

California Association of Health and Education Linked Professions
Joint Powers Authority (CAHELP JPA)
DESERT/MOUNTAIN CHARTER SELPA STEERING and FINANCE COMMITTEE MEETING
November 7, 2019 – 1:00 p.m.
Desert Mountain Educational Service Center, 17800 Highway 18, Apple Valley CA 92307

AGENDA

1.0 TELECONFERENCE LOCATIONS:

Aveson Global Leadership Academy, 575 West Altadena Drive, Altadena, CA 91001
Aveson School of Leaders, 1919 Pinecrest Drive, Altadena, CA 91001
Elite Academic Academy, 43414 Business Park Drive, Temecula, CA 92590
Leonardo Da Vinci Health Sciences Charter, 229 East Naples Street, Chula Vista, CA 91911

2.0 CALL TO ORDER

3.0 ROLL CALL

4.0 PUBLIC PARTICIPATION

Citizens are encouraged to participate in the deliberation of the Desert/Mountain Charter SELPA Steering Committee. Several opportunities are available during the meeting for the Council to receive oral communication regarding the presentations of any items listed on the agenda. Please ask for recognition either before a presentation or after the presentation has been completed. Please complete and submit a “Registration Card to Address the Desert/Mountain Charter SELPA Steering Committee” to the Recording Secretary and adhere to the provisions described therein.

5.0 ADOPTION OF THE AGENDA

5.1 **BE IT RESOLVED** that the November 7, 2019 Desert/Mountain Charter SELPA Steering Committee Meeting Agenda be approved as presented.

6.0 INFORMATION/ACTION

6.1 Desert/Mountain Charter SELPA Forms D/M 154 SLD (ACTION)

Forms used in the operations of special education programs within the Desert/Mountain Charter SELPA are developed, reviewed and revised throughout the year upon the recommendation of the Program Team. Forms are modified as necessary in order to support the operations of special education programs in an efficient, effective and legally compliant manner. Suggested revisions to SELPA Forms are submitted to the D/M Charter SELPA Steering Committee for consideration and approval.

6.1.1 **BE IT RESOLVED** that Desert/Mountain Charter SELPA Form D/M 154 SLD be approved as presented.

DESERT/MOUNTAIN CHARTER SELPA STEERING and FINANCE COMMITTEE MEETING

November 7, 2019 – 1:00 p.m.

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

AGENDA

6.2 Desert/Mountain SELPA and Desert/Mountain Charter SELPA Compliance Monitoring Guide Final Draft (**ACTION**)

The Desert/Mountain SELPA and Desert/Mountain Charter SELPA Compliance Manual has been developed to assist LEAs within the Desert/Mountain Charter SELPA. The manual will be reviewed and revised throughout the year upon the recommendation of the California Department of Education (CDE). The manual will be modified as necessary in order to support the operations of special education programs in an efficient, effective and legally compliant manner. Suggested revisions to the Desert/Mountain SELPA and Desert/Mountain Charter SELPA Compliance Manual are submitted to the D/M Charter SELPA Steering Committee for consideration and approval.

6.2.1 **BE IT RESOLVED** that the Desert/Mountain SELPA and Desert/Mountain Charter SELPA Compliance Monitoring Guide Final Draft be approved as presented.

7.0 CONSENT ITEMS

It is recommended that the Charter Steering Committee consider approving several Agenda items as a Consent list. Consent Items are routine in nature and can be enacted in one motion without further discussion. Consent items may be called up by any Committee Member at the meeting for clarification, discussion, or change.

7.1 **BE IT RESOLVED** that the following Consent Items be approved as presented:

7.1.1 Approve the October 17, 2019 Desert/Mountain Charter SELPA Steering Committee Meeting Minutes.

8.0 CHIEF EXECUTIVE OFFICER AND STAFF REPORTS

8.1 Legislative Updates

Jenae Holtz will present the latest in State and Federal law related to students with disabilities and school law.

8.2 Your Students, My Students, Our Students

Jenae Holtz will share a book on Rethinking Equitable and Inclusive Classrooms with our very own Julie Kroener as a co-author.

8.3 California School Dashboard Update

Jenae Holtz will present updates on the California School Dashboard.

California Association of Health and Education Linked Professions
Joint Powers Authority (CAHELP JPA)
DESERT/MOUNTAIN CHARTER SELPA STEERING and FINANCE COMMITTEE MEETING
November 7, 2019 – 1:00 p.m.
Desert Mountain Educational Service Center, 17800 Highway 18, Apple Valley CA 92307

AGENDA

8.4 CalPADS

Colette Garland will review a PowerPoint regarding the process for CalPADS.

8.5 Desert/Mountain Children’s Center Client Services Reports

Linda Llamas will present the Desert/Mountain Children’s Center (DMCC) monthly reports.

8.6 Desert/Mountain Children’s Center Clients Receiving Special Education and Qualifying for Children’s Intensive Services.

Linda Llamas will present information regarding DMCC clients in Special Education and those who qualify for Children's Intensive Services (CIS).

8.7 Professional Learning Summary

Heidi Chavez will present an update on the SELPA’s professional development.

8.8 Resolution Support Services Summary

Kathleen Peters will present an update on the SELPA’s resolution support services.

8.9 Charter School Attendance Concerns

Kathleen Peters will present information regarding Charter school attendance concerns.

8.10 Prevention and Intervention Updates

Kami Murphy will present Prevention and Intervention Updates

8.11 Compliance Update

Peggy Dunn will present an update on compliance items from the California Department of Education (CDE).

9.0 FINANCE COMMITTEE REPORTS

9.1 Low Incidence Fund Status

Marina Gallegos will present the status of the Low Incidence Fund.

California Association of Health and Education Linked Professions
Joint Powers Authority (CAHELP JPA)
DESERT/MOUNTAIN CHARTER SELPA STEERING and FINANCE COMMITTEE MEETING
November 7, 2019 – 1:00 p.m.
Desert Mountain Educational Service Center, 17800 Highway 18, Apple Valley CA 92307

AGENDA

10.0 INFORMATION ITEMS

10.1 Monthly Occupational & Physical Therapy Services Reports

10.2 Upcoming Professional Learning Opportunities

11.0 STEERING COMMITTEE MEMBERS COMMENTS / REPORTS

12.0 CEO COMMENTS

13.0 MATTERS BROUGHT BY CITIZENS

This is the time during the agenda when the Desert/Mountain Charter SELPA Steering Committee is again prepared to receive the comments of the public regarding items on this agenda or any school related special education issue.

When coming to the podium, citizens are requested to give their name and limit their remarks to three minutes.

Persons wishing to make complaints against Desert/Mountain Charter SELPA Steering Committee personnel must have filed an appropriate complaint form prior to the meeting.

When the Desert/Mountain Charter SELPA Steering Committee goes into Closed Session, there will be no further opportunity for citizens to address the Council on items under consideration.

14.0 ADJOURNMENT

The next regular meeting of the Desert/Mountain Charter SELPA Steering Committee will be held on Thursday, December 12, 2019, at 1:00 p.m., at the Desert Mountain Educational Service Center, Aster/Cactus Room, 17800 Highway 18, Apple Valley, CA 92307.

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.



Specific Learning Disability (SLD)

STUDENT INFORMATION

Student Name: _____ Date of Birth: _____ Gender: Male Female
 School Site: _____ Teacher Name: _____
 District of Attendance: _____ District of Residence: _____
 Parent/Guardian: _____
 Home Phone: _____ Work Phone: _____ Other Phone: _____
 Street Address: _____ City: _____ State: _____ Zip Code: _____
 Mailing Address: _____ City: _____ State: _____ Zip Code: _____

STATEMENT OF ELIGIBILITY DETERMINATION (REQUIRED BY 34 C.F.R. § 300.311)

Indicate whether or not a specific learning disability exists and state the sources of information considered in making the determination of SLD eligibility.
 Yes No (*explain*)

State the relevant behavior, if any, noted during the observation of the student and the relationship of that behavior to the student's academic functioning:

Date of observation: _____ Individual conducting observation: _____

List the educationally relevant medical findings, if any:

SLD RATIONALE (CHECK THE APPROPRIATE METHOD)

1. Response to Intervention (RTI) Method (*Complete items a through h below*)

The assessment team has documented a disorder in the following

- a. area(s):
- | | | | |
|--|--|--|--|
| <input type="checkbox"/> Attention | <input type="checkbox"/> Visual Processing | <input type="checkbox"/> Phonological Processing | <input type="checkbox"/> Auditory Processing |
| <input type="checkbox"/> Sensory Motor | <input type="checkbox"/> Cognitive (<i>including association, conceptualization, and expression</i>) | | |
- b. The student does not achieve adequately for the student's age-level or meet State-approved grade-level standards in one or more of the following areas when provided with age-appropriate learning experiences and instruction: (*Please check each area as applicable*)
- | | | | |
|---|---|--|---|
| <input type="checkbox"/> Oral Expression | <input type="checkbox"/> Written Expression | <input type="checkbox"/> Listening Comprehension | <input type="checkbox"/> Reading Comprehension |
| <input type="checkbox"/> Basic Reading Skills | <input type="checkbox"/> Math Calculation | <input type="checkbox"/> Math Problem Solving | <input type="checkbox"/> Reading Fluency Skills |
- c. The student does not make sufficient progress to meet age-level or State-approved grade-level standards in one or more of the areas identified above when using a process based on the student's response to scientific, research-based intervention.
- d. The identified deficit in rate of learning or achievement or both is not primarily the result of visual, hearing or motor impairment; intellectual disability; emotional disturbance; cultural factors; environmental or economic disadvantage; or limited English proficiency.
- e. As part of, or prior to a referral for special education and related services, the student did not make adequate progress within an appropriate period of time in which:
- | |
|--|
| <input type="checkbox"/> The student was provided appropriate instruction in general education settings delivered by qualified personnel; AND |
| <input type="checkbox"/> The student's parents were provided with data-based documentation of repeated assessments of achievements at reasonable intervals, reflecting formal assessment of the student's progress during instruction. |
- f. Refer to the multi-disciplinary report dated _____ for additional information. This report documents the assessment team conclusions. If the report does not reflect the conclusions of a team member, the team member must submit a separate statement presenting his/her conclusions.
- g. The parent has been notified about the State's policies regarding the amount and nature of student performance data that would be collected and the general education services that would be provided.

Specific Learning Disability (SLD)

Student Name: _____ **Date of Birth:** _____

h. List the strategies for increasing the student's rate of learning:

2. Severe Discrepancy Method (Complete items a through e below)

- a. The assessment team has documented a disorder in the following area(s):
- Attention Visual Processing Phonological Processing Auditory Processing
- Sensory Motor Cognitive (including association, conceptualization, and expression)
- b. The IEP team finds that a severe discrepancy exists between cognitive ability and achievement in the following area(s):
- Oral Expression Written Expression Listening Comprehension Reading Comprehension
- Basic Reading Skills Math Calculation Math Problem Solving Reading Fluency Skills
- c. The documented discrepancy cannot be corrected through other regular or categorical services offered through the general instructional program.
- d. The discrepancy is not primarily a result of visual, hearing or motor impairment; intellectual disability; emotional disturbance; cultural factors; environmental or economic disadvantage; or limited English proficiency.
- e. Refer to the multi-disciplinary report dated _____ for additional information. This report documents the assessment team conclusions. If the report does not reflect the conclusions of a team member, the team member must submit a separate statement presenting his/her conclusions.

3. Severe Discrepancy Alternative Means (Complete items a through f below)

- a. The IEP team determined that standardized tests are invalid, and the discrepancy shall be measured by alternative means, as specified in the assessment plan dated _____. Documentation of a severe discrepancy is included in a multi-disciplinary report dated _____.
- b. The assessment team has documented a disorder in the following area(s):
- Attention Visual Processing Phonological Processing Auditory Processing
- Sensory Motor Cognitive (including association, conceptualization, and expression)
- c. The IEP team finds that a severe discrepancy exists between cognitive ability and achievement in the following area(s):
- Oral Expression Written Expression Listening Comprehension Reading Comprehension
- Basic Reading Skills Math Calculation Math Problem Solving Reading Fluency Skills
- d. The IEP team determined that standardized tests do not reveal a severe discrepancy. A severe discrepancy has been documented by alternative means, as summarized in the multi-disciplinary report dated _____. This report documents the assessment team conclusions. If the report does not reflect the conclusion of a team member, the team member must submit a separate statement presenting his/her conclusions.
- e. The documented discrepancy cannot be corrected through other regular or categorical services offered within the general instructional program.
- f. The discrepancy is not primarily a result of visual, hearing or motor impairment; intellectual disability; emotional disturbance; cultural factors; environmental or economic disadvantage; or limited English proficiency.

4. Pattern of Strengths and Weaknesses (PSW) (Complete items a through h below)

- a. Has the student achieved adequately to meet grade level standards in one or more of the following areas, when provided with differentiated instruction and intervention(s) appropriate for the student's age and/or grade level. Yes No
- Reading Comprehension Reading Fluency Basic Reading Skills Mathematics Reasoning/Problem Solving
- Oral Expression Written Expression Listening Comprehension Mathematics Calculation
- b. Norm-referenced academic assessments indicating academic achievement deficit(s):

Academic Achievement Deficit Area	Test / Subtest	Standard Score	Percentile Rank

If the standardized academic testing scores do not substantiate an achievement deficit, explain the evidence that supports the team's rationale that an academic deficit exists.

- c. The academic achievement deficit(s) found above are substantiated by a minimum of three of the following academic data sources:
- Grade level assessments Grades Work Samples Progress Monitoring Progress towards goals (triennials) N/A

Specific Learning Disability (SLD)

Student Name: _____ **Date of Birth:** _____

- d. The academic deficit(s) found above are substantiated by observations of the student. Yes No N/A
- e. The student demonstrates a pattern of cognitive strengths and weakness(es) relative to the student’s age or grade. Yes No
- f. Psychological processing measures (including rating scales) indicating an otherwise typical cognitive ability profile:

Processing Area	Test / Subtest	Standard Score / T-score	Percentile Rank

- g. Psychological processing measures (including rating scales) indicating processing weakness(es):

Processing Area	Test / Subtest	Standard Score / T-score	Percentile Rank

- h. Research supports a link between the academic achievement deficit(s) and the processing weakness(es). Yes No N/A

If the research within does not indicate a link between the academic achievement deficits and the processing weakness(es), but the team still believes the student is eligible under the classification of SLD, please explain the team’s rationale for linking the processing weakness(es) and academic deficits.

SLD EXCLUSIONARY FACTORS

Applies to all methods. If any of the following are checked “Yes”, the student may not be identified as having a specific learning disability:

- Lack of progress is due primarily to limited school experience or poor school attendance. Yes No
- Lack of progress is due primarily to environmental or cultural differences or economic factors. Yes No
- Lack of progress is due primarily to intellectual disabilities or emotional disturbance. Yes No
- Lack of progress is due primarily to a visual, hearing, or motor disability. Yes No
- Lack of progress is due primarily to limited English proficiency. Yes No
- Lack of progress can be corrected through other regular or categorical services offered within the regular instructional program. Yes No
- Lack of progress is due to a lack of appropriate instruction. Yes No

The IEP Team concludes that the student meets the eligibility requirements for Special Education under the classification of Specific Learning Disability. Yes No

THE FOLLOWING INDIVIDUALS CERTIFY THAT THE ABOVE DETERMINATION OF ELIGIBILITY FOR SLD REFLECTS THE MEMBER’S CONCLUSION:

LEA Representative _____	Date _____	Speech-Language Pathologist _____	Date _____
Special Education Teacher _____	Date _____	Psychologist _____	Date _____
General Education Teacher _____	Date _____	Parent/Guardian/Surrogate _____	Date _____
Nurse _____	Date _____	Other/Title _____	Date _____

ATTACHED IS A SEPARATE STATEMENT PRESENTING A DISSENTING MEMBER’S CONCLUSION AS TO WHY HIS/HER ASSESSMENT DIFFERS FROM THE ABOVE REPORT.

34 CFR 300.311(b) - Specific documentation for the eligibility determination. Each group member must certify in writing whether the report reflects the member’s conclusion. If it does not reflect the member’s conclusion, the group member must submit a separate statement presenting the member’s conclusion.

CA Ed Code § 56327(b). The personnel who assess the pupil shall prepare a written report, or reports, as appropriate, of the results of each assessment. The report shall include, but not be limited to, all of the following...(b) The basis for making the determination.

**Desert/Mountain Special Education
Local Plan Area (SELPA) and
Desert/Mountain Charter SELPA**

**COMPLIANCE
MONITORING
GUIDE**

TABLE OF CONTENTS

Introduction	4
Overview of California’s System of Support	5
Individuals with Disabilities Education Act (IDEA).....	6
Every Student Succeeds Act (ESSA).....	7
Data Identified Non-Compliant (DINC).....	9
Disproportionality (DISPRO).....	12
Significant Disproportionality (SIG DIS).....	16
Performance Indicator Review (PIR).....	22
Comprehensive Review (CR)	27
Pupil Count	31
California School Dashboard.....	32
School Funding	34
LCAP Priorities.....	35
Key Terms.....	37
Resources	40
Appendix A-FMTA Consultants List	41
Appendix B- Significant Disproportionality CCEIS Worksheet.....	50
Appendix C- Sample CCEIS Plan	72

Appendix D-Special Education State Indicators Metrics116

INTRODUCTION

The purpose of the Desert/Mountain SELPA and Desert/Mountain Charter SELPA Compliance Guide is to assist our district and charter school members gain a better understanding of special education compliance, as well as provide strategies to assist in maintaining accountability and compliance. In addition to this guide the Desert/Mountain SELPA provides a myriad of trainings and one-on-one assistance to support our members in working towards and maintaining compliance.

Federal and state laws require the California Department of Education (CDE) to monitor implementation of categorical programs operated by local educational agencies (LEAs). LEAs are responsible for creating and maintaining programs which meet minimal fiscal programmatic requirements.

School districts, direct-funded charter schools, and county offices that receive funding for certain programs may be chosen for a review by the state. The purpose of the review is to ensure that funding is used as required by law. At the end of each review, the state will complete a report that details any findings of non-compliance and informs the school, district, or county office how to correct the findings.

The California Department of Education (CDE) works to provide a coordinated and transparent monitoring process. Within the CDE, the Federal Program Monitoring (FPM) office has been designated to supervise the FPM reviews, which take place either in person or electronically.

To further assist in the compliance process, there are Focused Monitoring and Technical Assistance (FMTA) Consultants. The FMTA consultants are assigned geographically and by quality assurance activity to align with the eleven California County Superintendents Educational Services Association (CCSESA) regions.

The FMTAs are responsible for coordinating all monitoring and technical assistance activities for LEAs and Special Education Local Plan Areas (SELPAs) in their assigned counties, providing information, and facilitating access to technical assistance related to program monitoring and program implementation.

OVERVIEW OF CALIFORNIA'S SYSTEM OF SUPPORT

The goal for support at all levels is to assist LEAs and their schools to meet the needs of each student served, with a focus on building capacity to sustain improvement and effectively address inequities in student opportunities and outcomes. This means that the outcomes for this work include improvement on Dashboard indicators from year to year and on progress monitoring on interim measurements that LEAs collect locally and throughout the year.

The statute describes using the California School Dashboard as a tool to determine whether LEAs need additional assistance:

- **Support for all LEAs and Schools (Level 1):** Various state and local agencies provide an array of resources and voluntary assistance that all LEAs may use to improve student performance.
- **Differentiated Assistance (Level 2):** County offices of education must offer differentiated assistance to school districts if any group meets the criteria for two or more Local Control Funding Formula (LCFF) priorities (52071(b), 5207.5 (b)).
- **Intensive Intervention (Level 3):** As the accountability system moves forward, the Superintendent of Public Instruction, with approval of the State Board of Education, may intervene in a school district if three or more student groups (for all the student groups if there are less than three) met the criteria for two or more LCFF priorities in three out of four consecutive school years (EC 52072, 52072.5).
- Charter school authorizers must offer differentiated assistance to a charter school and may refer the charter school to the California Collaborative for Educational Excellence, if three or more student groups (or all the student groups if there are less than three student groups) met the criteria for one or more state or school priority identified in the charter for three out of four consecutive school years (EC 47607.3).

INDIVIDUALS WITH DISABILITIES ACT 2004 (IDEA)

The Individuals with Disabilities Education Act (IDEA) made many changes in how state educational agencies (SEAs) and local education agencies (LEAs) must now address disproportionality in special education. In the area of disproportionality, SEAs are required to do the following:

- California Annual Performance Reports, which are a series of reports by the California Department of Special Education Division (SED) that disseminate educational data to improve the quality of education for all students, with an emphasis on students with disabilities.
- The Annual Performance Report (APR) describes the state's progress or slippage in meeting the measurable and rigorous targets established in the State Performance Plan (SPP); and any revisions to the State's targets, improvement activities or resources in the SPP and justifications for the revisions.
- The Annual Performance Report is located on the GRADS 360 Web application maintained by the Office of Special Education Programs.
- Monitor compliance by examining various data sets.
- Provide for the review and revision (if appropriate) of policies, procedures, and practices used in identification or placement of children with disabilities in LEAs.
- Identify LEAs with significant disproportionate representation and require them to use 15 percent of IDEA Part B funds for coordinated early intervening services.
- Require LEAs who are identified as significantly disproportionate to report on: (1) the number of students receiving CEIS every year for which the LEA uses IDEA funds for CEIS; and (2) the number of students who received early intervening services, and who subsequently receive special education and related services within two years after receiving CEIS.

EVERY STUDENT SUCCEEDS ACT (ESSA)

The Every Student Succeeds Act (ESSA) was signed by President Obama on December 10, 2015. This bipartisan measure reauthorizes the 50-year-old Elementary and Secondary Education Act (ESEA), the nation's national education law and longstanding commitment to equal opportunity for all students.

The law builds on key areas of progress in recent years, made possible by the efforts of educators, communities, parents, and students across the country.

For example, today, high school graduation rates are at all-time highs. Dropout rates are at historic lows and more students are going to college than ever before. These achievements provide a firm foundation for further work to expand educational opportunity and improve student outcomes under ESSA.

The previous version of the law, the No Child Left Behind (NCLB) Act, was enacted in 2002. NCLB represented a significant step forward for our nation's children in many respects, particularly as it shined a light on where students were making progress and where they needed additional support, regardless of race, income, zip code, disability, home language, or background. The law was scheduled for revision in 2007, and, over time, NCLB's prescriptive requirements became increasingly unworkable for schools and educators. Recognizing this fact, in 2010, the Obama administration joined a call from educators and families to create a better law that focused on the clear goal of fully preparing all students for success in college and careers.

