer Rountree
12-12-18 8:30 to 11:30 AM	WebIEP Training Morning Session Presented by: Colette Garland and Cindy Quan
12-12-18 1:00 to 4:00 PM	WebIEP Training Afternoon Session Presented by: Colette Garland and Cindy Quan

For more information, visit the CAHELP Staff Development Calendar at [www.cahelp.org/calendar](http://www.cahelp.org/calendar)  
17800 Highway 18, Apple Valley, California 92307  
(760) 552-6700 Office \* (760) 242-5363 Fax

# California Association of Health & Education Linked Professions

## Upcoming Trainings

---

12-13-18 5:30 to 7:00 PM	Community Advisory Committee Meeting Presented by: Corinne Foley
1-8-19 8:30 AM to 3:30 PM	Resiliency for Youth Presented by: Renee Garcia
1-10-19 8:30 AM to 3:30 PM	Disabilities Awareness Overview with Simulation Presented by: Danielle Cote
1-10-19 8:30 AM to 3:30 PM	Pathway: The Paraprofessional Supporting the Classroom. Presented by: Danielle Cote, Jennifer Rountree, Renee Garcia, and Sheila Parisian
1-11-19 8:30 AM to 3:00 PM	The Facilitated IEP Presented by: Karina Quezada
1-15-19 8:30 AM to 3:30 PM	Pathway: Universal Design for Learning: Access for All (UDL)- Spring Session Presented by: Bonnie Garcia and Sheila Parisian
1-16-19 8:30 to 11:30 AM	WebIEP Training Morning Session Presented by: Colette Garland and Cindy Quan
1-16-19 1:00 to 4:00 PM	WebIEP Training Afternoon Session Presented by: Colette Garland and Cindy Quan
1-17-19 8:30 AM to 3:30 PM	A Service Providers Guide to Autism Spectrum Disorders Presented by: Jennifer Rountree
1-18-19 2:30 to 4:00 PM	WebIEP Spanish Translators' Workgroup Presented by: Colette Garland
1-22-19 8:30 AM to 12:30 PM	1:1 Paraprofessional Assistance: Determining the Need and Working Effectively with One Presented by: Karina Quezada
1-24-19 8:30 AM to 3:30 PM	The Paraprofessional Supporting the Classroom Presented by: Danielle Cote
1-25-19 1:30 to 3:30 PM	Early Childhood Professional Learning Collaborative Group Presented by: Veronica Rousseau
1-25-19 12:30 to 3:30 PM	Emotional Intelligence Presented by: Cheryl Goldberg-Diaz
1-25-19 8:30 AM to 3:30 PM	Why Try?: The Foundation Course Level 1 Presented by: Renee Garcia

For more information, visit the CAHELP Staff Development Calendar at [www.cahelp.org/calendar](http://www.cahelp.org/calendar)  
17800 Highway 18, Apple Valley, California 92307  
(760) 552-6700 Office \* (760) 242-5363 Fax



# California Association of Health & Education Linked Professions

## Upcoming Trainings

---

1-30-19 8:30 to 11:30 AM	WebIEP Training Morning Session Presented by: Colette Garland and Cindy Quan
1-30-19 1:00 to 4:00 PM	WebIEP Training Afternoon Session Presented by: Colette Garland and Cindy Quan
1-31-19 1:00 to 4:00 PM	SLP Collaboration Group Presented by: Linda Rodriguez
2-5-19 and 2-6-19 8:30 AM to 3:30 PM	Dyslexia: Assessments and Academics Presented by: Bonnie Garcia and Karina Quezada
2-5-19 and 2-6-19 8:30 AM to 3:30 PM	Non-Violent Crisis Prevention (CPI) Presented by: CPI Team
2-6-19 8:30 to 11:30 AM	WebIEP Training Morning Session Presented by: Colette Garland and Cindy Quan
2-6-19 1:00 to 4:00 PM	WebIEP Training Afternoon Session Presented by: Colette Garland
2-7-19 8:30 AM to 3:30 PM	School Psychologists' Committee Meeting Presented by: Renee Garcia
2-7-19 8:30 AM to 3:30 PM	Transition Planning for All Students Presented by: Adriene Shepherd
2-25-19 1:30 to 3:30 PM	Early Childhood Professional Learning Collaborative Group Presented by: Veronica Rousseau