ESSA Highlights

ESSA includes provisions that will help to ensure success for students and schools. Below are just a few. The law:

- Advances equity by upholding critical protections for America's students who are disadvantaged and have high needs.
- Requires—for the first time—that all students in America be taught to high academic standards that will prepare them to succeed in college and careers.
- Ensures that vital information is provided to educators, families, students, and communities through annual statewide assessments that measure students' progress toward those high standards.

- Helps to support and grow local innovations—including evidence-based and place-based interventions developed by local leaders and educators—consistent with our Investing in Innovation and Promise Neighborhoods.
- Sustains and expands historic investments in increasing access to high-quality preschool.
- Maintains an expectation that there will be accountability and action to effect positive change in our lowest-performing schools, where groups of students are not making progress, and where graduation rates are low over extended periods of time.

DATA IDENTIFIED NON-COMPLIANT (DINC)

Background

The Office of Special Education Programs (OSEP) of the U.S. Department of Education requires that states must examine data it receives through its data collections to determine if the data demonstrates noncompliance with the requirements of the Individuals with Disabilities Education Act (IDEA). If noncompliance is identified, the state must make a finding of noncompliance and require the local educational agency (LEA) to make corrections using federally-specified procedures.

In order to carry out these requirements, the California Department of Education (CDE) Special Education Division (SED) reviews and analyzes student-level data submitted to monitor compliance with state and federal requirements. Specifically, the data is analyzed in relationship to three compliance indicators from the California State Performance Plan (SPP):

- **Indicator 11 (Eligibility Evaluation):** One hundred percent of children were evaluated within 60 days of receiving parental consent for initial evaluation.
- **Indicator 12 (Part C to B Transition):** One hundred percent of children referred by Part C prior to age three, who are found eligible for Part B, have an Individualized Education Program (IEP) developed and implemented by their third birthdays.
- **Indicator 13 (Secondary Transition Goals/Services):** One hundred percent of youth aged 16 and above have an IEP that includes the eight required measurable elements of secondary transition planning.

In addition, data is analyzed for compliance with the state and federal timeframe requirements for:

- Annual IEP meeting (once a year) - **Overdue Annuals (without delay reason results in DINC)**
- Triennial re-evaluation to determine the student's continued eligibility (every three years) - **Overdue Triennials (without delay reason results in DINC)**

Corrective actions for each of the noncompliant indicator findings is specified below:

Corrective Actions Table	
	Student Non-Compliant Finding Corrective Action
60 Day	If the IEP has not yet been completed, the LEA must convene the IEP team to develop the IEP and update the student data record. If the IEP was late, but has been completed, the LEA must update the student data record.
Part C to B	If the IEP has not yet been completed, the LEA must convene the IEP team to ensure that the student transitioning from early intervention services under Part C has an IEP developed and implemented, updating the student data record. If the IEP was late, but has been completed, the LEA must update the student data record.
IEP	For the student whose annual review was late and has still not been completed, the LEA must convene the IEP team to review and revise the IEP and update the student data record. If the IEP was late, but has been completed, the LEA must update the student data record.

DINC Notification Process:

The CDE notifies LEAs by submitting a list of students of noncompliance and in the specific areas. LEAs are then required to respond using the CDE Portal, informing the CDE that the IEP has been completed (Annuals/Triennials/Transition) or the LEA informs the CDE of their plan to maintain and monitor timelines to ensure IEP Compliance.

TIPS TO AVOID CORRECTION WITH DATA IDENTIFIED NONCOMPLIANT (DINC)

- Make sure that all students are evaluated within 60 days of the date that parents signed the consent.
- Monitor all students who were qualified for part C and are now eligible for part B, hold IEP's for these identified students prior to the child's third birthday.
- Know the students who will be turning 16 and ensure that in the prior IEP that there was a developed transition plan with measurable goals in preparation for their transition process.
- Consult the Desert/Mountain SELPA for any questions and assistance.
- Plan in advance.
- Should the LEA miss the required timeline, the LEA should reschedule the IEP meeting and utilize the CDE approved delay reasons:
 - Legal Proceedings
 - Parent Contacted, did not attend
 - School Emergency
 - Temporary School Closure
 - Timely IEP, Another IEP held after timely (eg. part 1, part 2-no show pending)
 - Transfer (late from another LEA, due immediately from another LEA)

DISPROPORTIONALITY (DISPRO)

“...the genesis of disproportionate representation is located beyond the borders of special education and requires a solid understanding of the intersection of culture, learning, disability, and the socio-historical constitution of educational processes and outcomes. Two issues are associated with the persistence of culturally and linguistically diverse overrepresentation in special education, namely the issues related to understanding the complexity of this problem and also difficulties associated with the use of research knowledge to address it. Ultimately, what is needed is the transformation and improvement of educational systems in culturally responsive ways.” -The EDGE Magazine

Disproportionality is the “overrepresentation” of a particular racial or ethnic group in one of four areas:

- Special education in general;
- Special education within a specific disability category;
- Disciplinary action, and;
- More restrictive educational environments

Disproportionality placement is determined by the following:

- Students with disabilities by race and ethnicity spending less than 40 percent of their academic time in general education.
- Students with disabilities by race and ethnicity in:
 - Separate Schools (only used if entire school is student with disabilities only)
 - Hospital or homebound
 - Residential facilities

The following are the critical values and beliefs used to support districts and select resources:

- All students are learners.

- Educators must provide all students effective opportunities to learn the California academic content standards based on the Common Core State Standards.
- Educators must be more responsive to race, gender, and national origin, in order to reduce disparities among and between groups in academic achievement.
- Effective educator practice is driven by an understanding of content knowledge, evidenced-based instructional practices, and a commitment to all students and their families.
- Effective educators require continuous professional growth.
- Local school districts and their communities are key stakeholders to engage in critical conversations about culturally-responsive educational systems.
- Disproportionality can no longer be viewed solely as a special education issue.
- Disproportionality is an outcome of policies, practices, and beliefs.
- Disproportionate representation is a complex phenomenon.

In order for LEAs to address disproportionality, the adoption of these critical values and beliefs should be embraced.

TIPS TO AVOID DISPROPORTIONALITY

First of all, it is important to be mindful that disproportionality becomes the early warning system to Significant Disproportionality.

- Understand Disproportionality and the ramifications of this status and address early
- Have systems in place to ensure Least Restrictive Environments
- Recognize who is being suspended by keeping track of race/ethnicity
- Have systems in place to ensure behavior interventions and supports
- Conduct teacher training (e.g. classroom management)
- Ensure a positive school culture
- Input reason(s) in the IEP for late annuals when a delay is beyond the LEAs control
- Input reason(s) in the IEP for late triennials when a delay is beyond the LEA's control
- The use of Multi-Tiered Systems of Support (MTSS)
- The use of Response to Intervention (RTI)
- Employ drop-out prevention efforts
- Implement culturally responsive practices
- Promote a just and equitable system that consistently increases access to opportunities for all students
- Participate in ongoing professional development through the Desert/Mountain SELPA

- Review reports from the electronic IEP system and/or student management system on an ongoing basis
- Upload all supporting documents to the electronic IEP system

SIGNIFICANT DISPROPORTIONALITY (SIG DIS)

Each year, under Title 34, Code of Federal Regulations, Section 300.646 of the Individuals with Disabilities Education Act (IDEA), the California Department of Education (CDE) is responsible for collecting and examining data to determine if **significant disproportionality** is occurring in local educational agencies (LEAs) in the state.

Significant disproportionality results when a LEA remains in disproportionate status for three years, without significant growth towards moving out of disproportionality.

Significant disproportionality is the determination that a LEA has significant overrepresentation based on race and ethnicity overall, by disability, by placement in a particular educational setting, or by disciplinary actions.

A LEA is considered to have significant disproportionality if it meets the following:

- Overrepresentation in one or more areas of disproportionality
- In the same area
- Within the same population
- For three consecutive years

When a LEA is identified as significantly disproportionate, the following requirements must ensue:

- LEAs are required to develop a CCEIS plan
- LEAs set-aside 15 percent of IDEA funds
- LEAs are required to submit Quarterly Progress Reports to the Desert/Mountain SELPA and then to CDE
- Must contract a minimum of 10 hours with a CDE Approved TA Facilitator, per indicator

New Significant Disproportionate Regulations

- Established a standard methodology states must use to determine whether significant disproportionality based on race and ethnicity is occurring in the state and in its LEAs.
- Clarified that states must address significant disproportionality in the incidences, duration, and type of disciplinary actions, including suspensions and expulsions, using the same statutory remedies required to address significant disproportionality in the identification and placement of children with disabilities.
- Clarified requirements for the review and revision of policies, practices, and procedures when significant disproportionality is found.
- Require that LEAs identify and address the factors contributing to significant disproportionality as part of Comprehensive Coordinated Early Intervening Services (CCEIS) and allow these services for children from age 3 through grade 12, with and without disabilities.

Determining Significant Disproportionality

In determining whether significant disproportionality exists in a state or LEA, the state must set a:

- (A) Reasonable risk ratio threshold;
- (B) Reasonable minimum cell size;
- (C) Reasonable minimum n-size; and
- (D) Standard for measuring reasonable progress (optional)

- Categories Identification (seven measures)
- Settings (two measures)
- Discipline (five measures)

Identification (seven measures)The identification of children ages 3 through 21 as children with the following impairments:

- (A) Intellectual disabilities;

- (B) Specific Learning disabilities;
- (C) Emotional Disturbance;
- (D) Speech Language impairment;
- (E) Other health impairments; and
- (F) Autism

Settings (two measures)

1. For children with disabilities ages six through twenty-one, inside a regular class less than 40 percent of the day
2. For children with disabilities ages six through twenty-one, inside separate schools and residential facilities, not including homebound, hospital settings, correctional facilities, or private schools

Discipline (five measures)

1. For children with disabilities ages three through twenty-one, out-of-school suspensions and expulsions of 10 days or fewer;
2. For children with disabilities ages three through twenty-one, out-of-school suspensions and expulsions for more than 10 days;
3. For children with disabilities ages three through twenty-one, in-school suspensions of 10 days or fewer;
4. For children with disabilities ages three through twenty-one, in-school suspensions of more than 10 days; and
5. For children with disabilities ages three through twenty-one, disciplinary removals in total, including in-school and out-of-school suspensions, expulsions, removals by school personnel to an interim alternative education setting, and removals by a hearing officer.

TIPS TO AVOID SIGNIFICANT DISPROPORTIONALITY

- Be proactive in addressing disproportionality
- Closely monitor disproportionality data at all sites
- Understand the timeline (three years) of being disproportionate leads to significant disproportionate status
- Develop a comprehensive action plan to address disproportionate data in a timely manner
- Examine suspension data regularly
- Adopt/utilize other means of correction to reduce suspensions
- Use multi-tiered systems of support (MTSS)
- Dropout prevention monitored by CALPADS
- Review reports from electronic IEP system and/or student management system on an ongoing basis
- Upload all supporting documents to the electronic IEP system

Coordinated Early Intervening Services Programmatic Improvement Process

As a result of a district being significant disproportionate, a requirement is that the Coordinated Early Intervening Process begins. The goal is then to get out of significant disproportionality with assistance that comes from what is referred to as the State's Performance Plan Technical Assistance Project.

The overall purpose of the project is to provide a system of technical assistance for local educational agencies (LEAs) working to address performance and compliance problems relating to disproportionality and significant disproportionality.

Once identified as significant disproportionate, CDE recommends that all LEAs contact State Performance Plan Technical Assistance Project (SPP-TAP) staff for

assistance with the Programmatic Improvement Process. More information can be found on the SPP-TAP Website.

This guidance is based upon the promising practices for improvement detailed in the national disproportionality literature and the federal guidance documents from the U.S. Department of Education (ED).

LEAs that have significant disproportionality engage in a process for systems change designed to provide LEAs and school improvement teams with the knowledge and technical expertise to develop a thorough understanding of problems, issues, and concerns in their schools, and what needs to be done to address disproportionality.

The completion of the Significantly Disproportionate- Comprehensive Coordinated Early Intervening Services (CD-CCEIS) Programmatic Improvement Process involves the following four phases and activities:

Phase One - Getting Started

Activity One: Identify and convene leadership team and stakeholder groups, including the Desert/Mountain SELPA

Activity Two: Contact the SPP-TAP Project at the Napa County Office of Education

Activity Three: Choose a facilitator

Activity Four: Gather relevant data

Phase Two - Data and Root Causes Analysis

Activity One: Complete a LEA initiative inventory

Activity Two: Complete a Programmatic Self-Assessment

Activity Three: Conduct reflective data analysis

Activity Four: Determine root cause(s) based on data

Phase Three - Plan for Improvement

Activity One: Select an area of focus

Activity Two: Develop a programmatic improvement action plan

Phase Four - Implementing, Evaluating, and Sustaining

Phase four of the Programmatic Improvement Process involves implementing, evaluating, and sustaining the changes initiated through the Programmatic Improvement Action Plan.

Activity One: Implement the Programmatic Improvement Action Plan

Activity Two: Evaluate its effectiveness

Activity Three: Build supports and plan for sustainability

PERFORMANCE INDICATOR REVIEW (PIR)

The Performance Indicator Review (PIR) is a component of the Annual Submission Process (ASP). The PIR is part of the Special Education Division's (SED) overall quality assurance process. It is designed to meet, along with other processes, the requirements of a system of general supervision required by Title 34, Code of Federal Regulations, Section 300.600.

PIR plans are required from LEAs when one or more performance indicators have not been met to a degree that monitoring activities are required. All LEAs participate in PIR selection. LEAs are required to develop a plan of correction to address the special education state indicators in order to achieve compliance.

Effective July 2019, the annual submission process requires that LEAs submit data through CALPADS; this data is monitored by CDE to determine if LEAs are compliant or in need of monitoring activities.

Annual Performance Report

The Annual Performance Report (APR) is driven by requirements of the ED and the Office of Special Education Programs (OSEP).

The APR consists of 17 indicators:

- Compliance (5)
- Performance (11)
- Both (1)

Targets for compliance indicators are set by OSEP at either 0 or 100 percent. Targets for performance indicators are set in collaboration with various stakeholder groups and have been re-benched for 2013-14 through 2019-20.

LEA Selection for Performance Indicator Review

- Indicator 1: Graduation Four-Year Rate
- Indicator 2: Dropout Four-Year Rate

- Indicator 3: Statewide Assessments
- Indicator 4: Suspension and Expulsion
- Indicator 5: Least Restrictive Environment
- Indicator 8: Parent Involvement
- Indicator 14: Post-School Outcomes
- Child Find (not fully active yet)*

CHILD FIND

Local educational agencies (LEAs) in California have an “affirmative, ongoing duty to identify, locate, and evaluate” all children and youth with disabilities, regardless of the severity of the disability. The mandate of the Individuals with Disabilities Act is called “Child Find” (34 CFR 300.111).

Child Find, while not fully active yet, will be one of the indicators for future Performance Indicator Reviews.

AT A GLANCE

- Child find is a legal requirement that schools find all children who have disabilities and who may be entitled to special education services.
-
- Child find covers every child from birth through age 21.
 - The school must evaluate any child that it knows, or suspects may have a disability.

KEY TAKEAWAYS

- Every child from birth to age 21 is covered, including infants, toddlers, and children who are homeschooled or in private school.
-
- Child find does not require schools to agree to evaluate every child.
 - If a school refuses to evaluate a child, parents may challenge that decision.

PIR Selection/Calculations

Calculations are based on the Dashboard information. Calculations refer to the percentage of students enrolled in special education in an Local Education Agency (LEA). Statistical calculations are performed on LEAs (excluding outliers) and those found to be two standard deviations below the mean are identified (3.43%).

CDE looks at the data for LEAs to determine if they are selected based on not meeting established APR targets.

APR Targets Met	Dashboard
<ul style="list-style-type: none"> • Dropout Rate (Indicator 2) • Statewide Assessments Participation (Indicator 3) • Least Restrictive Environment (Indicator 5) • Parent Involvement (Indicator 8) • Post-School Outcomes (Indicator 14) 	<ul style="list-style-type: none"> • Graduation Rate (Indicator 1) • Statewide Assessments (Indicator 3) • Overall Discipline (Indicator 4)

PIR NOTIFICATION

LEAs and the Desert/Mountain SELPA are notified by letter in which CDE identifies unmet indicators. Additionally, the following are sent to LEAs:

- Plan requirements
- Data explanation
- Sample activities
- Forms to complete

A General Overview of PIR Activities

- LEA submits the signed Assurances Form to the Desert/Mountain SELPA

- LEA submits an Improvement Plan to the Desert/Mountain SELPA (only for LEAs who have unmet indicators)
- The Desert/Mountain SELPA reviews the plans for the required components
- The Desert/Mountain SELPA submits all plans to CDE via email

SELPA's Role in the PIR Process

In addition to the Desert/Mountain SELPA reviewing plans for the required components and submitting plans on behalf of districts, we also assume an active role in helping LEAs to understand the calculation of SPPIs and the implications of failure to meet the targets established for LEAs in California.

The Desert/Mountain SELPA assists LEAs in:

- Identifying and correcting noncompliant policies, procedures, and practices
- Identifying new strategies and activities that would contribute to a LEA's improvement
- Locating resources
- Collecting and reviewing all LEA plans to ensure that all required components are included
- Submitting LEAs' performance improvement plans to CDE

TIPS TO AVOID PERFORMANCE INDICATOR REVIEW (PIR)

- Implement practices and effective strategies for dropout reduction
- Utilize the California Career Resource Network (CALCRN)
- Ensure access and equity
- Support educators to identify and meet the needs of students with disabilities
- Support educators to identify and meet the needs of students with low literacy levels
- Support educators to identify and meet the needs of students with low math performance levels
- Implement practices and effective strategies for participation in statewide assessments
- Implement ongoing practices for students with disabilities who require modifications and/or accommodations

COMPREHENSIVE REVIEW (COMP REVIEW)

A Comprehensive Review (CR) occurs when an LEA is deemed non-compliant in several state indicators and improvement fails to change after multiple years. This is the most severe noncompliance status based on specific data, which requires assistance and substantial interventions.

The Special Education Indicators involved with comprehensive review, are as follows:

- Indicator 1: Graduation 4 – Year Rate**
- Indicator 2: Dropout 4 Year Rate (<11.72%)**
- Indicator 3: Statewide Assessment**
 % Participated (ELA>95%, Math>95%)
 ELA Proficiency
 Math Proficiency
- Indicator 4: Suspension/Expulsion**
 Overall (<2.76%)
 Race/Ethnic
- Indicator 5: LRE**
 Inside of regular class 80% or more of day (>51.2%)
 Inside of regular class less than 40% of day (<22.6%)
- Indicator 6: Preschool LRE**
 Regular Program (>43.8%)
 Separate (<32.4)
- Indicator 7: Preschool Assessments**
- Indicator 8: Parent Involvement**
- Indicator 9: Racial/Ethnic Disproportionality**
- Indicator 10: Disability Disproportionality (varies by disability)**
- Indicator 11: Eligibility Evaluation (100%)**
- Indicator 12: Part C to B Transition (100%) SELPA calculation**
- Indicator 13: Secondary Transition Goals/Services (100%)**
- Indicator 14: Post School**
 Higher Education (>56.3%)
 Higher Education or Competitively Employed (>76.4%)
 Any Post-Secondary Goals/Services (>85.0%)
- Indicator 15: Resolution Session**
- Indicator 16: Mediation**
- Indicator 17: State Systemic Improvement Plan**

Timely Corrections
Timely and Complete Reporting
Audit Findings

The purpose of a CR is as follows:

- To provide effective general supervision to LEAs in accordance with the obligations imposed on the California Department of Education (CDE) under the Individuals with Disabilities Act (IDEA), in accordance with the State Performance Plan (SPP), and as required by Title 34 Code of Federal Regulations Section 300.600.
- To ensure LEAs, county offices of education (COE), and Special Education Local Plan Areas (SELPA) are providing appropriate supervision and monitoring to special education programs and services.
- To provide information to the CDE regarding key compliance questions leading to positive results for students.

LEAs are selected for participation in a CR based on their performance relative to SPP targets and include compliance and performance indicators. Specifically, the selection is based on scale scores applied to a LEA's Annual Performance Review (APR) measures which are the same indicators at the LEA level as are used for the SPP.

A LEA's APR measures can be found at <http://www.cde.ca.gov/sp/se/leadatarpts.asp>. The scale works as follows:

4. The LEA met the target and the performance stayed the same or improved from the prior year
3. The LEA met the target and the performance did not stay the same or did not improve from the prior year
2. The LEA did not meet the target, but the performance stayed the same or improved from the prior year
1. The LEA did not meet the target and the performance did not stay the same and did not improve for the prior year

0. Unable to score the LEA due to the unavailability of data for the current or prior year

In addition, selection included non-indicator elements such as complaint noncompliance and timely submission of documents and data to the CDE. Scores for all elements were added together and the sum of scores are divided by the total number of valid indicators and elements. If a LEA's overall score was less than 70%, the LEA is selected for a CR.

As a part of the CDE's responsibility for supervision and monitoring of LEAs for compliance with the IDEA, the CR process may include any, or all, of the following monitoring activities:

1. Review of selected pupil records, individualized education programs (IEPs), infant records, and individualized family services plans (IFSPs) to determine educational benefit (school-age student records only), compliance, service provision, and accuracy of data reported to the CDE.
2. Interviews and follow-up discussions with parents or guardians, general and special education teachers, and other school personnel.
3. Interviews with LEA administrators regarding noncompliance identified in record reviews and through data analysis.
4. General parent/guardian input about special education programs and services collected from parent surveys. Parent training and information. Centers and Family Empowerment Centers serving families within the LEA's boundaries.
5. Review of local policies, procedures, and the SELPA for compliance with IDEA.
6. Fiscal review.

The parent input component of the CR uses three sources of parent input:

1. Input from the local parent training and information center.
2. Input from the local Community Advisory Committee.

3. Input from parents of students with an IEP in the LEA.

In order to facilitate gaining input from parents of current students with an IEP within the LEA, the CDE may request that the LEA provide a list of students' names and the mailing addresses of their parents or guardians by a specified date.

In order to facilitate parent input, the LEA may also choose to provide parents with the website of the parent survey at: www.seedsofpartnership.org/monitoringsurvey.

The CDE usually completes a review of a sample of student records using a desk audit process. This process requires the CDE's Special Education Division (SED) to remotely access the LEA-based documentation, including but not limited to:

- Student IEPs
- Assessment plans and reports
- Meetings and other notifications to parents

The CDE and LEA will coordinate the best way to gain electronic access to student records. The most practical way to permit electronic access to the LEA's computer-based IEP system (e.g., Special Education Information System), is for the LEA to authorize the CDE's SED to have temporary, read-only, student specific access to the LEA's electronic IEP system. This method eliminates the need to compile and physically transfer sensitive student information. Each LEA will need to provide instructions and any other information (e.g., username, password) for completing the evaluation. The LEA will work with the CDE to determine the duration for this review.

Results of the record reviews will be analyzed by the CDE to determine additional activities necessary for the CR process. LEA staff will be contacted to determine the schedule and details for any activities taking place at the LEA, including technical assistance. Activities that involve the CDE being on-site will require preplanning on the part of the LEA, specific information will be provided by the CDE consultant leading the CR team.

The CR team is comprised of CDE Consultants, CDE Field Colleagues, SELPA Directors, and COE Superintendents and/or staff. CR team members will partner with the LEA to complete the review activities, as determined appropriate by CDE.

PUPIL COUNT

Pupil Count is a tracking requirement of student data collection by the California Department of Education from all Local Education Agencies (LEAs). Pupil Count, depending on the time of year, will consist of a student demographic file, student services file, and transition file. These files are provided through the Desert/Mountain SELPA's electronic IEP system, WebIEP. Secured student information is sent electronically through the California Longitudinal Pupil CALPADS utility provided through WebIEP so that LEAs can provide the data on a bi-monthly basis. Pupil Count is used for various tracking purposes and compliance reviews.

The reporting process with LEAs is two-fold. Part of the student information will come from the LEA's Student Information System (SIS) and the other through the Electronic IEP System (WebIEP for Desert/Mountain and Desert/Mountain Charter SELPA). The new CALPADS student profile files consists of student enrollment information, demographic information, English language acquisition status, and student program. The CALPADS discipline file consists of student incidents, student incident results, and student offenses. CALPADS special education files consists of the special education program, student services, and post-school outcomes.

The data collection windows have changed starting with the 2019-20 school year. The Fall one window will be between October and December, the Fall two window will be between December and January, and end-of -year (EOY) will be between May and August. These windows are subject to change regarding exact dates, but LEAs will be notified by the CDE. Pupil count will now have a two-prong certification process with the first layer of certification being completed by the LEA and the second layer of certification being completed by the SELPA.

CALIFORNIA SCHOOL DASHBOARD

The California school dashboard is a powerful online tool to help local educational agencies (LEAs) identify strengths and weaknesses and pinpoint student groups that may be struggling. It reports performance and progress on both state and local measures.

California's accountability system is based on multiple measures that assess how LEAs and schools are meeting the needs of their students. Performance on these measures is reported on the California School Dashboard.

The dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

State measures apply to all LEAs, schools, and student groups and are based on data that is collected consistently across the state. Local measures apply for LEAs and charter schools and are based on data collected at the local level.

State and local measures are drawn from ten priority areas of the Local Control Funding Formula (LCFF).

The state measures are as follows:

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

California's new accountability and continuous improvement provides information about how LEAs and schools are meeting the needs of California's diverse population.



Blue



Green



Yellow

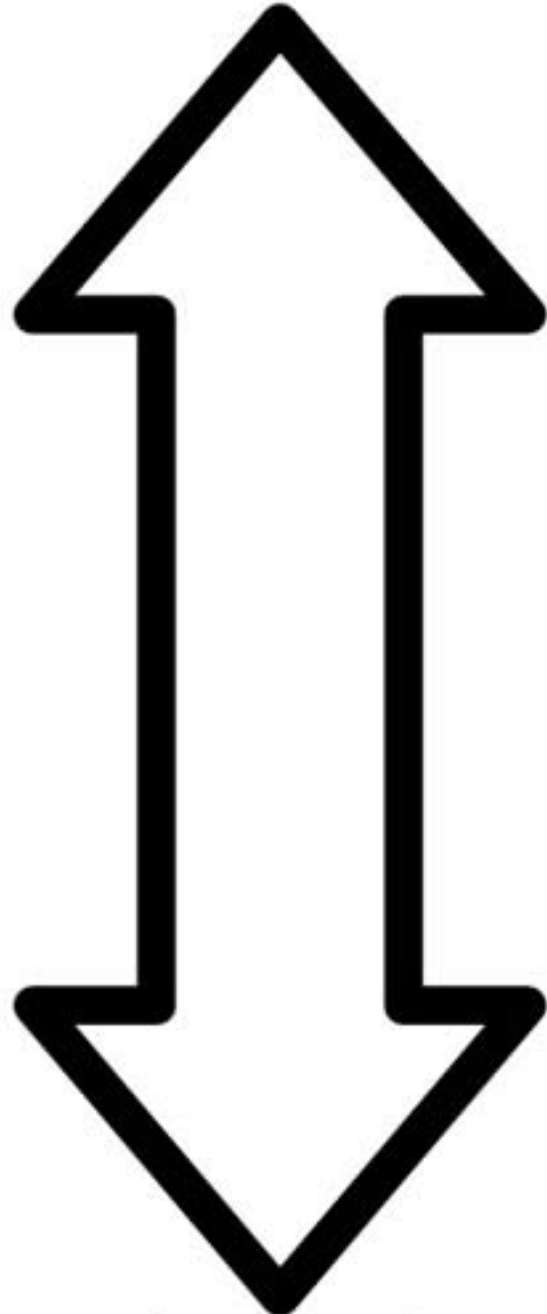


Orange



Red

Highest Performance



Lowest Performance

SCHOOL FUNDING

How are California schools funded? It is important to understand how school funding relates to the state's compliance mandates.

Most of the funding for K-12 education comes from the state. In 2018-19, California public schools received a total of \$97.2 billion in funding from three sources: the state (58%), property taxes and other local sources (32%), and the federal government (9%). These shares vary across school districts.

Some districts, known as "basic aid" or "excess tax" districts, fund their revenue limit entirely through property taxes and receive no general purpose state aid. They also retain any excess property taxes within their district.

Local Control Funding Formula (LCFF)

The LCFF, enacted through the 2013-14 state budget, is the new system for calculating funding for most public schools in California. Each district receives a base grant per student, plus additional supplemental and concentration grants targeted for students who are low income, foster youth, or English-Language Learners. All K-12 students in public schools are eligible for LCFF funds, with more targeted funding for students who are low income, in foster care, or English-Language Learners.

LCFF funds almost every service provided by public schools, including teacher salaries, classroom materials, and facilities. LCFF can also be used for school-based mental health programs and staff, including social workers, counselors, nurses, and psychologists.

School districts are currently receiving LCFF funds, which will increase through 2020. Districts must submit a three-year Local Control and Accountability Plan (LCAP) and annual LCAP updates to their County Office of Education. The LCAP must demonstrate how funds will be used to support targeted students in eight distinct state priorities. It is estimated that, after years of cuts, at full implementation, LCFF will bring school funding to at least 2007 levels.

LCAP PRIORITIES

Local Indicators

Eight Priorities

Priority 1: Basic Services and Conditions at Schools

State Indicator - N/A

Local Indicator - Text books availability, adequate facilities, and correctly assigned teachers

Priority 2: Implementation of State Academic Standards

State Indicator - N/A

Local Indicator - Annually report on progress in implementing the standards for all content areas

Priority 3: Parent Engagement

State Indicator - N/A

Local Indicator - Annually report progress toward seeking input from parents/guardians in decision making and promoting parental participation in programs

Priority 4: Student Achievement

State Indicator - Academic Performance - Grades 3-8 and Grade 11, English Learner Progress

Local Indicator - N/A

Priority 5: Student Engagement

State Indicators - Graduation Rate, Chronic Absenteeism

Local Indicators - N/A

Priority 6: School Climate

State Indicator - Suspension Rate

Local Indicator - Administer a climate survey every other year

Priority 7: Access to a Broad Course of Study

State Indicator - N/A

Local Indicator - Annually report progress on the extent students have access to, and are enrolled in, a broad course of study

Priority 8: Outcomes in a Broad Course of Study

State Indicator - College/Career

Local Indicators - N/A

KEY TERMS

Annual Performance Report (APR) – The APR describes the state’s slippage in meeting the measurable and rigorous targets established in the State Performance Plan (SPP); and any revisions to the state’s targets, improvement activities, or resources in the SPP and justifications for the revisions.

California Assessment of Student Performance and Progress (CAASPP) System was established on January 1, 2014. The CAASPP System replaced the Standardized Testing and Reporting (STAR) Program, which became inoperable on July 1, 2013. The CAASPP system includes the Smarter Balanced summative assessments for English language arts/literacy and mathematics, the California Science Tests, the reading/language arts standards-based tests in Spanish, and the California Alternative Assessments.

California Collaborative for Educational Excellence (CCEE) - Established pursuant to California Education Code Section 52074, which states that “(t)he purpose of the California Collaborative for Educational Excellence is to advise and assist school districts, county superintendents of schools, and charter school districts in achieving the goals set forth in a local control and accountability plan.” The CCEE is a public agency that is governed by a five-member governing board composed of the State Superintendent of Public Instruction (or his or her designee), a county superintendent of schools appointed by the Senate Committee on Rules, a superintendent of a school district appointed by the Governor, and a teacher appointed by the Speaker of the Assembly.

California Dashboard - A website released in March 2017 that parents/guardians, educators, and the public can use to see how districts and schools are meeting the needs of California’s diverse student population based on the concise set of measures included in the new accountability system, including test scores, graduation rates, English learner progress, and suspension rates. Additionally, the Dashboard includes reporting and evaluation of local indicators. The Dashboard is part of California’s new school accountability system based on the Local Control Funding Formula, enacted in 2013. As provisioned in the California Education Code, the Dashboard will be used to support local educational agencies (LEAs) in identifying strengths, weaknesses, and areas for improvement; to assist in determining whether LEAs and schools are eligible for technical assistance; and to assist the state in determining whether LEAs and schools are eligible for more intensive support/intervention.

California Department of Education (CDE) – A governmental agency within California that oversees public education. Its headquarters are located in California’s capital city, Sacramento.

CaEDFacts – A compilation of statistics and information on a variety of issues concerning education in California.

CALPADS – A longitudinal data system used to maintain individual-level data including student demographics, course data, discipline, assessments, staff assignments, and other data for state and federal reporting.

Child Find – A legal requirement that schools find all children who have disabilities and who may be entitled to special education services. Child find covers every child from birth through age 21. The school must evaluate any child that it knows, or suspects may have a disability.

Disproportionality – The overrepresentation of a particular racial or ethnic group in a particular area.

Every Student Succeeds Act (ESSA) – On December 10, 2015, President Obama signed Every Student Succeeds Act (ESSA), reauthorizing the federal Elementary and Secondary Education Act (ESSA) and replacing the No Child Left Behind Act (NCLB), the 2001 reauthorization of ESSA.

Individualized Education Program (IEP) – a document that is developed for children in public school who are eligible for special education. The IEP is created through a team effort and reviewed periodically. This document is the foundation that directs instructional planning for students with exceptional needs.

Individuals with Disabilities Education Act (IDEA) – The Individuals with Disabilities Education Act is a four-part piece of American legislation that ensures students with disabilities are provided with Free Appropriate Public Education that is tailored to their individual needs. IDEA was previously known as the Education for All Handicapped Children Act from 1975 to 1990. In 1990, the United States Congress reauthorized EHA and changed the title to IDEA. Overall, the goal of IDEA is to provide children with disabilities the same opportunity for education as those students who do not have a disability.

Least Restrictive Environment (LRE) – In the U.S. the Individuals with Disabilities Education Act is a special education law that mandates regulations for

students with disabilities in order to protect their rights as students and the rights of their parents. Under this act, it is required that all students receive a Free and Appropriate Public Education, and that these students should be educated in the least restrictive environment. The least restrictive environment clause states that students with disabilities should be educated with students without disabilities to the maximum appropriate extent. If a student should require supplementary aids and services necessary to achieve educational goals while being placed in a classroom with students without disabilities, they should be provided as needed.

Local Control Funding Formula (LCFF) - California's school funding law is a way for schools to focus on student success. LCFF requires school districts to focus on eight key areas that help all students succeed.

Minimum cell size – the minimum number of children experiencing a particular outcome, to be used as the numerator when calculating either the risk for a particular racial or ethnic group or the risk for children in all other racial or ethnic groups.

Minimum n-size – the minimum number of children with disabilities enrolled in a LEA with respect to identification, and the minimum number of children with disabilities enrolled in a LEA with respect to placement and discipline, to be used as the denominator when calculating either the risk for children in all other racial or ethnic groups.

Significant Disproportionality – the determination that a school district (LEA) has significant over-representation based on race and ethnicity overall, by disability, by placement in a particular educational setting, or by disciplinary actions.

United States Department of Education (ED) – The United States Department of Education, also referred to as the ED for education department, is a cabinet-level department for the United States government. It began operating on May 4, 1980, having been created after the Department of Health, Education, and Welfare was split into the Department of Education and the Department of Health and Human Services by the Department of Education Organization Act, which President Jimmy Carter signed into law on October 17, 1979.

RESOURCES

California Dashboard

<https://www.caschooldashboard.org>

The California Assessment of Student Performance and Progress (CAASPP)

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

The California Collaborative for Educational Excellence (CCEE)

<http://ccee-ca.org>

CalEDFacts

<https://www.cde.ca.gov/re/pn/fb/>

California State Board of Education (SBE)

<https://www.cde.ca.gov/be/>

Federal Program Monitoring

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

LCAP

<https://www.cde.ca.gov/re/lc/>

LCFF

<https://www.cde.ca.gov/fg/aa/lc/lcffoverview.asp>

Performance Indicator Review

<https://www.cde.ca.gov/re/lc/>

DMSELPA Padlet

<https://padlet.com/jeyle1/DMSELPA>

APPENDICES

FMTA Consultant Assignments by Region

The Focused Monitoring and Technical Assistance (FMTA) Consultants are assigned geographically and by quality assurance activity to align with the eleven California County Superintendents Educational Services Association (CCSESA) regions.

The FMTAs are responsible for coordinating all monitoring and technical assistance activities for the local educational agencies and Special Education Local Plan Areas in their assigned counties, providing information, and facilitating access to technical assistance related to program monitoring and program implementation.

Regional Map



County Assigned Consultants

Comprehensive Review Consultants

CCSESA Region	Counties	Consultant(s)	Email	Telephone Number
1	Del Norte, Humboldt, Lake, Mendocino, Sonoma	Heidi Brahms	HBrahms@cde.ca.gov	916-322-0373
2	Butte, Glenn, Lassen, Modoc, Plumas, Shasta, Siskiyou, Tehama, Trinity	Jasmine Ayten	JAyten@cde.ca.gov	916-322-1849
3	Alpine, Colusa, El Dorado, Nevada, Placer, Sacramento, Sierra, Sutter, Yolo, Yuba	Bernd Reynolds	BReynolds@cde.ca.gov	916-445-0789
3	Alpine, Colusa, El Dorado, Nevada, Placer, Sacramento, Sierra, Sutter, Yolo, Yuba	Jim Durgin	JDurgin@cde.ca.gov	916-327-3537
3	El Dorado Charter	Jasmine Ayten	JAyten@cde.ca.gov	916-322-1849
4	Alameda, Contra Costa, San Francisco, San Mateo, Solano	Barbara Gaskin	BGaskin@cde.ca.gov	916-327-3674
4	Marin, Napa	Jasmine Ayten	JAyten@cde.ca.gov	916-322-1849
5	Monterey, San Benito, Santa Clara, Santa Cruz	Peggy Hernandez	PHernandez@cde.ca.gov	916-323-2616

5	Monterey, San Benito, Santa Clara, Santa Cruz	Matt Wilkins	MWilkins@cde.ca.gov	916-445-4559
6	Amador, Calaveras, San Joaquin, Stanislaus, Tuolumne	Brad Lacy	BLacy@cde.ca.gov	916-327-4219
7	Fresno, Kings, Madera, Mariposa, Merced, Tulare	FMTA I	APasion@cde.ca.gov	916-324-8898
8	Kern, San Luis Obispo, Santa Barbara, Ventura	FMTA I	APasion@cde.ca.gov	916-324-8898
9	Orange	Sean Howland	SHowland@cde.ca.gov	916-445-4547
9	Imperial, San Diego	Aaron Christensen	AaChristensen@cde.ca.gov	916-319-0668
10	Inyo, Mono, Riverside, San Bernardino	Shirley Waegell	SWaegell@cde.ca.gov	916-327-3533
11	Los Angeles	Monica Pecarovich	MPecarovich@cde.ca.gov	916-327-3535
11	Los Angeles	Matt Wilkins	MWilkins@cde.ca.gov	916-445-4559

Disproportionality Review Consultants

CCSESA Region	Counties	Consultant(s)	Email	Telephone Number
1	Del Norte, Humboldt, Lake, Mendocino, Sonoma	Libbey Durkee	LDurkee@cde.ca.gov	916-327-0863

2	Butte, Glenn, Lassen, Modoc, Plumas, Shasta, Siskiyou, Tehama, Trinity	Lisa Bojé	LBoje@cde.ca.gov	916-327- 3684
3	Alpine, Colusa, El Dorado, Nevada, Placer, Sacramento, Sierra, Sutter, Yolo, Yuba	Susan Olsen	SOlsen@cde.ca.gov	916-319- 0491
4	Alameda, Contra Costa, Marin, Napa, San Francisco, San Mateo, Solano	Kishaun Thorntona	KThorntona@cde.ca.gov	916-445- 5727
5	Monterey, San Benito, Santa Clara, Santa Cruz	Libbey Durkee	LDurkee@cde.ca.gov	916-327- 0863
6	Amador, Calaveras, San Joaquin, Stanislaus, Tuolumne	Kishaun Thorntona	KThorntona@cde.ca.gov	916-445- 5727
7	Fresno, Kings, Madera, Mariposa, Merced, Tulare	Susan Olsen	SOlsen@cde.ca.gov	916-319- 0491
8	Kern, San Luis Obispo, Santa Barbara, Ventura	Nicole Garibaldi	NGaribaldi@cde.ca.gov	916-319- 0298
9	Imperial, Orange, San Diego	Nicole Garibaldi	NGaribaldi@cde.ca.gov	916-319- 0298
10	Inyo, Mono, Riverside, San Bernardino	Susan Olsen	SOlsen@cde.ca.gov	916-319- 0491
11	Los Angeles	Lisa Bojé	LBoje@cde.ca.gov	916-327- 3684

Performance Indicator Review Consultants

CCSESA Region	Counties	Consultant(s)	Email	Telephone Number
1	Del Norte, Humboldt, Lake, Mendocino, Sonoma	Anthony Sotelo	ASotelo@cde.ca.gov	916-322-2235
2	Butte, Glenn, Lassen, Modoc, Plumas, Shasta, Siskiyou, Tehama, Trinity	Anthony Sotelo	ASotelo@cde.ca.gov	916-322-2235
3	Alpine, Colusa, El Dorado, Nevada, Placer, Sacramento, Sierra, Sutter, Yolo, Yuba	Lynne Boone	LBoone@cde.ca.gov	916-327-3703
4	Alameda, Contra Costa, Marin, Napa, San Francisco, San Mateo, Solano	Vincent Pastorino	VPastorino@cde.ca.gov	916-327-0839
5	Monterey, San Benito, Santa Clara, Santa Cruz	John Burch	JBurch@cde.ca.gov	916-327-0296
6	Amador, Calaveras, San Joaquin, Stanislaus, Tuolumne	John Burch	JBurch@cde.ca.gov	916-327-0296
7	Fresno, Kings, Madera, Mariposa, Merced, Tulare	Anthony Sotelo	ASotelo@cde.ca.gov	916-322-2235
8	Kern, San Luis Obispo, Santa Barbara, Ventura	John Burch	JBurch@cde.ca.gov	916-327-0296

9	Imperial, Orange, San Diego	Vincent Pastorino	VPastorino@cde.ca.gov	916-327- 0839
10	Inyo, Mono, Riverside, San Bernardino	Anthony Sotelo	ASotelo@cde.ca.gov	916-322- 2235
11	Los Angeles	Kristen Brown	KBrown@cde.ca.gov	916-445- 1064

Data Identified Noncompliance Review Consultants

CCSESA Region	Counties	Consultant(s)	Email	Telephone Number
1	Del Norte, Humboldt, Lake, Mendocino, Sonoma	Theresa Costa Johansen	TCostaJohansen@cde.ca.gov	916-323- 2409
2	Butte, Glenn, Lassen, Modoc, Plumas, Shasta, Siskiyou, Tehama, Trinity	Theresa Costa Johansen	TCostaJohansen@cde.ca.gov	916-323- 2409
3	Alpine, Colusa, El Dorado, Nevada, Placer, Sacramento, Sierra, Sutter, Yolo, Yuba	Theresa Costa Johansen	TCostaJohansen@cde.ca.gov	916-323- 2409
4	Alameda, Contra Costa, Marin, Napa, San Francisco, San Mateo, Solano	Shari Presnall	SPresnall@cde.ca.gov	916-445- 7474
5	Monterey, San Benito, Santa Clara, Santa Cruz	Shari Presnall	SPresnall@cde.ca.gov	916-445- 7474

6	Amador, Calaveras, San Joaquin, Stanislaus, Tuolumne	Shari Presnall	SPresnall@cde.ca.gov	916-445- 7474
7	Fresno, Kings, Madera, Mariposa, Merced, Tulare	Theresa Costa Johansen	TCostaJohansen@cde.ca.gov	916-323- 2409
8	Kern, San Luis Obispo, Santa Barbara, Ventura	Theresa Costa Johansen	TCostaJohansen@cde.ca.gov	916-323- 2409
9	Imperial, Orange, San Diego	Theresa Costa Johansen	TCostaJohansen@cde.ca.gov	916-323- 2409
10	Inyo, Mono, Riverside, San Bernardino	Richard Gifford	RGifford@cde.ca.gov	916-323- 9782
11	Los Angeles	Theresa Costa Johansen	TCostaJohansen@cde.ca.gov	916-323- 2409

Nonpublic Schools Consultants

CCSESA Region	Counties	Consultant(s)	Email	Telephone Number
1	Del Norte, Humboldt, Lake, Mendocino, Sonoma	Linda Ramos	LRamos@cde.ca.gov	916-327- 3656
2	Butte, Glenn, Lassen, Modoc, Plumas, Shasta, Siskiyou, Tehama, Trinity	Linda Ramos	LRamos@cde.ca.gov	916-327- 3656

3	Alpine, Colusa, El Dorado, Nevada, Placer, Sacramento, Sierra, Sutter, Yolo, Yuba	Linda Ramos	LRamos@cde.ca.gov	916-327- 3656
4	Alameda, Contra Costa, Marin, Napa, San Francisco, San Mateo, Solano	Steve Perez	StPerez@cde.ca.gov	916-319- 0581
5	Monterey, San Benito, Santa Clara, Santa Cruz	Christine Krause	CKrause@cde.ca.gov	916-324- 4536
6	Amador, Calaveras, San Joaquin, Stanislaus, Tuolumne	Steve Perez	StPerez@cde.ca.gov	916-319- 0581
7	Fresno, Kings, Madera, Mariposa, Merced, Tulare	Christine Krause	CKrause@cde.ca.gov	916-324- 4536
8	Kern, San Luis Obispo, Santa Barbara, Ventura	Christine Krause	CKrause@cde.ca.gov	916-324- 4536
9	Imperial, Orange, San Diego	Michele Donahue	MDonahue@cde.ca.gov	916-319- 0769
9	Imperial, Orange, San Diego	Scharmela Edwards	SEdwards@cde.ca.gov	916-327- 3699
10	Inyo, Mono, Riverside, San Bernardino	Christine Krause	CKrause@cde.ca.gov	916-324- 4536
11	Los Angeles	Michele Donahue	MDonahue@cde.ca.gov	916-319- 0769

Other

Large Multi-Sites
(Sierra, Spectrum,
Point Quest)

Matthew Hill

MHill@cde.ca.gov

916-445-
5577

Administrators

Comprehensive Review:

Jack Brimhall, JBrimhall@cde.ca.gov, 916-445-9772

Lisa Stie, LStie@cde.ca.gov, 916-324-8898

Disproportionality Review:

James Johnson, JamJohns@cde.ca.gov, 916-327-6966

Performance Indicator Review:

Donna DeMartini, DDeMartini@cde.ca.gov, 916-445-4632

Data Identified Noncompliance Review:

Theresa Costa Johansen, TCostaJohansen@cde.ca.gov, 916-323-2409

Nonpublic Schools:

Tina Tranzor, TTranzor@cde.ca.gov, 916-327-0141

Questions: Special Education Division | 916-445-4613

Last Reviewed: Tuesday, July 30, 2019

B

Significant Disproportionality Comprehensive Coordinated Early Intervening Services (CCEIS) Worksheet 2019

This worksheet is to help the local educational agency (LEA) assemble information for the CCEIS Plan.

BACKGROUND INFORMATION

Local Education Agency (LEA) Name:

Special Education Local Plan Area (SELPA) Name:

Main Contact:

Telephone and Email:

CCEIS Period 2019 Significant Disproportionate Indicator(s) (check all applicable) (Refer to the Fiscal Year 2019 Notification Letter)

- Discipline Race/Ethnicity _____
- Placement (LRE) Race/Ethnicity _____
- Indicator 9 Race/Ethnicity _____
- Indicator 10 Race/Ethnicity _____
Disability Category _____

2018-19 Disproportionality Indicator(s) (check all applicable) (Refer to the Fiscal Year 2019 Notification Letter)

- Discipline Race/Ethnicity _____
- Placement (LRE) Race/Ethnicity _____
- Indicator 9 Race/Ethnicity _____
- Indicator 10 Race/Ethnicity _____
Disability Category _____

Has your district been previously identified as significantly disproportionate?

yes no

If your district been previously identified as significantly disproportionate, list previous year(s) of identification (please include indicator(s) and race/ethnicity for each year):

DESCRIBE THE PLAN DEVELOPMENT ACTIVITIES FOR CCEIS

PHASE ONE: GETTING STARTED
Find instructions for this phase at
<https://spptap.org/phase-1-getting-started/>

Convene a Leadership Team and Stakeholder Group

*You may use the Leadership and Stakeholder Identification Worksheet for items 1.1 and 1.2.
(Available at <https://spptap.org/sd-ceis-guidance-documents-and-forms/>)*

1.1 Leadership Team: List members' names, emails, titles/roles, and responsibilities related to the CCEIS Plan.

Member Name	Email	Title/Role	CCEIS Plan Responsibilities

Do the members of this team have decision-making authority? What is the process for LEA approval of this CCEIS plan? Type answer here:

1.2 Stakeholder Group: List members' names, roles, and CCEIS related responsibilities.

Role	Member Name(s)	CCEIS Plan Responsibilities
<input type="checkbox"/> Cabinet Level Leader- General Education		
<input type="checkbox"/> Cabinet Level Leader- Special Education		
<input type="checkbox"/> Director of Curriculum (or Similar)		
<input type="checkbox"/> SELPA Director (or Designee)		
<input type="checkbox"/> Director of Assessment (or Similar)		

<input type="checkbox"/> Appropriate Grade Level General Education Teacher		
<input type="checkbox"/> Appropriate Grade Level Special Education Teacher		
<input type="checkbox"/> Bargaining Unit Representative		
<input type="checkbox"/> Community Member		
<input type="checkbox"/> Parent (diverse representation)		
<input type="checkbox"/> Superintendent (or Designee)		
<input type="checkbox"/> Principal or Site Level Administrator		
<input type="checkbox"/> Human Resources Administrator		
<input type="checkbox"/> Business Services Representative		
<input type="checkbox"/> Other:		

Note: Team composition requires a diverse group of parents and community members, including representatives of the identified racial/ethnic category.

Provide the dates the Stakeholder group met, and a summary of the work completed by the Stakeholder Group:

1.3 Contact the State Performance Plan Technical Assistance Project (SPP-TAP) at the Napa County Office of Education (NCOE) and CDE FMTA Consultant.

The LEA is committed to the following activities:

- Accessing information via the SPP-TAP Website
- Communicating with CDE FMTA Consultant
- Communicating with SPP-TAP staff
- Participating in virtual Community of Practice (CoP) meetings
- Attending a Regional Session
- Attending Webinars
- Spring CCEIS Workshops
- Fall CCEIS Workshops

1.4 Choose Technical Assistance (TA) Facilitator(s)

Name the TA Facilitator(s) and describe current and anticipated services. LEAs are required to contract for a minimum of 10 hours or TA Facilitation for each area of identification. You must supply a copy of the contract or MOU for each TA facilitator. If you are using a non-SPP-TAP TA facilitator you must obtain permission from the CDE FMTA Unit III and supply a copy of the TA facilitator's resume.

TA Facilitator Name	Current Services	Anticipated Services

- We have a contract or MOU with one or more of the SPP-TAP TA Facilitators.
- We are using a non-SPP-TAP TA Facilitator approved by our CDE FMTA Consultant.

1.5 Gather Relevant Data

List the relevant sources of data that are used to inform decision-making. Are there any additional data sources that would be beneficial but data was not available (e.g., Referral data by teacher, etc.)? *(See next two pages for samples of relevant data sources.)*

SAMPLE ROOT CAUSE ANALYSIS DATA SOURCES

Below are sample school and districtwide data sets CCEIS Leadership and Stakeholder Teams may wish to consider as part of the Root Cause Analysis process. This is not an exhaustive list; each LEA must determine the data to study based on its own areas of strength and need.

All data items must be gathered with and viewed through a cultural lens; therefore, they must be sorted by and analyzed with a focus on race, ethnicity, gender, and grade.

California Longitudinal Pupil Achievement (CALPADS) Data:

Academic

Attendance

Discipline

<https://www.cde.ca.gov/ds/sp/cl/>

California Department of Education California School Dashboard Data:

High School Graduation Rate

Academic Performance

English Learner Progress

Preparation for College/Career (CCI)

Chronic Absenteeism

<https://www.cde.ca.gov/ta/ac/cm/>

Specialized Programs Annual Performance Report Measures

Performance Indicators Related to Disproportionality (4b, 5, 9, 10)

Performance Indicators Not Directly Related to Disproportionality

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

California Healthy Kids Survey Data

School Performance, Supports, and Engagements Data

School Supports and Connectedness by Race/Ethnicity

<http://chks.wested.org/about/>

Discipline Data

Office Referrals

Suspensions

Expulsions

Graduation, UC/CSU Preparation, Dropout, and Achievement Data

Honors and Advanced Placement Data

Dropouts by Age, Race, and Gender

<https://www.cde.ca.gov/ds/sd/sd/filesdropouts.asp>

Career and Technical Education (CTE) Inventories

English Learner Reclassification Data

Individual Student Transcripts and Courses of Study

Local Control Accountability Plan Areas of Focus

Positive Behavior Interventions and Supports Tiered Fidelity Index

Qualitative Results of Focus Group Discussions

Teachers

Students

Parents

Other

Relevant Local Assessment Data

Special Education Procedural Manual

Special Education Local Plan Area (SELPA) Local Plan

PHASE TWO: DATA AND ROOT CAUSE ANALYSIS
 Find instructions for this phase at
<https://spptap.org/phase-ii-data-and-root-cause-analysis/>

2.1 Complete a Local Educational Agency (LEA) Initiative Inventory

Enter your LEA initiatives that align or have some areas of integration with the efforts to address disproportionality.

You may wish to complete the Local Educational Agency (LEA) Initiative Inventory document (available at <https://spptap.org/sd-ceis-guidance-documents-and-forms/>) as you will need to upload that document to the CCEIS Portal.

Initiative and Funding Source	Relationship to LCAP and other Initiative Goals/Priorities	Target Group	Leaders and Responsible Staff	Educational Area(s): Curriculum and Instruction, Behavior, Family & Community Engagement, Climate, Social-Emotional Learning Other

2.2 Complete a Programmatic Self-Assessment

Identify programmatic self-assessment tool(s) used and describe process of completion.

Identify one or more of the approved Self-Assessment Tools used:

- Annotated Checklist for Addressing Racial Disproportionality
- Preventing DISPROPORTIONALITY by Strengthening District Policies and Procedures — An Assessment and Strategic Planning Process
- Racial/Ethnic Disproportionality in Special Education/Data Analysis Workbook

Identify other relevant Self-Assessment Tools used:

- Quality Standards for Inclusive Schools: Self-Assessment Instrument
- Addressing the Root Causes of Disparities in School Discipline: An Educator's Action Planning Guide
- Other: _____

Describe process of completion:

2.3 Complete Reflective Data Analysis

Describe the processes used to collect, analyze, and interpret data. Include data sources.

2.4 Determine Root Cause(s) Based on Data

Provide a *title* for the identified Root Cause of disproportionality and describe the Root Cause (including supporting data).

Root causes of disproportionality include an intersection between beliefs and practices.

Root Cause Title	Description of Root Cause with Supporting Data

PHASE THREE: PLAN FOR IMPROVEMENT
 Find instructions for this phase at
<https://spptap.org/phase-iii-plan-for-improvement/>

3.1 Select Focus Area(s)

List selected areas of focus and describe their connection to the identified root cause(s).

Selected Focus Area	Connection Root Cause
<input type="checkbox"/> Achievement Gap: Opportunity and Access Gap	
<input type="checkbox"/> Culturally Responsive School Environments	
<input type="checkbox"/> Positive Behavior Supports	
<input type="checkbox"/> Culturally Responsive MTSS	
<input type="checkbox"/> Access to Achieving in the Least Restrictive Environment: Inclusive Practices	
<input type="checkbox"/> Other: _____	

3.2a Develop Programmatic Improvement Action Plan

Complete information below for each measurable outcome (cut and paste empty boxes for additional outcomes).

Describe how the budget allocation aligns with the Programmatic Improvement Action Plan. (See Section 3.2b.)

Measurable Outcome:

Indicator(s):

Root Cause(s):

Focus Area(s):

Target Population:

You may wish to duplicate the four shaded boxes below to add additional activities *for each measurable outcome*.

Activity:

Staff Responsible:

Timeline:

Data Sources/Methods for Evaluating Progress:

3.2b Complete Budget Forms

Step 1: Download the following documents from the CCEIS Portal.

- 2018 CCEIS Budget and Allowable Expenditure Forms One and Two
- 2018 CCEIS Target Student Population

Step 2: Complete both documents.

Step 3: Save each document with your district's name or initials in the file name.

Step 4: Upload documents (one at a time) to the CCEIS Portal.

PHASE FOUR: IMPLEMENTING, EVALUATING AND SUSTAINING
 Find instructions for this phase at
[HTTPS://SPPTAP.ORG/PHASE-IV-IMPLEMENTING-EVALUATING-AND-SUSTAINING/](https://spptap.org/phase-iv-implementing-evaluating-and-sustaining/)

4.1 Implement Programmatic Improvement Action Plan

List staff responsible for oversight of CCEIS activities (including submission of Progress Report and Quarterly Expenditure Reporting Forms).

Staff Name	Reports to Submit (Progress Reports, Budget Reports, or Both)	Email

4.2 Evaluate Effectiveness

Describe process for ongoing collection and analysis of data related to the measurable outcomes outlined in the Programmatic Improvement Action Plan. This includes tracking of target students, sharing data with stakeholders, and adapting the action plan based on data.

4.3 Build Supports and Sustainability

Describe the process for adding support for sustainability of CCEIS activities that demonstrate success in reducing disproportionality. Consider LCFF/LCAP, blended funding, grant writing, and other funding sources.

4.5 Complete and Submit SPP-TAP Feedback survey

List staff responsible for completing and submitting survey provided by SPP-TAP at the end of the CCEIS period.

Staff Name	Title	LEA/Agency	Email

CCEIS Plan Signature Form

The signature form must be filled out AFTER the CCEIS Plan has been completed. The form is available at <https://spptap.org/sd-ceis-guidance-documents-and-forms/>. *Note: Signatures are required from the LEA Superintendent, SELPA Director, and School Board Chairperson.*

Review

The person completing the CCEIS Plan in the portal will be asked to review the entire CCEIS Plan prior to submitting it to CDE for approval.

2019 BUDGET ALLOCATION

**Significant Disproportionality
Comprehensive Coordinated Early Intervening Services (CCEIS)**

Individuals with Disabilities Education Act of 2004, Part B Grant

Complete the required information for the identified local educational agency (LEA).

LEA Name :	County District Code:
LEA Contact Name:	LEA Contact Email:
SELPA Name:	SELPA Contact Email:

Provide the Fiscal Year 2018–19 allocation awarded for Resource Codes 3310 and 3315:

2018 Resource 3310 Allocation	2018 Resource 3315 Allocation
\$	\$

Provide the Fiscal Year 2019–20 allocation awarded for Resource Codes 3310 and 3315:

Provide the 2019 allocations the SELPA provided to the identified LEA for resource codes 3310 and 3315. The 15 percent set-aside for CCEIS expenditures will be determined from these two resource codes.

2019 Resource 3310 Allocation	2019 Resource 3315 Allocation
\$	\$

In the box below, indicate the 15 percent set aside for each of the Fiscal Year 2019–20 allocations the LEA was awarded for resource codes 3310 and 3315:

2019 CCEIS Resource 3312 3312 = 15% of 3310		2019 CCEIS Resource 3318 3318 = 15% of 3315		Total 2019 CCEIS Budget (3312 plus 3318)
\$	plus	\$	equals	\$

The above 15 percent set-aside amounts will be the 2019-20 CCEIS allocations for resource codes 3310 (CEIS Resource Code 3312) and 3315 (CEIS Resource 3318) and should be expended and reported accurately in quarterly CCEIS Progress and Expenditure Reports.

Please use the Total 2019 CCEIS Budget indicated above to complete the 2019 Allowable Costs Budget.

2019 Target Student Population

The Comprehensive Coordinated Early Intervening Services (CCEIS) are to be provided to a targeted population.

The purpose of this document is to assist the local educational agency (LEA) to define the target student population to receive CCEIS and estimate the number of students to receive such services.

Reporting on this activity requires the following:

- The definition of the target student population to receive the CCEIS and CCEIS expenses for 2019 must conform to the U.S. Office of Special Education Programs (OSEP) IDEA Part B Regulations Significant Disproportionality (Equity in IDEA). Please refer specifically to Questions C-3-2 and C-3-3, pages 19 and 20, on the U.S. Department of Education Web page at <https://www2.ed.gov/policy/speced/guid/idea/memosdcltrs/significant-disproportionality-qa-2-23-17.pdf>.
- The estimated number of students expected to receive CCEIS during the 27-month period within which the local educational agency (LEA) must expend the 15 percent set aside of IDEA funding for CCEIS. The total estimated number of students for the entire 27-month period must be an unduplicated student count.

Targeted Student Population Reporting

The LEA must complete the following Targeted Student Population Reporting Charts based on current student data.

The estimated student numbers:

- Must be greater than zero
- Must represent the students expected to receive CCEIS services
- Cannot equal the number of all students

Directions: Complete the following Target Student Population Charts for the 2019 CCEIS Service Period. Please feel free to add additional pages as needed.

Students <u>Currently Not Identified</u> as Needing Special Education 2019 CCEIS Service Period: July 1, 2019 to September 30, 2021		
Report Periods	Description of Targeted Student Population	Number of Students <u>Currently Not Identified</u> as Needing Special Education Receiving CCEIS Initiatives
First 12 months: 7/1/2019 to 6/30/2020		
Second 12 months: 7/1/2020 to 6/30/2021		
Last 3 months: 7/1/2021 to 9/30/2021		
Total Target Students served during this 27 month period		

Students <u>Currently Identified</u> as Needing Special Education 2019 CCEIS Service Period: July 1, 2019 to September 30, 2021		
Time Periods	Description of Targeted Student Population	Number of Students <u>Currently Identified</u> as Needing Special Education Receiving CCEIS Initiatives
First 12 months: 7/1/2019 to 6/30/2020		
Second 12 months: 7/1/2020 to 6/30/2021		
Last 3 months: 7/1/2021 to 9/30/2021		
Total Target Students served during this 27 month period		

Please ensure to indicate the Total Target Students served on the Quarterly Progress Reports.

Please verify, scan, and submit electronically with the CCEIS Programmatic Improvement Plan to SigDisp@cde.ca.gov.

2019 ALLOWABLE COSTS BUDGET
Significant Disproportionality Comprehensive Coordinated Early Intervening Services (CCEIS)
Individuals with Disabilities Education Act of 2004 (IDEA), Part B Grant

Complete the table below to reflect the **Total 2019 CCEIS Budget** as reported on the 2019 Budget Allocation. CCEIS expenses for 2019 must conform to the U.S. Office of Special Education Programs (OSEP) IDEA Part B Regulations Significant Disproportionality (Equity in IDEA). For detailed allowable CCEIS expenditures, please refer specifically to Questions C-3-1 through C-3-10, pages 19 through 24, on the U.S. Department of Education Web page at <https://www2.ed.gov/policy/speced/guid/idea/memosdcltrs/significant-disproportionality-ga-2-23-17.pdf>.

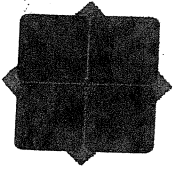
The 2019 CCEIS period is from July 1, 2019, through September 30, 2021. The local educational agency (LEA) must fully expend the CCEIS 15 percent set-aside by September 30, 2021.

2019 Budget Line Items	Brief Description of 2019 CCEIS Activities	Amount for each CCEIS Activity
1000–Certified Salaries		\$
2000–Classified Salaries		\$
3000–Employee Benefits		\$
4000–Materials and Supplies		\$
5000–Services and Other Operating Costs		\$
5100–Contract Services		\$
7300–Indirect Cost Rate (ICR) CDE-approved rate of ____ percent) Note: ICR cannot be used for Object Code 5100		\$
Total Amount for 2019 CCEIS Activities. The amount must equal the Total 2019 CCEIS Budget as indicated on the 2019 Budget Allocation Summary.		\$

The authorized agents validate the accuracy of the information reported:

LEA Superintendent (Print Name & Signature)	Date Signed: Contact Phone:
LEA Special Education Director (Print Name & Signature)	Date Signed: Contact Phone:
SELPA Director (Print Name & Signature)	Date Signed: Contact Phone:
SELPA/LEA Business Fiscal Officer (Print Name & Signature)	Date Signed: Contact Phone:

Please verify, sign, and email directly to the SigDisp@cde.ca.gov.



State Performance Plan Technical Assistance Project

SPP-TAP

Significant Disproportionality Comprehensive Coordinated Early Intervening Service Plan Forms (CCEIS)

District Name: Victor Valley Union High

Director Student Support/ Special Education Margaret Akinnusi
makinnusi@vvhhsd.org
Victor Valley Union High

10 Created 2018-11-28 16:00:39
Archived Records

Plan Year: 2018

Indicators

Indicators	Race / Ethnicity	Previously Identified as significantly disproportionate	previous year(s) of identification
------------	------------------	---	------------------------------------

Indicator_4b	Yes	2018 Significant Disproportionate Indicator(s): Indicator 5b (In Regular Class less than 40%) - African American 2017 Significant Disproportionate Indicator(s): Indicator 5b (In Regular Class less than 40%) - African American Indicator 10 (Emotional Disturbance) - African American Indicator 4b (Disproportionate Discipline) - African American 2016 Significant Disproportionate Indicator(s) Indicator 4b (Disproportionate Discipline) - African American Indicator 5c (Separate Schools) - African American 2015 Significant Disproportionate Indicator(s) Indicator 5a (Least Restrictive Environment) - African American Indicator 5c (Separate Schools) - African American 2014 Significant Disproportionate Indicator(s) Indicator 5c (Separate Schools) - African American 2013 Significant Disproportionate Indicator(s) Indicator 5c (Separate Schools) - African American 2012 Significant Disproportionate Indicator(s) Indicator 10 (Emotional Disturbance) - African American 2011 Significant Disproportionate Indicator(s) Indicator 10 (Emotional Disturbance) - African American Indicator 5c (Separate Schools) - African American Indicator 4b (Disproportionate Discipline) - African American 2010 Significant Disproportionate Indicator(s) Indicator 10 (Emotional Disturbance) - African American 2009 Significant Disproportionate Indicator(s) Indicator 4b (Disproportionate Discipline) African American Indicator 5 (Separate Schools) - African American Indicator 10 (Emotional Disturbance) - African American
Indicator_Placement	Black or African American_4c	
Indicator_9	Black or African American_9	
Indicator_10	Black or African American_10 Emotional Disturbance	

Phase 1: Getting Started

1.1 Leadership Team - Last Edit 01/04/2019 11:08 am

Team Member Name	Leadership Team Email	Role	Responsibilities with CCEIS
Dr. Ron Williams	Rwilliams@vvuhsd.org	Superintendent and/or Designee	Review and Approval of Plan and Implementation
Lauren Franciose	LFranciose@vvuhsd.org	Superintendent and/or Designee	Monitoring and Support Implementation. Communicates with cabinet and school sites
Margaret Akinnusi	Makinnusi@vvuhsd.org	Other Special Education Director	Manages leadership and Stakeholder teams, oversees CCEIS Plan development, data management.
Jon Eyler	jeyler@clsteam.net	Other SPP-TAP Facillitator	Actively participates in the CCEIS process to include: meets with Leadership Team; co-facilitates Stakeholder Group meetings; aggregates discipline data through SHAPE to identify school trends and students in need of intervention; and, provides access to Direction Survey, a formative school climate survey system.
Dr. Caryl Miller	carylm49@verizon.net	Other SPP_TAP Facillitator	Actively participates in the CCEIS process to include: meeting with Leadership Team; co-facilitates Stakeholder Group meetings; assists with completing the CCEIS Plan; and monitors the Plan for Improvement. Facilitates the Least Restrictive Environment (LRE) Committee. Assists in updating procedures and guidance documents as referenced in the Programmatic Improvement Action Plan.
Steve Atkeson	SAtkeson@vvuhsd.org	Other Director Bussiness Services Department	Review CCEIS funds and disbursement based on goal activities. Helps with expenditure reporting

Do the members of this team have decision-making authority? Yes

What is the process for LEA approval of this CCEIS Plan?

Yes, the Leadership Team is comprised of cabinet members with the authority to make decisions. The Leadership Team has the following responsibilities: makes recommendations for Stakeholder Group members representing a diverse range of participants; oversees completion, implementation, and monitoring of the CCEIS Plan; reviews decisions made by the Stakeholder, and in turn, present this information to the rest of the cabinet members for discussion and approval as appropriate. Leadership Team members attend Stakeholder Team meetings to allow

the opportunity to link discussions across both groups. A draft of the CCEIS Plan is presented to the Stakeholder Group for review and recommended changes to the Plan with simultaneous input from those Leadership Team members present during the Stakeholder Group discussions. The final version of the CCEIS Plan is presented to the School Board by Leadership Team members during a regular meeting session.

1.2 Stakeholder Group - Last Edit 01/04/2019 01:54 pm

Team Member Name	Stakeholder Role	Other	Responsibilities with CCEIS
Laurren Francoisse	Cabinet Level Leader - General Education		Assistant Superintendent of Educational Services: Supervises the CEIS Plan process. In addition to providing monitoring and support Implementation of plan.
Margaret Akinnusi	Cabinet Level Leader - Special Education		Manages leadership and stakeholder teams, oversees CEIS Plan activities and progress reporting.
Christine Foote	Director of Curriculum		Manages SIGDIS professional development: UDL, and SEL trainings, plus LCAP plan.
Peggy Dunn	Other	Selva Program Manager	Active role as an external agency related to Special Education, informs district of legal requirements and CCEIS submissions Informs team of legal requirements, CCEIS submissions.
Doug Kubacki	Appropriate Grade Level Special Education Teacher		Special Education Teacher at Lakeview Leadership Academy: Active role as administrative designee facilitation of Special Education services and discipline at the middle school sites.
Tanya Martin	Parent		Active role as a liaison between parents and school sites in implementation and facilitation of Parent Training which connects School, Parents, and the Community. In addition she brings parent insight during review of root causes.
Nancy Noyer	Principal or Site Level Administrator		Active role in review of the CEIS Plan and implementation of applicable sections of the Programmatic Improvement Action Plan at the high school level.
Rama Bassham	Other	Psychologist	Active role in the CEIS process by providing support in SEL and PBIS input, consultation and support for at the school level.
Ebony Purcell	Principal or Site Level Administrator		Assisting with ensuring that CCEIS plan and programs such as PBIS is being implemented with fidelity at her school.

Carol Cronk	Other	Coordinator Math	Manages Professional Development in inclusion of special education teachers in math and other UDL related training.
Caryl Miller	Other	SPP-TAP Facilitators	Active role in the CEIS process through technical assistance provided on development of the CEIS Plan and Programmatic Improvement Action Plan, facilitation of the Stakeholder Group meetings, alignment of various improvement and accountability plans, and coordination with District Business Services and the SELPA.
Jon Eyer	Other	SPP-TAP Facilitators	Active role in the CEIS Plan process through data collection and analysis, root cause analysis, and implementation of the Programmatic Improvement Action Plan including progress monitoring.
Valerie Hatcher	Principal or Site Level Administrator		Active role in review of the CEIS Plan and implementation of applicable sections of the Programmatic Improvement Action Plan at the her school site.
Carlos Cema	Principal or Site Level Administrator		Active role in review of the CEIS Plan and implementation of applicable sections of the Programmatic Improvement Action Plan at the middle school level.
Joseph Inzunza	Other	Educational Psychologist	Active role in the CEIS process by providing support in SST input, consultation and support at the school level.
Laureen Beyer	Other	Coordinator English Language	Managing SigDis Professional Development, PBIS, Trauma Informed and Implicit Bias
Mike Lee	Principal or Site Level Administrator		Assist the principal at his school in playing active role in review of the CEIS Plan and implementation of applicable sections of the Programmatic Improvement Action Plan at the high school level.
Melda Gaskins	Principal or Site Level Administrator		Active role in review of the CEIS Plan and implementation of applicable sections of the Programmatic Improvement Action Plan at the high school level.
Rafael Navarro	Principal or Site Level Administrator		Active role in review of the CEIS Plan and implementation of applicable sections of the Programmatic Improvement Action Plan at the high school level.

Pam Larez	Other	School Nurse	Active role in implementation and facilitation student wellness and well-being, in addition to playing active role on as a member of the district SARIB team to improve student school attendance.
Anita Tucker	Other	Dean-LLA	Active role in review of the CEIS Plan and implementation of applicable sections of the Programmatic Improvement Action Plan at the high school level.
Dr. Benisha Carr	Other	Dean of Students GEC	Active Role in Implementation & facilitation through development of the District Discipline Matrix and CWA data.
Kevan Loyd	Principal or Site Level Administrator		Active Role in Implementation & facilitation through development of the District Discipline Matrix and CWA data.
Pamela Davis	Director of Assessment		Active role in the CEIS process by providing support in SST input, consultation and support at the school level
Maura Balmaceda	Other	EL Coordinator	Assisting with Focus Group and Parent/Student Engagement Activities Implementation & facilitation through DELAC and Parent Engagement
Daniel Gervars	Other	AP CIMS	Assisting with Focus Group and Parent/Student Engagement Activities
M.Stoddard	Other	General Education Teacher	Active role in review of the CEIS Plan and implementation of applicable sections of the Programmatic Improvement Action Plan at the high school level.

Describe the work of this group:

Dates Leadership Team met and summary of Work completed: 10/31/18 : To establish CCEIS timeline and review the indicators VVUHSD was out for 12/15/18: Review CCEIS plan progress and New CEIS Plan Dates Stakeholder Group met and summary of Work completed: 7/9/12: Introductions of team members 9/5/18 & 9/6/18: Background Information, & purpose of group.Revision of CEIS Plan to align to a SMART goal format & prepare for following year's CCEIS plan. 11/5/18: Complete annotated checklist, determine focus groups & questions regarding CCEIS Plan, Root Causes,

Attach Agendas and Sign-in Sheets:

Leadership meeting 10-31-18.pdf 12-15-18 Stakeholder Mtg.pdf 11-5-18 Stakeholder Mtg.pdf Stakeholder Mtg 10-17-18.pdf

1.3 Technical Assistance - Last Edit 12/18/2018 03:58 pm

Technical Assistance Support

Accessing Information via the SPP-TAP Web site

Communicating with CDE FMTA Consultant

Communicating with SPP-TAP staff

Participating in virtual Community of Practice meetings

Attending a Regional Session

Attending the Equity Symposium: Disproportionality

Attending Webinars

1.4 Technical Assistance (TA) Facilitator(s) - Last Edit 01/09/2019 12:12 pm

District is working with a(n)

SPP-TAP TA Facilitator(s)

Name of TA

Delete

Dr. Jon Eyler

Dr. Caryl Miller

Contracts or MOUs for all TA Facilitators:

CLS Contracts.pdf

Resume(s) for non-SPP-TAP Facilitator(s) approved by CDE FMTA Consultant:

1.5 Relevent Data Gathered - Last Edit 12/06/2018 04:40 pm

Types of Data

Additional Data

The following set of data sources have been used and the periodic reports will be in continuous usage to analyze the data for improving practices and informed decision making.

California Special Education Management Information System (CASEMIS) December and June reports as applicable for special education enrollment by gender, primary disability, ethnicity, age, grade, discipline days, services, and percentage of time inside regular class.

Phase 2: Data & Root Cause Analysis

2.1. LEA Initiative Inventory - Last Edit 12/05/2018 02:33 pm

File Name

Download

LEA_Initiative_Inventory_1.pdf

Download

2.2. Programatic Self-Assessment - Last Edit 01/10/2019 04:25 pm

Tool 1	Tool 2	Tool 3	Tool 4	Tool 5	Other	Self Assessment Process
	Racial/Ethnic Disproportionality in Special Education/Data Analysis Workbook		Quality Standards for Inclusive Schools: Self Assessment Instrument	Addressing the Root Causes of Disparities in School Discipline: An Educator's Action Planning Guide		<p>A task force of leadership and diverse stakeholder groups was formed and was charged with developing an understanding of root causes and the conditions that resulted in the district's identification as significantly disproportionate. We examined the lack of achievement in the state standard, using reflective data analysis, in order to determine root causes and developing the Programmatic Improvement Action Plan.</p> <p>The Stakeholder Group was provided with series of self-assessment tools that included surveys (cultural proficiency, school climate and diversity, and Health Kids Survey), the California Department of Education Dash Board reporting, Fergus, E and Ahram, Racial/Ethnic Disproportionality in Special Education Data Analysis Workbook and Equity in Education Handbook, New York University (NYU), Supplemental Disproportionality Report (including compositions, recidivism, risk ratios, and trends by incident, disposition, grade, school, location, gender, age of entry in to special education and referral source disaggregated by race/ethnicity and disability) the discipline event study for the 2017-2018 school year and State CAASPP reporting. All of the data was reviewed</p>

by the Leadership Team and Stakeholder Group, through the guidance of our facilitator, for the purposes of in-depth discussion of how it translates to inequality practices and the majority of the students affected the most. In addition to the broad range of student-level data, the Stakeholder Group reviewed the LEA initiatives including Local Control and Accountability Plan (LCAP), Strategic Plan 2016-2020, the 2017-2020 Performance Indicator Review (PIR) data (for graduation rates, statewide assessments, and LRE general education participation), CDE Comprehensive Review exit summary, and the PBIS inventory assessment results, which encompasses a quarterly academic review as prescribed in the LCAP.

Members of the Leadership Team have attended Stakeholder Group meetings to jointly participate in reviewing the self-assessment data/results and ascertain root causes of disproportionality. Subgroups dialogue during the Stakeholder meetings to identify the contributors to trends/patterns. Then the Stakeholder Group collectively pinpointed those elements contributing to disproportionate effects.

The group identified trends by race/ethnicity, disability factors; and instructional settings. This information was summarized and analyzed during a follow up meeting to ascertain next steps and if any additional self-assessments needed to occur. Based on this reflective data analysis, the root causes and focus areas were validated by the team and an Improvement action plan was developed that included measurable outcomes, activities and programs to accomplish measurable outcomes including staff training and developments, we

identified staff that will be responsible, and timelines/methods for evaluating progress.

For monitoring and evaluation, there will be ongoing data collection and analysis on the action plans, the stakeholder and leadership groups will meet on a quarterly basis in order to continue or modify the actions set forth in the plan and to show fidelity. Stakeholders will be informed in a variety of settings. Principals will be updated at the district monthly meeting, as well as counselors. A series of LCAP Advisory group meetings are planned throughout the year and offer a forum for discussion on all of the aforementioned data sets. Special Education also holds monthly meetings that will allow stakeholders to be informed. Lastly, the district Strategic Planning team will also review and discuss the data to evaluate progress towards implementation. District holds a robust discussion within the scope of Strategic Planning and the LCAP to determine what is best serving the needs of our district and what needs to be adapted or changed moving forward. The discussion will expand to also consider the areas of disproportionality. Teachers union will play a big role in the distribution of teachers within the district and teachers with more seniority will be part of younger teacher mentoring.

Discipline Reports

Discipline Event Study identified patterns and explanations around disproportionate trends in discipline data. Discipline Referral Data were used as follows:

Percent of Total Enrollment by Race/Ethnicity

Comparison: Percent of Total Enrollment by Race/Ethnicity and Percent of Discipline Events

Comparison: Percent of Special Education Enrollment by Race/Ethnicity and Percent of Discipline Events
 Total Number and Percent of Discipline Events by Selected Race/Ethnicity
 Gender Composition
 Number of Discipline Events by School, Location, and Grade
 Number of Discipline Referrals per Day by Month
 Student Frequency of Discipline Events
 Incident Frequency of Discipline Events
 Consequences of Discipline Event

The Discipline Event Study calculations determined notable findings as outlined below.

Elevated compositions (discipline events) with African American students at 25.9% events with 18.1% enrollment: Hispanic at 63.2% events with 53.0% enrollment
 Elevated compositions (discipline events for SWDs) with Hispanic at 51.9% events with 43.4% enrollment
 Grade: the greatest number of discipline events occur in 9th and 10th grade
 Location: a large majority of discipline events occur in the classroom
 Incidents: the top discipline incidents are low level behaviors (i.e. defiance (2.25 %), truancy (8.4 %), and disruption (29 %), out of class without permission (21%))
 Consequences: top consequences are warning (18.8 %) Counseled (10.8 %) Saturday school (10.3 %), After School

Detention (12.2 %) and suspension (8.7 %)
 Recidivism (risk ratio): students most likely to have more than 11 events are: African American students

2.3. Reflective Data Analysis - Last Edit 01/10/2019 04:27 pm

Reflective Data Analysis

As VVUHSD has been identified significantly disproportionality across several previous school years, a series of self-assessment tools were reviewed by the Leadership Team and Stakeholder Group, through the guidance of two SPP-TAP Technical Assistants. In the 2017-18 school year, the programmatic self-assessment listed below was chosen to understand patterns and explanations around disproportionate trends in identification by race, disability, placement, and gender.

Equity in Education – Addressing Racial/Ethnic Disproportionality in Special Education/Data Analysis Workbook, New York University (NYU) by Dr. Edward Fergus and Roey Ahram (“NYU Data Analysis Workbook”)

The *NYU Data Analysis Workbook* was generated by the Collaborative Learning Solutions (CLS).

It was a consensus of the Leadership Team on October 31, 2018 and the Stakeholder Group at its November 5, 2019 meeting that the data from the *NYU Data Analysis Workbook* was current and this information was supplemented by additional self-assessment tools.

A thorough and reflective analysis of the reports generated using the *NYU Data Analysis Workbook*, from December 1, 2016 data, Table A, CA Special Education Management Information System (CASEMIS), was conducted by an earlier Stakeholder Group meeting on November 5, 2018. The Group reviewed three main data calculations: classification rate; composition index; and, relative risk ratio.

The NYU Data Workbook calculations determined notable findings as outlined below.

Elevated Classification Rates above the district wide classification rate of 11.5% by Race/Ethnicity:

American Indian at 19.5%

African American at 22.5%

Elevated Classification Rates by Race/Ethnicity and Disability

Hispanic at 8.8%

Intellectual Disability at 11.62%

Specific Learning Disability at 53.78%

Autism at 11.06%

American Indian at 19.5%

Intellectual Disability at 26.67%

Other Health Impairment at 26.67%

Specific Learning Disability at 40.00%

African American at 22.5%

Specific Learning Disability at 53.73%

White at 11.9%

Intellectual Disability at 15.08%
 Other Health Impairment at 14.29%
 Specific Learning Disability at 42.46%
 Autism at 15.87%

Elevated Risk Ratios: Special Education Identification

American Indian at 1.69
 African American at 2.49

Elevated Risk Ratios by Major Disability Areas and Ethnicity

Intellectual Disability: American Indian (3.78); Pacific Islander (1.51); African American (1.94);
 Emotional Disturbance: African American (5.44)
 Other Health Impairment: American Indian (3.99); African American (3.12)
 Specific Learning Disability: African American (2.68)
 Multiple Disabilities: African American (4.66)
 Autism: White (1.99)

Notable Differences in Composition Rates of Gender by Race/Ethnicity

American Indian Male at 0.50% for SPED; 0.31% for Total Enrollment
 American Indian Female at 0.44% for SPED; 0.25% for Total Enrollment
 African American Male at 23.39% for SPED; 9.19% for Total Enrollment
 African American Female at 12.79% for SPED; 9.34% for Total Enrollment
 White Male at 10.53% for SPED; 7.78% for Total Enrollment

Supplemental Reports

Supplemental Reports generated from 2015-16 enrollment data were used in addition to the *NYU Data Analysis Workbook* with findings for ages 14-16 as listed below. These reports were generated by Collaborative Learning Solutions.

Percentage by Ages of Entry by Major Disability Areas

Emotional Disturbance (ED) at 10.6%
 Other Health Impairment (OHI) at 6.0%
 Specific Learning Disability (SLD) at 5.9%

Percentage by Ages of Entry by Ethnicity

Latino at 4.6%
 American Indian at 0.0%
 African American at 4.7%
 White at 6.7%

Referral Source by Disability from Parent

Emotional Disturbance at 80.0%
 Other Health Impairment at 46.7%
 Specific Learning Disability at 39.2%

Referral Source by Disability from Within School System (teacher, SST, district)

Emotional Disturbance: 0.0%
 Other Health Impairment: 40.0%
 Specific Learning Disability: 49.0%

Referral Source by Ethnicity

By Parent: Latino at 24.6%; American Indian at 38.5%; African American at 30.0%; White at 33.9%

Combined Teacher, SST, District: Latino at 64.5%; American Indian at 61.5%; African American at 57.9%; White at 59.5%

Least Restrictive Environment Calculator

On October 17, 2017, the Stakeholder Group reviewed reports prepared by Collaborative Learning Solutions (CLS), "Least Restrictive Environment (LRE) Calculator (Indicators 5A-5C)" by race/ethnicity, disability, and placement. Elevated risk ratios were reviewed by the Stakeholder Group identified as follows:

Indicator 5B: Risk ratio of: 1.7 for Asian; 2.0 for Intellectual Disability; and, 1.5 for Autism served inside regular class less than 40% of the day

Indicator 5C: Risk ratio of 2.4 for African American; 1.6 for Intellectual Disability; and, 6.6 for Emotional Disturbance served in Separate Schools, Residential Facilities, and Homebound/Hospital

Based on the findings from the referenced LRE Calculator information above, the Stakeholder Group requested that the *Quality Standards for Inclusive Schools Self-Assessment Instrument* (2017 Stetson & Associates) be distributed to district and school-site administrators, special and general education teachers, related service providers, counselors, psychologists, and Stakeholder Group members including parents and community representatives. The Stetson Instrument was converted into SurveyMonkey application by CLS, with permission from the Vice President of Operations from Stetson & Associates, Inc. There were 119 responses.

The Stakeholder Group reviewed and discussed the Improvement Legend for Three Phases: Initiation (requiring Considerable Improvement); Implementation (requiring Moderate Improvement); and, Advanced Phase (continue to Maintain Improvement). Procedural Safeguards: 77% In Place; 23% Not in Place

Instructional Excellence for Diverse Learners: 91% In Place; 9% Not in Place

Collaborative Partnerships: 63% In Place; 37% Not in Place

Responsive Staffing and Scheduling: 82% In Place; 18% Not in Place

Strong Parent Partnerships: 73% In Place; 27% Not in Place

Accountability for Results: 83% In Place; 17% Not in Place

Leadership for the Common Good: 80% In Place; 20% Not in Place

It was agreed to address numerous items in the "Initiation Phase." Two items in the Category 1 – "Procedural Safeguards" category and all of category 2 – "Collaborative Partnerships" were chosen by the Stakeholder Group.

Stetson Survey results were integrated into an adapted version of *Assessment of School Practices to Inclusive Education* (2017 Stetson & Associates), with permission from Stetson & Associates, Inc. This instrument was completed by members of the LRE Planning Team on September 5-6, 2018 and presented to the Stakeholder Group on December 4, 2018. The completed document includes: goals; action steps; person responsible; resources needed; timeframe; and, evidence of successful completion. Also, members of the LRE Planning Team were reviewed and revised based on the results of the SurveyMonkey as well as a current available staff.

Performance Indicator Review

In addition, the 2016-17 PIR Improvement Process data for graduation rates, statewide assessments, and LRE general education participation were reviewed and analyzed by the Stakeholder Group. In addition to the broad range of student-level data, the Stakeholder Group reviewed the LEA initiatives including Local Control and Accountability Plan (LCAP), Strategic Plan 2016-2020, the 2016-17 Performance Indicator Review (PIR)

data (for graduation rates, statewide assessments, and LRE general education participation), CDE Comprehensive Review exit summary, and the PBIS inventory assessment results which encompasses a quarterly academic review as prescribed in the LCAP. (2017-2020)

Members of the Leadership Team attended the November 5, 2018 Stakeholder Group meeting to jointly participate in reviewing the self-assessment data/results and ascertain root causes of disproportionality. Subgroups dialogue during the Stakeholder meetings to identify the contributors to trends/patterns. Then the Stakeholder Group collectively pinpointed those elements contributing to disproportionate effects.

Annual Performance Report Measure

Historical Review of District Level Special Education Annual Performance Report (APR) Measures at Stakeholder Group Meetings

October 5, 2016: Review and analysis of the 2013-14 and 2014-15 APR Measures

October 17, 2017: Review and analysis of the 2014-15 and 2015-16 APR Measures

November 5, 2018: Review and analysis of the 2015-16, and 2016-17 APR Measures

Stakeholder Group members focussed on those Indicators that have not been met across several years, which included: Indicator 1, 3, 4B, 5A-C, 10, and 14.

Specific Indicators listed below were discussed further by the Stakeholder Group.

Indicator 1 – Graduation Four Year Rate:	50.38 (Target: 74.84%)
Indicator 3 – Statewide Assessments	
English Language Arts (ELA) Participation Rate:	94.30% (Target 95.00%)
Math Participation Rate:	94.30% (Target 95.00%)
ELA Level 3 or 4 Achievement Rate:	8.90% (Target 13.90%)
Math Level 3 or 4 Achievement Rate:	3.18% (Target 11.60%)
Indicator 4B – Suspension and Expulsion by Race and Ethnicity	
African American	1.98%
Hispanic	0.71%

Indicator 5 – Least Restrictive Environment

- A. Inside regular class 80% or more of the day 28.76% (Target > 50.2%)
- B. Inside regular class less than 40% of the day 53.32% (Target < 23.6%)
- C. In separate schools, residential facilities,
or homebound/hospital placements 4.26% (Target < 4.2%)

Indicator 14 – Eligibility Post-school

- A. Higher Education 55.0% (Target 55.3%)
- B. Higher Ed or Competitively Employed 65.0% (Target 75.4%)

Culture, Climate and SEL

The district working with Collaborative Learning Solution (CLS) to rendered services described below:

Culture/Climate and CEIS Consultation: work with district leadership to establish a district structure for culture/climate tiered system of support (behavioral health and wellness) and provide guidance on the development and implementation of the CEIS plan.

School Site Coaching (Technical Assistance): coaching sessions with each school site team throughout the year. Consultant will (1) work with the team at each of school sites to implement the framework. (2) work with teams to analyze the data reports (school climate indicators such as attendance, connectedness, participation, discipline, wellness), (3) develop school wide plans which identify strategies in response to school climate data, and (4) help with the administration of a tiered system fidelity tool in April/May of each year.

Data Services: access to SHAPE to disaggregate school site discipline data for all school sites. This is a screening tool for identifying student in need of intervention and identifying school wide trends and caseload management. Access to Direction Survey, a formative school climate survey solution.

Professional Development: Training in the area of behavioral health, wellness, social-emotional learning, restorative practices, other means of correction. Topics to be finalized by district leadership.

FCMAT

The district entered into agreement with Fiscal Crisis and Management Assistance team (FCMAT) to review the district special education program (placement, staffing, continuum of special education and related services, LRE etc.) and other non-special education program (SST procedures). Out of this review were recommendation that the district is working through such as revamping the SST process, monthly meeting between special education and HR. etc.

On December 4, 2018, a meeting with Assistant Superintendent and Director of Curriculum to discuss current District initiatives that would support sustaining efforts of the CCEIS Plan. In addition, the California School Dashboard Local Indicators Priority 1 was finalized. Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities, Priority 2 - Implementation of State Academic Standards, Priority 3 - Parent Engagement, Priority 6 - School Climate. Currently priority 7 is being finalized

Thorough and thoughtful discussions with the Leadership Team and Stakeholder Group, with the assistance if two TA facilitators, resulted in the same conclusions about root causes as previous years, what is working, what is not working, and priority areas for improvement. Based on this reflective data analysis, the root causes and three focus areas were validated.

2.4. Root Causes - Last Edit 01/04/2019 03:06 pm

Root Cause	Supporting Data
------------	-----------------

Inconsistent identification, assessment and re-assessment of students	Inconsistent identification, assessment, and re-assessment of students with behavior problems, specifically, inappropriate behaviors cited as a reason for placement in special education particularly African American students; The Leadership Team and Stakeholder Group at separate meetings used the Collaborative Learning Solutions' tracking worksheet to identify those areas of race/ethnicity and disability to determine trends. The following high-risk areas were clearly identified by both groups independently. 1. African American Overall (male) 2. Disability/Ethnicity: a.Latino: Speech and Language Impairment; b.African American:Emotional Disturbance, Other Health Impairment; Speech and Language Impairment; and, c. White:Other Health Impairment,and Autism. 3. Disability: Emotional Disturbance; Other Health Impairment; Autism. 4. Least Restrictive: Environment: Emotional Disturbance - Separate Settings.
Lack of Cultural Responsiveness	Lack of culturally responsive and consistent progressive behavior intervention system to address discipline in order to promote proactive practices and/or administer appropriate consequences. Disability: Emotional Disturbance; Other Health Impairment; Autism, African American males and Hispanic/Latino
Lack of interventions, supports and implementation	Lack of culturally responsive and consistent progressive behavior intervention system to address discipline in order to promote proactive practices and/or administer appropriate consequences; Least Restrictive Environment: Emotional Disturbance - Separate Settings.
Implicit Bias	Implicit bias is a major factor in pre-referral, assessment, identification, and placement decisions for African American and multi-ethnic students. Embedded stereotypes whether conscious or unconscious that result in excessive referral, assessment, identification and/or placement of African American Students and Multi-ethnic students.

Phase 3: Plan for Improvement

3.1 Areas of Focus - Last Edit 01/04/2019 03:15 pm

Root Cause	Areas of Focus	Connection between Root Cause and Area(s) of Focus
Inconsistent identification, assessment and re-assessment of students	Culturally Responsive PBIS Culturally Responsive School Environments Inclusive Practices	These four focus areas are closely connected to the identified root causes. Based on reflective discussion with the Leadership Team and Stakeholder Group, the root causes occurred in several categories to include: inconsistent identification and evaluation of special education students; inconsistent educational benefit in general education classes; lack of implementation of a consistent multi-tiered interventions; and solutions for academically and behaviorally struggling students; capacity of the district to provide continuum of services within the least restrictive environments for student's behavioral challenges and emotional disturbance; absence of responsive and clear positive behavior intervention systems; and racial disparities impact decision-making process (discipline referrals, special education assessments and eligibility.)

3.2 a Action Plan - Last Edit 01/10/2019 06:31 pm

Measureable Outcomes	Indicator(s)	Root Cause	Focus Area(s)	Target Population
----------------------	--------------	------------	---------------	-------------------

By June, 2019, in order to increase alignment and consistency with statewide targets for indicator 5, the average amount of time students receive special education services in least restrictive settings with typical peers will increase by 10% as measured by June and December 2019 CALPADS reports and disaggregated data from the SHAPE online system, through administration and analysis of the Quality Standards for Inclusive Schools Self-Assessment and through School Climate and SEL professional development activities organized by members of the CCEIS Leadership Team, Collaborative Learning Solutions staff, and site stakeholders.

Indicator_4b,
Indicator_Placement,
Indicator_10

Lack of interventions, supports and implementation

Culturally Responsive PBIS, Culturally Responsive School Environments, Inclusive Practices

•9th and 10th graders with specific higher rates of 4 or more office referrals for in class infractions
•9th and 10th grade students with lower grades (D's and F's)
•Students referred to School Attendance Review Boards (SARB)
•Students on behavior contracts

Activity

Staff Responsible

Timeline

Data Source/Methods for Evaluating Progress

<p>Contract with Collaborative Learning Solutions (CLS) to provide a series of "School Climate Transformation" and "Academic, Social, Emotional Learning (CASEL) professional development activities. (CEIS funds)</p>	<p>December 2019</p>	<p>Positive growth with engagement, connections, relations and safety with student, staff and the school community as measured through the Panorama survey of students and staff on SEL</p>	
<p>School Sites will evaluate and monitor the number of Special Education students placed in restrictive environments outside of the District to determine the necessity of those placements. General funds</p>	<p>Middle and High School Leadership Teams and Trainer of Trainers (Trained by Boys Town Consultants)</p>	<p>Ongoing</p>	<p>Special Education Department is collaborating with Middle and High School Leadership Teams in the reduction of the number of students placed outside of the District (Non Public Schools and County Programs) with regard to student's progress monitoring and implementation of programs that will support transitioning students back to district schools.</p>

Middle School Implementation of Boys Town Well Managed Schools, Training, Coaching and Monitoring to address cultural awareness in balancing the academic playing field for all students through consciousness decision-making regarding referrals, interventions strategies, behavior challenges and student needs.

**•Coordinator of Special Education
•School Leadership Teams
•Special Education Teachers
•District Staff designated by the Superintendent's Office.**

Fall 2019

Special Education Department is collaborating with Middle and High School Leadership Teams in the reduction of the number of students placed outside of the District (Non Public Schools and County Programs) with regard to student's progress monitoring and implementation of programs that will support transitioning students back to district schools.

Survey will be administered to students, staff and parents through Panorama Education Services that support student success through SEL. (LCAP and CEIS funds)

Special Education Director and Coordinator of English Language

Spring - Fall 2018-19

Through data analysis to where professional training if any is needed in order to continue to monitor student progress and overall well being.

Measureable Outcomes

Indicator(s)

Root Cause

Focus Area(s)

Target Population

By October, 2019, in order to increase alignment and consistency with statewide targets for indicator 4, the number of special education students suspended and removed from regular education settings will decrease by 5% (including removals from school and to interim placements) by implementing an applicable tiered response to problem behaviors, such as appropriate consequences and CEIS-funded interventions, as measured through engagement in decision making processes by Collaborative Learning Solutions, principals, and other site stakeholders.

Indicator_4b,
Indicator_9,
Indicator_10

Implicit Bias,
Inconsistent
identification,
assessment and
re-assessment
of students ,
Lack of Cultural
Responsiveness,
Lack of
interventions,
supports and
implementation

Inclusive
Practices

•9th and
10th
graders
with
specific
higher
rates of 4
or more
office
referrals
•Students
referred to
School
Attendance
Review
Boards
(SARB)
•Students
on
behavior
contracts

Activity	Staff Responsible	Timeline	Data Source/Methods for Evaluating Progress
----------	-------------------	----------	---

•Ongoing alignment of discipline practices with the revised District Discipline Matrix
•Cultural Awareness discussions during teacher/staff collaboration days
•Cultural Awareness seminar and Training on Microaggressions during the District Management Retreat two consecutive years (General Education funds)

•District Management
•District Management
•Educational Services Department

Ongoing

Evidence of District Management's review and updating their mission statement to align with the District Strategic Plan

Training for any staff member who has the capacity to make discipline referrals, and/ or decisions (including but not limited to administrators, office staff, teachers, direct support services providers, school security staff) on the use of the Discipline Progressive Matrix Administrators Guide for Proactive Intervention and Consistent Consequences Supported by Evidence-based Practices. (Special Education and General Education funds)

- CLS Staff
- Facilitator of Attendance and Discipline
- Dean of Alternative Education
- School Site

June 2019

CALPADS data showing 3% reduction in suspension and expulsion of all races/ethnicities represented proportionality by general and special education populations

Conduct monthly CWA meetings with discussion of discipline procedures/ process and review discipline data by school site. (LCAP funds)

Facilitator of Attendance and Discipline

Monthly

Agenda's, sign in sheets and Quarterly Reduction in discipline events by school sites

Measureable Outcomes

Indicator(s)

Root Cause

Focus Area(s)

Target Population

•The Student Success Team (SST) procedures will be consistently

Indicator_4b, Indicator_Placement

Lack of Cultural Responsiveness,

Culturally Responsive

9th and 10th

implemented with fidelity across all school sites resulting in the number of students referred for special education eligibility testing and/or services will decrease. •Focus Area: Access to, and Achieving in the Least Restrictive Environment •Focus Areas: Using a Multi-Tiered System of Supports SMART GOAL By May 2019, in order to increase alignment and consistency with statewide targets for Indicators 5 and 10, the number of students referred for special education assessment to determine eligibility for services will decrease by 3% by revising the SST procedures and related forms; ensuring SST form accessibility; implementing SST procedures with fidelity across all school sites; providing professional development on the SST procedures and forms to school-site administrators, counselors, general and special education teachers, and other pertinent stakeholders such as parents; documenting SST data, including post SST procedures; and by recording baseline data of the entry age of students receiving special education services and the number of those students who have gone through the SST process, as measured by CASEMIS and CALPADS data, as well as products and artifacts related to the established student success team (SST) procedures. •Lack of interventions, supports and implementation for students at Tier 1 and 2 levels that deliver universal design and culturally responsive instruction in the least restrictive environment •The Student Success Team (SST) procedures will be consistently implemented with fidelity across all school sites resulting in the number of students referred for special education eligibility testing

Lack of interventions, supports and implementation

PBIS, Culturally Responsive School Environments, Inclusive Practices

graders with specific higher rates of 4 or more office referrals

and/or services will decrease. •Focus Area: Access to, and Achieving in the Least Restrictive Environment

•Focus Areas: Using a Multi-Tiered System of Supports SMART GOAL

By May 2019, in order to increase alignment and consistency with statewide targets for Indicators 5 and 10, the number of students referred for special education assessment to determine eligibility for services will decrease by 3% by revising the SST procedures and related forms; ensuring SST form accessibility; implementing SST procedures with fidelity across all school sites; providing professional development on the SST procedures and forms to school-site administrators, counselors, general and special education teachers, and other pertinent stakeholders such as parents; documenting SST data, including post SST procedures; and by recording baseline data of the entry age of students receiving special education services and the number of those students who have gone through the SST process, as measured by CASEMIS and CALPADS data, as well as products and artifacts related to the established student success team (SST) procedures. •Lack of interventions, supports and implementation for students at Tier 1 and 2 levels that deliver universal design and culturally responsive instruction in the least restrictive environment By May 2019, in order to increase alignment and consistency with statewide targets for Indicators 5 and 10, the number of students referred for special education assessment to determine eligibility for services will decrease by 3% by revising the SST procedures and related forms; ensuring SST form accessibility; implementing SST

procedures with fidelity across all school sites; providing professional development on the SST procedures and forms to school-site administrators, counselors, general and special education teachers, and other pertinent stakeholders such as parents; documenting SST data, including post SST procedures; and by recording baseline data of the entry age of students receiving special education services and the number of those students who have gone through the SST process, as measured by CASEMIS and CALPADS data, as well as products and artifacts related to the established student success team (SST) procedures.

Activity	Staff Responsible	Timeline	Data Source/Methods for Evaluating Progress
<p>Revise the SST procedures and related forms to ensure accessibility, tracking and documentation; Counselors will keep a baseline database of the entry age of students receiving special education services and the number of those students going through the SST process</p>	<ul style="list-style-type: none"> •School Psychologists •School Counselors School Site Administrators 	<p>June 2019</p>	<ul style="list-style-type: none"> •The number of students referred for special education testing for eligibility and or services will decrease by 3% •Revised SST procedures and guidelines with accessibility, tracking, and documentation will be available on AERIES

•Provide professional development on the updated SST procedures and forms for school-site administrators, counselors, general and special education teachers, and other pertinent staff as well as parents as applicable •Post SST procedures and guidelines on the District website. (LCAP for all activities above)

•Director of Student Support Services
 •Coordinator of Special Education Services
 •Educational Services Administrators
 Technology Department

June 2019

•Documentation of SST Team participation in professional development (e.g., sign-in sheets, materials, participant evaluation surveys) will be available •SST procedures and related documents will be posted on the District website

Measureable Outcomes

Indicator(s)	Root Cause	Focus Area(s)	Target Population
--------------	------------	---------------	-------------------

By December 2018, in order to increase alignment and consistency with statewide targets for indicator 10, the number of students referred for special education eligibility testing and/or identified with ED due to behavioral/ discipline issues will be in alignment with proportionate risk ratios for special education identification as well as proportionate classification rate of disability and race/ethnicity through the following activities: (a) district participation in transition IEPs from feeder districts to address inclusive settings; (b) provide training on the ED eligibility process; (c) audit ED student files to determine level of intervention and prevention practices; (d) fidelity of Behavior Intervention Plans (BIP); and, (e) similarities and/or dissimilarities between eligibility and more restrictive placements as evidenced by review of: (i) baseline data; (ii) reduction in the number of students referred for special education eligibility testing and/or identified ED due to behavior/discipline issues; (iii) CASEMIS data findings; (iv) accountability system in place for feeder elementary school district ED students transitioning into VVUHSD; (v) number of feeder district ED students placed in NPS and other separate environments reduced from the previous year; and, (vi) findings from ED files audit and evidence of psychologists' input regarding those findings with identified strategies.

Indicator_10	Inconsistent identification, assessment and re-assessment of students	Culturally Responsive PBIS, Culturally Responsive School Environments, Inclusive Practices	•9th and 10th graders with specific higher rates of 4 or more office referrals. •Students referred to School Attendance Review Boards (SARB) •Students on behavior contracts.
--------------	---	--	---

Activity	Staff Responsible	Timeline	Data Source/Methods for Evaluating Progress
----------	-------------------	----------	---

<p>•WUHSD will attend and participate in the Transition IEPs from the feeder districts to decrease placement of students matriculating out of the feeder district into Nonpublic School (NPS) •(NPS) placements and other restrictive, separate settings</p>	<p>SELPA Director or designee •Director and coordinator of Special Education •School Psychologists •Feeder Elementary School Special Education •Directors or designees</p>	<p>May - June 2019</p>	<p>•The number of feeder district ED students placed in NPS and other restrictive, separate settings will be reduced from the prior year •December 1 2019, CASEMIS Pupil Count •Web IEP (district online IEP platform) monitoring system</p>
<p>Audit of ED student files to determine lack of prevention practices for ED students needing social-emotional or counseling support, reasons for initial placements, fidelity of Behavior Intervention Plans (BIP), similarities and/or dissimilarities between eligibility and more restrictive placements •Share and discuss findings from the ED student file audit with psychologists. (LCAP and CCEIS funds for all activities above)</p>	<p>•Consultant with psychological educational expertise in social-emotional disturbance, Mental Health services and behavioral intervention •Special Education Administrators</p>	<p>May 2019</p>	<p>Findings from ED file audit and evidence of psychologists' input to those findings and identified strategies from the psychologists on how to address the higher number of African American students identified as ED</p>

•District wide implementation and integration of PBIS •Ongoing coaching and training provided to all schools LCAP funded

•PBIS Team Leader •Director of Special Education. •Site Administrators Psychologists OCI Teachers (OCI: On Campus Intervention and DM SELPA

Ongoing

•PBIS evaluative metrics and outcomes
• PBIS Tiered Fidelity (TIF) Inventory results •Discipline data - CALPADS and CWA records

Provision of PBIS materials and supplies to support implementation including character building; curricular materials for schools in early stages of training, and new staff training. (Combined CEIS and LCAP funds for all activities above)

PBIS Liaison staff

ongoing

Documentation of agendas, attendance sheets, training materials purchased, and completed workshop surveys by participants

3.2 b Budget Forms - Last Edit 12/19/2018 03:24 pm

File Name

Form 1.pdf

Form 2.pdf

Target Population.pdf

Phase 4: Implementing, Evaluating, & Sustaining Resource

4.1 Implement Action Plan - Last Edit 01/06/2019 05:52 pm

Staff Name	Email
Margaret Akinnusi	Makkinusi@VWUHSO.org
Francesca Copeland	FCopeland@VWUHSO.org
Dr. Laureen Beyer	Lbeyer@VWUHSO.org
Christine Foote	Cfoote@VWUHSO.org
Lauren Francoisse	LFrancoisse@vwuhsd.org

4.2 Evaluate Effectiveness - Last Edit 01/06/2019 06:19 pm

Effectiveness Evaluation

Ongoing data collection and analysis of data will be shared with Leadership Group and Stakeholder Team For PBIS - School-Wide Information System (SWIS), PBIS Tiered Fidelity (TIF) Inventory results; CALPADS discipline data; will be reviewed and monitored. Monthly behavior data reports. data collection, analysis, progress reports on site tiered system of support implementation and ready access of quality. Access to SHAPE to disaggregate school site discipline data for all school sites. Trauma Informed Approaches, and Culturally Responsiveness Practices will be analyzed quarterly.

Survey results and Panorama Survey.

For LRE - Use of AERIES data and SELPA CASEMIS reports for Indicators 5a-5c; monitoring of IEPs for % of time served in regular classes shared with special education department chairs for discussions; FCMAT recommendations for improvement.

District Dash Board information will be shared with the principals and administrators, cabinet members and stakeholder group by the Assistant Superintendent of Educational Services

The Action Plan will be monitored by the Stakeholder Group and adapted based on data analysis from the areas listed above.

4.3 Build Supports & Sustainability - Last Edit 01/06/2019 06:50 pm

Supports and Sustainability

I have reviewed this CCEIS Plan and deem it complete.

Name

© 2011 SPP-TAP and California Department of Education. [Please read disclaimer.](#)

A Special Project of the [Napa County Office of Education](#) | 1450 Technology Lane, Suite 200, | Petaluma, CA 94954

For technical problems, please contact Susan Stewart at slstewart@napacoe.org. For content questions, please contact Sharon Falk at sfalk@napacoe.org.



California Department of Education (CDE) DataQuest total enrollment by ethnicity

Specific CASEMIS reports for Federal program location of services by Separate School (450), Residential Facility (460), and Home Hospital (470).

Data sources from California Longitudinal Pupil Achievement Data System (CALPADS) including discipline removals for students with disabilities by: out of school suspensions, in school suspensions, and expulsions.

The use of AERIES an online/portal database, monitors attendance, behavior, demographics, and medical information. Staff members have different levels of view and input capacities based on their job responsibilities.

Panorama Survey, specifically monitors students, teachers and parents social emotional well being and of school climate.

California Accountability Model and School Dashboard, Five-by-Five Tables, Reports, and Measures for all available grade levels and target groups: Chronic Absenteeism; Suspension Rate; Graduation Rate; College/Career; English Language Arts; Mathematics; and Participation Rates.

Number of students by disability and ethnicity/race with behavior intervention plans (BIPs) and the different types of implementation strategies to support their behaviors and learning. Use AERIES intervention tab to track intervention.

Number of students by ethnicity/race disaggregated by disability and and without disabilities who received counseling services (e.g., family therapy, school-based individual or group counseling). Use AERIES intervention tab to track intervention

Discipline Events/Incidents reports by school site by gender, number of overall discipline events, discipline events by grade, discipline events by location, discipline events by risk ratios for disability and racial/ethnic group. The VVUHSD has contracted with Shape and Panorama Education (SEL, playbook and survey) for ongoing data analysis using the discipline data from AERIES to allow each school site to monitor trends monthly and identify students in need of intervention.

Annual Performance Report Measures (2014-15 through 2016-17)

Report , "Victor Valley Union High School District - Special Education Review (July 1, 2018) conducted by the Fiscal Crisis & Management Assistance Team

2016-17 California Healthy Kids Survey Main Reports for Staff and Students

2017 Performance Indicator Review and results of "drill down data activities" and for Graduation Rates, Statewide Assessments and, Least Restrictive Environment.

2017 District Coordinated Early Intervening Plan (CEIS)

2017-2020 District Local Control and Accountability Plan

Positive Behavioral Interventions and Supports (PBIS) Tiered Fidelity Index (TFI) by school sites

Focus Group Discussions from the Stakeholder Team meetings.

VVUHSD is predicated on data-driven decisions. In order to sustain and facilitate implementation of the Programmatic Improvement Action Plan, we will conduct a thorough analysis of our data in order to continue or modify the actions set forth in the plan and to show fidelity.

Data sets will include: test results of all incoming grade 7 and 9 students to identify at promise learners (March yearly), suspension and expulsion data will be monitored monthly, school site D and F grade monitoring quarterly, and reading intervention program data will be monitored quarterly.

The Panorama education Inc. will be administered annually. This will serve to inform the district as to the school climates respectively and provide insight into student perceptions of safety and well-being. VVUHSD will monitor the implementation of PBIS at all sites and ensures that appropriate professional development is provided as well as ongoing development of the red system of support through MTSS.

Both district middle schools will offer a reading intervention block beginning in 2017-18 and this will provide a baseline of data to monitor growth.

Stakeholders will be informed in a variety of settings. Principals will be updated at the district monthly meeting as well as counselors. A series of LCAP Advisory group meetings are planned throughout the year and offer a forum for discussion on all of the afore mentioned data sets. Special Education also holds monthly meetings that will allow stakeholders to be informed. Lastly, the district Strategic Planning team will also review and discuss the data to evaluate progress towards implementation.

VVUHSD employs a robust discussion within the scope of Strategic Planning and the LCAP to determine what is best serving the needs of our district and what needs to be adapted or changed moving forward. The discussion will expand to also consider the areas of disproportionality.

VVUHSD will successfully implement and sustain a multi-tiered system of student supports with fidelity in every school and will continue to develop student relationships. coaching sessions with each school site team throughout the year. Accelerate and maximize student academic and social-emotional outcomes through the application of database problem solving utilized by effective leadership at all levels of the educational system.

Inform the development, implementation, and ongoing evaluation of an integrated, aligned, and sustainable system of service delivery that prepares all students for post-secondary education and/or successful employment within our global society. access to SHAPE to disaggregate school site discipline data for all school sites. This is a screening tool for identifying student in need of intervention and identifying school wide trends and caseload management. Access to Direction Survey, a formative school climate survey solution

4.4 SPP-TAP Feedback Survey - Last Edit 01/06/2019 05:55 pm

Staff Name	Title	Email	LEA/Agency
Margaret Akinnusi	Director, Student Support Services / Special Education	makinnusi@vuhsd.org	Victor Valley Union High School District
Francesca Copeland	Coordinator, Special Education	FCopeland@VVUHSD.org	Victor Valley Union High School District

Local Educational Agency Initiative Inventory: Linking Initiatives

Victor Valley Union High School District

Step 1: Enter your district's current initiatives into the table below.

Initiative, Funding Source, and Intended Outcomes	Purpose and Relationship to Strategic Plan or Organizational Priorities	Target Group	Leaders and Responsible Staff	Educational Area(s): Curriculum and Instruction, Behavior, Family and Community Engagement, Climate, Social-Emotional Learning, Other
Performance Indicator Review (PIR) & Comprehensive Review Funding Source: Special Education	Quality Assurance and focus monitoring of Special Education programs As part of the continuous improvement cycle.	Students with Disabilities- Performance Indicators: SPPI 1 SPPI 3 SPPI 5	<i>District Special Education Staff</i> <i>PIR District Stakeholders</i>	All Discipline Graduation IEP Process School Climate Family and Community Engagement
Parent Engagement as defined in the LCAP Funding Source- General Funds	Provide opportunities to create partnerships among families, schools, and the community. This plan enables parents to be aware of educational expectations and become a full participant in their child's academic success. In addition	Parent & Students/District	School Staff / Administration/District Level Management/Parent Advisors/ ELD Coordinator	All Family and Community Engagement School Climate Student Achievement
Surveys: LCAP priorities survey in the areas of Student Engagement, Parent Involvement, and School Climate	Three different surveys (Students, parents, and staff) provide useful data; promotes teacher parent and student engagement, achievement and	Students Parents School Staff	District and Site Level Administrators in collaboration with The number of students suspended and removed from regular education settings will be reduced	School Climate and Safety Student Well-being Academic Motivation

Local Educational Agency Initiative Inventory: Linking Initiatives

<p>Panorama Survey on School Climate: CCEIS funds</p>	<p>wellbeing; and fosters a forum to identify local needs based on results and engage stakeholders in addressing those needs using evidence based strategies.</p>		<p>from 10% to 5% (including removed from school or removed to an interim placement) Consultant LCAP And CEIS Plan Stakeholder Groups</p>	<p>School Development Supports and Connecc by Race/Ethnicity Parent Involvement</p>
<p>Boys Town Training Well- Managed Schools</p> <p>Funding Source: CCEIS Funds / general Funds</p>	<p>Discover a method to identify skills to assist student(s) who are having Behavioral Problems Formulate a plan for incorporating the use of reinforcement to encourage Positive behavior in the classroom/ building Create a plan for incorporating the use of a continuum of correction for problem Behaviors in the classroom, building and Describe a plan for the addressing escalated in emotionally intense situations. Determine strategies to use in your classroom/building to create a positive Learning environment</p>	<p>All Students, All Teachers and Administration School Staff</p>	<p>Student Support Services Middle School Staff School Staff/ Administration/ District Stakeholders and Boys Town Consultants</p>	<p>All students, and staff Discipline / Behavior School Climate Equity & Student Achievement</p>

Local Educational Agency Initiative Inventory: Linking Initiatives

	where students can reach their full potential. Develop strategies to effectively prevent problem behavior with fidelity.			
Revision of LEA's Discipline Matrix and SST procedures Funding Source: General Funds	Establish district wide uniformity in policies and procedures, to increase student achievement and support student learning in a supportive environment.	Students Staff	Student Support Services School psychologist and Counselors	For all students Curriculum, SEL, Reviewing seat time f student struggling, an student engagement
Professional development and Instructional strategies: <ul style="list-style-type: none"> • 18-19 Math & English 'Lesson Studies • NGSS Curriculum Planning • Common Formative Assessments 2.0 • Cengage MindTap • Kegan strategies • Quality Teaching of English Learners (QTEL) Funding Source: General Funds	To ensure that all students learn in a supportive environment with highly qualified teachers, who are provided opportunities for meaningful professional learning, and who participate in a collaborative culture of continuous improvement for student achievement	Teaching Staff Students	Educational Service department All Teachers (General and Special Education)	Curriculum and Instruction

Local Educational Agency Initiative Inventory: Linking Initiatives

<p>Early Warning Intervention System General Funds</p>	<p>The tool calculates research based early warning indicators that are predictive of whether student's graduate or drop out of high school. The early warning indicators include course failures, grade point average (GPA), credit accumulation, and behavioral incidents.</p>	<p>Student</p>	<p>Educational Services Assistant Superintendent and Director of Curriculum.</p>	<p>Equity & Student Achievement Discipline / Behavior</p>
<p>Positive Behavior Intervention Supports (PBIS) as defined in the LCAP & facilitated through the Desert Mountain Special Education Local Plan Area (SELPA) Funding Sources: General Funds and CCEIS FUNDS</p>	<p>Provides school wide systems of support that include proactive strategies for defining, teaching, and supporting appropriate student behavior to create positive school environments.</p>	<p>Student and School Community as listed in LCAP</p>	<p>Site PBIS Teams Desert Mountain SELPA District and Site Level Administrators Parent Liaisons</p>	<p>Behavior Climate Early Intervention Plan Student Achievement</p>
<p>Attention 2 Attendance Software Funding Source: General Funds</p>	<p>Data collected will assist in facilitating; 1- Mail letters to parents partly regarding attendance issues concerning students 2-Monitoring conferences held at site Administrators allowing A2A to send out letters. 3-Determining who is in need of a meeting or</p>	<p>Students at risk of habitual truancy, and failing due to lack of school attendance</p>	<p>District wide administration, monitored at school levels by administrators in charge of attendance.</p>	<p>Student Attendance, Equity & Student Achievement Discipline / Behavior</p>

Local Educational Agency Initiative Inventory: Linking Initiatives

	<p>SARB referral 4-Provide district wide based absentee. Analysis reports for informed decisions regarding attendance that may lead to interventions and home visits. 5-The program is tied to the district's Aeries system.</p>			
<p>Ongoing revision of the District Strategic Plan 2016-2020 As defined in the Local Control and Accountability Plan (LCAP) Funding Source: General Education</p>	<p>The Strategic Plan sets the foundations for the districts policies and actions through 2020. Ensure equitable access and opportunity for all students to achieve by utilizing high quality instruction/early Intervention/prevention and behavior strategies.</p>	<p>District Stakeholders Students Community Members</p>	<p>District Stakeholders All District Staff Students Community Members</p>	<p>Student Achievement and engagement. Curriculum and Instruction. Family and Community Engagement, Equity fi all and school climate</p>
<p>Fiscal Crisis and Management Assistance Team (FCMAT) Funding Source, General and Special education funds</p>	<p>To review the district's special education program Review the district's implementation of student success teams, Response to Intervention, and Multi-Tiered System of Supports, and make recommendations for improvement</p>	<p>Special Education Department, Human Resources, Business Services Department and Educational Services Department</p>	<p>Assistant Supt of Ed Services Department Assistant Supt of HR, Director of Curriculum and LCAP, Director of Special education and Coordinator of Special Education.</p>	<p>Provide insight on sch climate, equity, and achievement for all students and service w fidelity</p>

Local Educational Agency Initiative Inventory: Linking Initiatives

<p>Culture/Climate and CCEIS Consultation, School Site Coaching, professional Development and Data Services: Funding Source: CCEIS funds</p>	<p>Work with district leadership to establish a district structure for culture/climate tiered system of support (behavioral health and wellness) and provide guidance on the development and implementation of the CEIS plan. Coaching sessions with each school site team throughout the year</p>	<p>All students and staff members. PBIS team members</p>	<p>Director of Special Education in collaboration with Collaborative Learning Solution (CLS)</p>	<p>Climate, Social-Emotional Learning, & Equity.</p>
<p>Differentiated Assistance with San Bernardino County Superintendent of Schools</p>	<p>Build capacity to strengthen systems to support improved organizational learning and improve student outcomes. Promote a climate of candor, evidence and urgency toward positive action. Shift from compliance to capacity-building.</p>	<p>All students, staff members and parents.</p>	<p>San Bernardino County Superintendent of Schools educational leaders and Victor Valley Union High School District management team.</p>	<p>All student, Equity, School Climate and Culture, compliance. Family and Community Engagement</p>

Local Educational Agency Initiative Inventory: Linking Initiatives

- **Name the common areas:** The common areas among all the initiatives listed above deals with addressing in student achievement, equity, school climate and culture,
- **Identify processes for collaboration and integration of initiatives, including timelines**
All the initiatives are district wide that includes staff, students' parents and community members. Timelines are built in to each of the individual initiatives.
- **Describe any groups of students that do not appear**
All students are addressed in addition to all of the targeted students from our CCEIS plan in.
- **Identify areas that are more weighted than others**
Quality Assurance, equity, school climate, SEL and parent engagement,

Special Education State Indicators	DINC	PIR	DISPRO	SIG DIS	COMP REVIEW	LCAP Priority #	DASH-BOARD
<i>Indicator 1 - Graduation 4-Year Rate</i>		✓			✓	5	✓
<i>Indicator 2 - Dropout 4-Year Rate (<11.72%)</i>		✓			✓	5	
<i>Indicator 3 - Statewide Assessment</i>							
% Participated (ELA >95%, Math >95%)		✓			✓	7, 8	
ELA Proficiency		✓			✓	4	✓
Math Proficiency		✓			✓	4	✓
<i>Indicator 4 - Suspension/Expulsion</i>							
A. Overall (<2.76%)		✓			✓	6	✓
B. Race/Ethnic			✓	✓	✓	6	✓
<i>Indicator 5 - LRE</i>							
A. Inside of regular class 80% or more of day (>51.2%)		✓	✓	✓	✓	1, 7	✓
B. Inside of regular class less than 40% of day (<22.6%)		✓	✓	✓	✓	1, 7	✓
C. Separate Facility (<4.0%)		✓	✓	✓	✓	1, 2, 7	✓
<i>Indicator 6 - Preschool LRE</i>		✓					
A. Regular Program (>43.8%)		✓			✓	7	
B. Separate (<32.4%)		✓			✓	7	
<i>Indicator 7 - Preschool Assessments</i>						7	
<i>Indicator 8 - Parent Involvement (>92.0%)</i>		✓			✓	3	✓
<i>Indicator 9 - Racial/Ethnic Disproportionality</i>			✓	✓	✓	1, 2, 4, 7	✓
<i>Indicator 10 - Disability Disproportionality (varies by disability)</i>			✓	✓	✓	1, 2, 4, 7	
<i>Indicator 11 - Eligibility Evaluation (100%)</i>	✓				✓		
<i>Indicator 12 - Part C to B Transition (100%) SELPA calculation</i>	✓				✓		
<i>Indicator 13 - Secondary Transition Goals/Services (100%)</i>	✓				✓		
<i>Indicator 14 - Post School</i>							
A. Higher Education (>56.3%)		✓			✓	4	✓
B. Higher Education or Competitively Employed (>76.4%)		✓			✓	4	✓
C. Any Post-Secondary Education or Employed (>85.0%)		✓			✓		✓
<i>Indicator 15 - Resolution Session</i>					✓		
<i>Indicator 16 - Mediation</i>					✓		
<i>Indicator 17 - State Systemic Improvement Plan</i>							
Timely Corrections					✓		
Timely and Complete Reporting					✓		
Audit Findings					✓		
English Learners - CASEMIS						2	✓
FOSTER - CALPADS						10	✓
POVERTY - CALPADS						8	✓

KEY	LCAP Priorities	Dashboard Indicators
DINC: Data Identified Non-Compliance	Priority 1: Basic Services	High School Graduation Rate
PIR: Performance Indicator Report	Priority 2: Implementation of CCSS	Academic Performance
DISPRO: Disproportionate Representation	Priority 3: Parental Involvement	Suspension Rate
SIG DIS: Significant Disproportionality	Priority 4: Student Achievement	English Learner Progress
COMP REVIEW: Comprehensive Review	Priority 5: Student Engagement	Preparation for College/Career
LCAP Priority #: Local Control Accountability Plan Priority Number	Priority 6: School Climate	Chronic Absenteeism
DASHBOARD: Dashboard State and Local Indicators	Priority 7: Course Access	Basic Conditions
	Priority 8: Other Student Outcomes	Parental Involvement/Engagement
	Priority 9: Expelled Pupils (COE)	School Climate Surveys
	Priority 10: Foster Youth	Implementation of Academic Standards

California Association of Health and Education Linked Professions
Joint Powers Authority (CAHELP JPA)
DESERT/MOUNTAIN CHARTER SELPA STEERING COMMITTEE MEETING
October 17, 2019 – 1:00 p.m.
Desert Mountain Educational Service Center, 17800 Highway 18, Apple Valley CA 92307

MINUTES

D/M CHARTER SELPA MEMBERS PRESENT:

Allegiance STEAM – Callie Moreno, Aveson Global Leadership Academy – Kelly Jung (via Web Ex), Aveson School of Leadership – Paula Giraldo (via Web Ex), Desert Trails Preparatory Academy (DTPA) – Tiffany Sutton, Debbie Tarver, Elite Academic Academy – Susan Waisman (via Web Ex), Encore Jr/Sr High – Eric Buries, Julia Lee Performing Arts Academy – Rachel Thomas (via Web Ex), LaVerne Elementary Preparatory Academy (LEPA) – Sarah Ballard-Wiley, Debbie Tarver, Leonardo da Vinci Health Sciences – Josh Stepner (via Web Ex), Pathways to College – Victor Valdez.

CAHELP, SELPA, & DMCC STAFF PRESENT:

Jamie Adkins, Heidi Chavez, Peggy Dunn, Adrien Faamausili, Bonnie Garcia, Colette Garland, Jenae Holtz, Linda Llamas, Maurica Manibusan, Kami Murphy, Lisa Nash, Kathleen Peters, Daria Raines, Linda Rodriguez, Veronica Rousseau, Adrienne Shepherd-Myles, Jennifer Sutton.

OTHERS PRESENT:

Alfonso Jimenez, Department of Rehabilitation.

1.0 TELECONFERENCE LOCATIONS:

Aveson Global Leadership Academy, 575 West Altadena Drive, Altadena, CA 91001
Aveson School of Leaders, 1919 Pinecrest Drive, Altadena, CA 91001
Elite Academic Academy, 43414 Business Park Drive, Temecula, CA 92590
Julia Lee Performing Arts Academy, 19740 Grand Avenue, Lake Elsinore, CA 92530
Leonardo da Vinci Health Sciences Charter, 229 East Naples Street, Chula Vista, CA 91911

2.0 CALL TO ORDER

The regular meeting of the California Association of Health and Education Linked Professions Joint Powers Authority (CAHELP JPA) Desert/Mountain Charter SELPA Steering Committee Meeting was called to order by Chairperson Jenae Holtz, at 1:00 p.m., at the Desert/Mountain Educational Service Center, Apple Valley.

3.0 ROLL CALL

4.0 PUBLIC PARTICIPATION

None.

California Association of Health and Education Linked Professions
Joint Powers Authority (CAHELP JPA)
DESERT/MOUNTAIN CHARTER SELPA STEERING COMMITTEE MEETING
October 17, 2019 – 1:00 p.m.
Desert Mountain Educational Service Center, 17800 Highway 18, Apple Valley CA 92307

MINUTES

5.0 ADOPTION OF THE AGENDA

- 5.1 **BE IT RESOLVED** that a motion was made by Debbie Tarver, seconded by Callie Moreno, to approve the October 17, 2019 Desert/Mountain Charter SELPA Steering Committee Meeting Agenda be approved as presented. A vote was taken and the following carried A vote was taken and the following carried: 10:0: Ayes: Members Buries, Giraldo, Jung, Moreno, Stepner, Tarver (DTPA), Tarver (LEPA), Thomas, Valdez, Waisman. Nays: None, Abstentions: None.

6.0 PRESENTATIONS

6.1 Department of Rehabilitation

Alfonso Jimenez, District Administrator of Department of Rehabilitation (DOR) presented information on the DOR's Student Services Counseling programs. The goal of DOR Student Services programs is to provide pre-vocational outreach to youth that may not have access to a Transitional Partnership Program (TPP) or WorkAbility Program. DOR wants to work collaboratively with existing programs in providing additional resources and support to youth. The services are for youth from 16-21 years of age that have an IEP, 504 Plan, or have self-disclosed that they have a disability. There are five core areas of the program: job exploration counseling, post-secondary counseling, workplace readiness training, self-advocacy, and work-based learning. The program services are provided on school campuses and program staff are on school sites at least once per month. There is no cost to anyone involved and is a statewide youth program to help them gain vocational skills. If after the completing the program, a youth still needs help, they can go in to a DOR office and apply to enter the program again. The number one goal of the Student Services Counseling program is employment. There should be at least 10 youths at a school site in order to make the most of the staff's time and resources. The program can provide some curriculum online to accommodate online charter schools but work experience is not one of those services. DOR is a state agency so counties outside of San Bernardino can be serviced as well. Alfonso will provide contact information for San Diego, Los Angeles counties to Adrienne Shepherd-Myles to share. Alfonso is the contact for Riverside and San Bernardino counties.

7.0 INFORMATION/ACTION

7.1 Desert/Mountain Charter SELPA Policy and Procedures Chapters 6 and 22 (**ACTION**)

Policies and procedures governing the operation of special education programs within the Desert/Mountain Charter SELPA are developed, reviewed and revised throughout the year upon the recommendation of the Program Team. Policies and Procedures are modified as necessary in order to ensure that special education programs are operated in an efficient, effective and legally compliant manner. Suggested revisions to Charter SELPA Policy and Procedures and SELPA Forms are submitted to the D/M Charter SELPA Steering Committee for consideration and approval.

California Association of Health and Education Linked Professions
Joint Powers Authority (CAHELP JPA)
DESERT/MOUNTAIN CHARTER SELPA STEERING COMMITTEE MEETING
October 17, 2019 – 1:00 p.m.
Desert Mountain Educational Service Center, 17800 Highway 18, Apple Valley CA 92307

MINUTES

7.1.1 **BE IT RESOLVED** that a motion was made by Debbie Tarver, seconded by Eric Buries, that the Desert/Mountain Charter SELPA Policy and Procedures Chapters 6 and 22 be approved as presented. A vote was taken and the following carried A vote was taken and the following carried: 10:0: Ayes: Members Buries, Giraldo, Jung, Moreno, Stepner, Tarver (DTPA), Tarver (LEPA), Thomas, Valdez, Waisman. Nays: None, Abstentions: None.

7.2 Desert/Mountain Charter SELPA Forms D/M 151, 157, and 175 (**ACTION**)

Forms used in the operations of special education programs within the Desert/Mountain Charter SELPA are developed, reviewed and revised throughout the year upon the recommendation of the Program Team. Forms are modified as necessary in order to support the operations of special education programs in an efficient, effective and legally compliant manner. Suggested revisions to SELPA Forms are submitted to the D/M Charter SELPA Steering Committee for consideration and approval.

7.2.1 **BE IT RESOLVED** that a motion was made by Debbie Tarver, seconded by Eric Buries that the Desert/Mountain SELPA Forms D/M 151, 157, and 175 be approved as presented. A vote was taken and the following carried: 10:0: Ayes: Members Buries, Giraldo, Jung, Moreno, Stepner, Tarver (DTPA), Tarver (LEPA), Thomas, Valdez, Waisman. Nays: None, Abstentions: None.

7.3 Interpreting IEP Meetings (English/Spanish) with Hola Language Services (**ACTION**)

Hola Language Services offers training for interpreting IEP meetings from English to Spanish. There are two levels of training available to provide additional supports and trainings to the LEA translators. The suggested trainings are presented to the D/M Charter SELPA Steering Committee for consideration and approval.

7.3.1 **BE IT RESOLVED** that a motion was made by Eric Buries, seconded by Debbie Tarver, that D/M Charter SELPA will contract with Hola Language Services to provide trainings for member LEAs. A vote was taken and the following carried A vote was taken and the following carried: 10:0: Ayes: Members Buries, Giraldo, Jung, Moreno, Stepner, Tarver (DTPA), Tarver (LEPA), Thomas, Valdez, Waisman. Nays: None, Abstentions: None.

8.0 CONSENT ITEMS

It is recommended that the D/M Charter SELPA Steering Committee consider approving several Agenda items as a Consent list. Consent Items are routine in nature and can be enacted in one motion without further discussion. Consent items may be called up by any Committee Member at the meeting for clarification, discussion, or change.

California Association of Health and Education Linked Professions
Joint Powers Authority (CAHELP JPA)
DESERT/MOUNTAIN CHARTER SELPA STEERING COMMITTEE MEETING
October 17, 2019 – 1:00 p.m.
Desert Mountain Educational Service Center, 17800 Highway 18, Apple Valley CA 92307

MINUTES

8.1 **BE IT RESOLVED** that a motion was made by Debbie Tarver, seconded by Callie Moreno, to approve the following Consent Items as presented. A vote was taken and the following carried A vote was taken and the following carried: 10:0: Ayes: Members Buries, Giraldo, Jung, Moreno, Stepner, Tarver (DTPA), Tarver (LEPA), Thomas, Valdez, Waisman. Nays: None, Abstentions: None.

8.1.1 Approve the September 19, 2019 Desert/Mountain Charter SELPA Steering Committee Meeting Minutes.

9.0 CHIEF EXECUTIVE OFFICER AND STAFF REPORTS

9.1 Legislative Updates

Jenae Holtz presented the latest in State and Federal law related to students with disabilities and school law.

Jenae reported Senate Bill (SB) 605 requires LEAs to provide students with greater access to assistive technology (AT) devices. She said effective January 1, 2020, AT devices must be provided for a period of time after the student disenrolls, and outside of school when the student's IEP team determines it is a necessary component of a student's free, appropriate public education (FAPE). Jenae continued that the Individuals with Disabilities Education Act (IDEA) defines an AT device as any item, piece of equipment, or product system that is used to increase, maintain, or improve functional capabilities of students with exceptional needs, including Chromebooks, iPads, and communication devices. Jenae continued that SELPAs are responsible for ordering communication and audiology devices. She said that CAHELP JPA will create a system for monitoring devices that are sent home and those in need of repairs. Jenae stated internet service in the home is not the responsibility of the LEA at this time.

Jenae then reported on SB 223 which allows LEAs to adopt policy regarding administration of medicinal cannabis to students on campus. It is referred to as Jojo's act and becomes effective on January 1, 2020. The bill is not a requirement but an allowance for LEAs to have policies allowing or not allowing the administration of medical cannabis. Jenae suggested the members write policies regarding this senate bill as they have to be passed by the LEA school boards.

Jenae highlighted the following:

- Assembly Bill (AB) 1505 – Charter school authorizers are able to consider the financial impact the applying charter will have on the district.
- SB 695 – was vetoed by the Governor. It would have required IEP documents to be translated within 30 calendar days of IEP meeting. There is a current law that addresses non-English speaking parents and guardians understanding their child's IEP.

California Association of Health and Education Linked Professions
Joint Powers Authority (CAHELP JPA)
DESERT/MOUNTAIN CHARTER SELPA STEERING COMMITTEE MEETING
October 17, 2019 – 1:00 p.m.
Desert Mountain Educational Service Center, 17800 Highway 18, Apple Valley CA 92307

MINUTES

- AB 1322 – would have established school-based health units. Governor assigned money supporting an interagency collaboration to improve coordination and accessibility of services and supports to students.
- AB 751 – Governor vetoed. It would have allowed the state to create other assessments to replace Smarter Balance.
- AB 328 – Effective 7/1/2022, the school day for middle schools and high schools, including charter schools to begin no earlier than 8:00 a.m. for middle schools and 8:30 a.m. for high schools. This will impact transportation, sports, and other aspects of school.

9.2 Region 10 Training – Transforming School Culture

Jenae Holtz shared information on an upcoming Region 10 training: Transforming School Culture. She said that Ontario-Montclair School District will be hosting the training. Jenae said the speaker is excellent and encouraged all LEAs to send staff. The training will be on November 22, 2019 with a cost of \$50.00 per attendee and includes lunch.

9.3 Overcoming the Achievement Gap Trap Workshop

Jenae Holtz shared information on an upcoming workshop: Overcoming the Achievement Gap Trap. She said Riverside County SELPA is the lead of this training and it will be held in El Monte on December 9-10, 2019. There is no cost and is a two-day workshop.

9.4 Desert/Mountain Children’s Center Client Services Reports

Linda Llamas presented the Children’s Center monthly reports. She asked the members to share the monthly reports with their staff that have an academic interest in the students. Linda also asked to be notified of any changes.

9.5 Professional Learning Summary

Heidi Chavez presented the D/M Charter SELPA’s professional learning summary. Heidi shared that the date for CAHELP JPA I-MTSS Symposium is February 26, 2020. David Pelzer will be the keynote speaker. She continued that it will be held at Orange Show and will cost \$200 per attendee. The registration fee will include light breakfast, lunch, and materials.

Heidi reported that Sasha Long will provide regional training tentatively on March 9, 2020. After discussion, the committee agreed they would prefer Sasha Long to train on Behavior Change: The Good, The Bad, and The Ugly or Real Life Skills of Executive Functions, A Growth Mindset Approach.

9.6 Resolution Support Services Update

Kathleen Peters presented the update on the D/M Charter SELPA’s resolution support services.

California Association of Health and Education Linked Professions
Joint Powers Authority (CAHELP JPA)
DESERT/MOUNTAIN CHARTER SELPA STEERING COMMITTEE MEETING
October 17, 2019 – 1:00 p.m.
Desert Mountain Educational Service Center, 17800 Highway 18, Apple Valley CA 92307

MINUTES

Kathleen reported that she will be providing the Directors' Training on Friday, October 18 of Barriers to FAPE at end of D/M SELPA Steering Committee meeting. The training will cover what judges could see as denying FAPE such as attendance, custody, student behaviors, and mental health. Kathleen said attorney Megan Moore will also be attending the meeting to provide additional insight.

9.7 Prevention and Intervention Updates

Kami Murphy presented Prevention and Intervention Updates. She shared training PBIS and Mental Health: Implementation and Integration Across the Tiers will take place on December 4, 2019 at Apple Valley Unified School District Multi-Purpose Room. Susan Barrett will be providing the training and is an expert in multi-tiered systems of behavioral and academic support. The training is intended for school teams. There is no cost for the training and lunch will not be provided. Kami said online registration for the training is open. She reported that Susan Barrett will be returning in the Spring.

Kami shared Behavior Support Plan (BSP), through the PBIS Lens will be presented on December 9, 2019 at Desert Mountain Education Service Center. The BSP form is accessible online but the training is important in order to use the form properly.

9.8 Compliance Update

Peggy Dunn presented the following update on compliance items from the California Department of Education (CDE):

- Performance Indicator Review (PIR) Review – CDE is currently reviewing PIR Plans. The PIR Plans for the following have been approved: Aveson Global, Aveson School of Leaders, Ballington Academy, Encore-High Desert, Encore-Riverside, Odyssey Charter, Pathways to College, and Taylion High Desert Academy.
- 2017-18 Disproportionality Follow-Up – waiting on CDE to respond regarding Desert Trails.
- 2018-19 Disproportionality – CDE is waiting for Aveson Global Leadership Academy to submit their Policy and Procedure. The disproportionality review must be completed and certified by October 30, 2019.

Peggy reviewed the Padlet provided by Dr. Jon Eyler. She encouraged the committee members to review the resources on the padlet. Peggy directed the attendees to the CASEMIS 2 CALPADS (C2C) Validator and Shape Education website. She said CAHELP JPA will be offering workshops on Shape Education.

California Association of Health and Education Linked Professions
Joint Powers Authority (CAHELP JPA)
DESERT/MOUNTAIN CHARTER SELPA STEERING COMMITTEE MEETING
October 17, 2019 – 1:00 p.m.
Desert Mountain Educational Service Center, 17800 Highway 18, Apple Valley CA 92307

MINUTES

Jenae Holtz said that CASEMIS and two years of CALPADS data is needed to use the C2C Validator. At this point, it cannot be used because of the transition.

Colette Garland said once the certifications are complete and the errors are corrected, D/M Charter SELPA can provide the files with student information so they can be uploaded in to CASEMIS.

Colette reported that CASEMIS to CALPADS submissions are being done. She said D/M Charter SELPA does the submission for the charter members and that she will be in contact with the LEA CALPADS contact for additional access. Colette said the next CASEMIS 2 CALPADS meeting will be held on November 15, 2019 at 9:00 a.m. to 12:00 p.m.

9.9 Desert/Mountain SELPA, Desert/Mountain Charter SELPA Compliance Monitoring Guide Draft

Peggy Dunn presented the Desert/Mountain SELPA, Desert/Mountain Charter SELPA Compliance Monitoring Guide Draft. She said the purpose of the handbook is to reduce compliance issues and explaining compliance components.

Jenae Holtz said the guide is a first read and needs to be reviewed by committee members. Jenae asked for changes to be reported to Peggy Dunn. She said it will be brought back to the November Steering meeting for approval and then will go to Governance for final approval.

10.0 INFORMATION ITEMS

10.1 Monthly Occupational & Physical Therapy Services Reports

10.2 Upcoming Professional Learning Opportunities

Colette Garland reported that Web IEP training can be done as an onsite as well as a regional training.

11.0 STEERING COMMITTEE MEMBERS COMMENTS / REPORTS

None.

12.0 CEO COMMENTS

Jenae Holtz reported that at D/M SELPA and D/M Charter SELPA Finance Committee Meeting on October 23, 2019, she will be proposing Finance Committee meetings be combined with the appropriate Steering meeting. She said if approved, the change would be effective immediately then ratified with Governance Council in November.

California Association of Health and Education Linked Professions
Joint Powers Authority (CAHELP JPA)
DESERT/MOUNTAIN CHARTER SELPA STEERING COMMITTEE MEETING
October 17, 2019 – 1:00 p.m.
Desert Mountain Educational Service Center, 17800 Highway 18, Apple Valley CA 92307

MINUTES

Jenae said she will also be proposing that the quarterly Charter Executive Council Meeting be scheduled to take place before D/M Charter SELPA Steering Committee meeting four times per year. The consensus of the attendees is that the change would help with attendance by having the meetings on the same day.

Jenae shared video “Florida Teen Asking Girlfriend, Both with Down Syndrome, to Homecoming”.

13.0 MATTERS BROUGHT BY CITIZENS

None.

14.0 ADJOURNMENT

Having no further business to discuss, a motion was made by Debbie Tarver, seconded by Eric Buries, to adjourn the meeting. A vote was taken and the following carried A vote was taken and the following carried: 10:0: Ayes: Members Buries, Giraldo, Jung, Moreno, Stepner, Tarver (DTPA), Tarver (LEPA), Thomas, Valdez, Waisman. Nays: None, Abstentions: None.

The next regular meeting of the Desert/Mountain Charter SELPA Steering Committee will be held on Thursday, November 7, 2019, at 1:00 p.m., at the Desert Mountain Educational Service Center, Aster/Cactus Room, 17800 Highway 18, Apple Valley, CA 92307.

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.

Tracked Bills Wednesday, October 30, 2019

[AB 6](#)

(Reyes D) Early childhood education: interagency coordination and quality improvement.

Current Text: Amended: 9/6/2019 [html](#) [pdf](#)

Introduced: 12/3/2018

Last Amend: 9/6/2019

Status: 9/15/2019-Failed Deadline pursuant to Rule 61(a)(15). (Last location was INACTIVE FILE on 9/11/2019)(May be acted upon Jan 2020)

Summary: Would require the Superintendent of Public Instruction, on or before January 1, 2021, to establish an interagency workgroup composed of representatives from certain state entities within the California Health and Human Services Agency. The bill would require the interagency workgroup to identify administrative changes for implementation by the participating state entities to improve the coordination of services provided to children in early learning and care programs. The bill would require the interagency workgroup to report on its work to the Governor, Superintendent, and relevant budget and policy committees of the Legislature at least annually. The bill would require the Superintendent, on or before January 15, 2021, to establish a quality improvement workgroup composed of stakeholders from the early learning and care community and other early learning and care experts.

Position

Watch

[AB 8](#)

(Chu D) Pupil health: mental health professionals.

Current Text: Amended: 5/16/2019 [html](#) [pdf](#)

Introduced: 12/3/2018

Last Amend: 5/16/2019

Status: 7/8/2019-In committee: Hearing postponed by committee.

Summary: Would require, on or before December 31, 2024, a school of a school district or county office of education and a charter school to have at least one mental health professional, as defined, for every 600 pupils generally accessible to pupils on campus during school hours. The bill would require, on or before December 31, 2024, a school of a school district or county office of education and a charter school with fewer than 600 pupils to have at least one mental health professional generally accessible to pupils on campus during school hours, to employ at least one mental health professional to serve multiple schools, or to enter into a memorandum of understanding with a county agency or community-

Position

Watch

[AB 39](#)

(Muratsuchi D) Education finance: local control funding formula: aspirational funding level: reports.

Current Text: Amended: 8/30/2019 [html](#) [pdf](#)

Introduced: 12/3/2018

Last Amend: 8/30/2019

Status: 9/15/2019-Failed Deadline pursuant to Rule 61(a)(15). (Last location was INACTIVE FILE on 9/14/2019)(May be acted upon Jan 2020)

Summary: Current law requires funding pursuant to the local control funding formula to include, in addition to a base grant, supplemental and concentration grant add-ons that are based on the percentage of pupils who are English learners, foster youth, or eligible for free or reduced-price meals, as specified, served by the county superintendent of schools, school district, or charter school. Current law specifies the amount of the base grant in the 2013-14 fiscal year, as provided, and requires that amount to be adjusted for changes in cost of living in subsequent fiscal years. This bill would express the intent of the Legislature to increase the base grants to amounts equal to the national average per-pupil funding level, as provided.

Position

[AB 48](#)

(O'Donnell D) Education finance: school facilities: Public Preschool, K-12, and College Health and Safety Bond Act of 2020.

Current Text: Chaptered: 10/7/2019 [html](#) [pdf](#)

Introduced: 12/3/2018

Last Amend: 9/10/2019

Status: 10/7/2019-Approved by the Governor. Chaptered by Secretary of State - Chapter 530, Statutes of 2019.

Summary: Current law authorizes the governing board of any school district or community college district to order an election and submit to the electors of the district the question of whether the bonds of the district shall be issued and sold to raise money for specified purposes. Current law

generally requires, to pass a school bond measure, that either at least 2/3 of the votes cast on the proposition of issuing bonds be in favor of issuing the bonds to pass the measure, or, if certain conditions are met, at least 55% of the votes cast on the proposition of issuing bonds be in favor of issuing the bonds. Current law prohibits the total amount of bonds issued by a school district or community college district from exceeding 1.25% of the taxable property of the district, as provided. This bill would raise that limit to 2%.

Position

Notes 1: Staff: Sophia Kwong Kim, Chief of Staff, Sophia.Kwong@asm.ca.gov

AB 70

(Berman D) Mental health in schools.

Current Text: Introduced: 12/3/2018 [html](#) [pdf](#)

Introduced: 12/3/2018

Status: 5/3/2019-Failed Deadline pursuant to Rule 61(a)(3). (Last location was PRINT on 12/3/2018) (May be acted upon Jan 2020)

Summary: Would state the intent of the Legislature to enact legislation that would support youth mental health in schools.

Position

AB 123

(McCarty D) Early childhood education: state preschool program: access: standards.

Current Text: Amended: 4/29/2019 [html](#) [pdf](#)

Introduced: 12/3/2018

Last Amend: 4/29/2019

Status: 7/10/2019-Failed Deadline pursuant to Rule 61(a)(10). (Last location was ED. on 6/6/2019) (May be acted upon Jan 2020)

Summary: Would, commencing with the 2020–21 fiscal year, and notwithstanding any other law, authorize a provider operating a state preschool program within the attendance boundary of a public school, except as provided, where at least 70% of enrolled pupils are eligible for free or reduced-price meals, to enroll 4-year-old children meeting specified priorities. The bill would authorize any remaining slots to be open for enrollment to any other families not otherwise eligible, as provided. The bill would prohibit a state preschool classroom from exceeding 24 children.

Position

AB 125

(McCarty D) Early childhood education: reimbursement rates.

Current Text: Amended: 6/18/2019 [html](#) [pdf](#)

Introduced: 12/3/2018

Last Amend: 6/18/2019

Status: 8/30/2019-Failed Deadline pursuant to Rule 61(a)(12). (Last location was APPR. on 7/10/2019) (May be acted upon Jan 2020)

Summary: The Child Care and Development Services Act establishes a system of childcare and development services for children up to 13 years of age. Current law requires the Superintendent of Public Instruction to implement a plan that establishes reasonable standards and assigned reimbursement rates, which vary with the length of the program year and the hours of service. Current law requires the reimbursement system to be submitted to the Joint Legislative Budget Committee. This bill would require the Superintendent to implement a reimbursement system plan that establishes reasonable standards and assigned reimbursement rates that would vary with additional factors, including a quality adjustment factor to address the cost of staffing ratios, as provided.

Position

AB 167

(Rubio, Blanca D) Childcare and development services: infants and toddlers: state funding.

Current Text: Amended: 4/3/2019 [html](#) [pdf](#)

Introduced: 1/8/2019

Last Amend: 4/3/2019

Status: 5/17/2019-Failed Deadline pursuant to Rule 61(a)(5). (Last location was APPR. SUSPENSE FILE on 5/8/2019)(May be acted upon Jan 2020)

Summary: Would create the California Partnership for Infants and Toddlers, and would provide that a state grant to support the partnership shall be made available and distributed, upon appropriation by the Legislature, to qualifying childcare and development programs and family childcare home education networks that serve infants and toddlers from birth to 3 years of age at a supplemental grant amount of \$4,000 annually per child.

Position

[AB 189](#)

(Kamlager-Dove D) Child abuse or neglect: mandated reporters: autism service personnel.

Current Text: Chaptered: 10/9/2019 [html](#) [pdf](#)

Introduced: 1/10/2019

Last Amend: 9/6/2019

Status: 10/9/2019-Approved by the Governor. Chaptered by Secretary of State - Chapter 674, Statutes of 2019.

Summary: The Child Abuse and Neglect Reporting Act requires a mandated reporter, as defined, to report whenever they, in their professional capacity or within the scope of their employment, have knowledge of or observed a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. Failure by a mandated reporter to report an incident of known or reasonably suspected child abuse or neglect is a misdemeanor punishable by up to 6 months of confinement in a county jail, by a fine of \$1,000, or by both that imprisonment and fine. This bill would add qualified autism service providers, qualified autism service professionals, and qualified autism service paraprofessionals, as defined, to the list of individuals who are mandated reporters.

Position

[AB 190](#)

(Ting D) Budget Act of 2019.

Current Text: Amended: 5/29/2019 [html](#) [pdf](#)

Introduced: 1/10/2019

Last Amend: 5/29/2019

Status: 5/31/2019-Re-referred to Com. on BUDGET.

Summary: This bill would make appropriations for the support of state government for the 2019–20 fiscal year.

Position

[AB 194](#)

(Reyes D) Childcare and development services.

Current Text: Amended: 3/19/2019 [html](#) [pdf](#)

Introduced: 1/10/2019

Last Amend: 3/19/2019

Status: 7/10/2019-Failed Deadline pursuant to Rule 61(a)(10). (Last location was GOV. & F. on 6/26/2019)(May be acted upon Jan 2020)

Summary: Would provide that \$1,000,000,000 shall be made available, upon appropriation by the Legislature, to immediately improve access to alternative payment programs and general childcare and development programs.

Position

[AB 197](#)

(Weber D) Full-day kindergarten.

Current Text: Vetoed: 10/13/2019 [html](#) [pdf](#)

Introduced: 1/10/2019

Last Amend: 8/30/2019

Status: 10/13/2019-Vetoed by Governor.

Summary: Would require, commencing with the 2022–23 school year, schools in school districts offering kindergarten and charter schools serving pupils in early primary grades to implement, except as provided, at least 1 full-day kindergarten program, thereby imposing a state-mandated local program. The bill would provide that a minimum schoolday for full-day kindergarten is the same number of minutes per schoolday that is offered to pupils in 1st grade, except as provided.

Position

Watch

[AB 216](#)

(Weber D) Pupil discipline: restraint and seclusion.

Current Text: Amended: 4/9/2019 [html](#) [pdf](#)

Introduced: 1/15/2019

Last Amend: 4/9/2019

Status: 4/26/2019-Failed Deadline pursuant to Rule 61(a)(2). (Last location was ED. on 3/28/2019) (May be acted upon Jan 2020)

Summary: Would limit an educational provider's use of seclusion or behavioral restraint to only control unpredictable and spontaneous behavior by a pupil that poses a clear and present danger of serious physical harm to the pupil or others, and when the behavior cannot be immediately prevented by a response that is less restrictive. The bill would require local educational agencies and nonpublic schools and agencies to implement positive behavioral intervention and supports, as defined, on all schoolsites, and would prohibit an educational provider from using seclusion or behavioral restraint

before the provider receives emergency behavioral intervention training.

Position

[AB 236](#) ([Garcia, Eduardo D](#)) **Special education programs: Family Empowerment Centers on Disability.**

Current Text: Amended: 3/20/2019 [html](#) [pdf](#)

Introduced: 1/18/2019

Last Amend: 3/20/2019

Status: 8/30/2019-Failed Deadline pursuant to Rule 61(a)(12). (Last location was APPR. SUSPENSE FILE on 7/1/2019)(May be acted upon Jan 2020)

Summary: Would revise and recast provisions related to Family Empowerment Centers on Disability, including requiring the State Department of Education to give priority to grant applicants in those of the 32 regions in the state that do not have a center, increasing the minimum base rate for each center awarded a grant from \$150,000 to \$237,000 commencing with the start of the fiscal year after a center has been established in each of the 32 regions, and, commencing with the 2022–23 fiscal year, providing for an annual cost-of-living adjustment of the grant amount, as specified. The bill would also increase the base amount to be made available annually to the council from \$150,000 to \$237,000.

Position

Support

[AB 258](#) ([Jones-Sawyer D](#)) **Pupil health: School-Based Pupil Support Services Program Act.**

Current Text: Vetoed: 10/12/2019 [html](#) [pdf](#)

Introduced: 1/23/2019

Last Amend: 9/6/2019

Status: 10/12/2019-Vetoed by Governor.

Summary: The Healthy Start Support Services for Children Act requires the Superintendent of Public Instruction to award grants to local educational agencies or consortia to fund programs in qualifying schools that provide support services, which include case-managed health, mental health, social, and academic support services, to eligible pupils and their families. This bill would state the intent of the Legislature to enact legislation that would increase in-school support services to pupils in order to break down barriers to academic success.

Position

[AB 324](#) ([Aguiar-Curry D](#)) **Childcare services: state-subsidized childcare: professional support stipends.**

Current Text: Amended: 6/27/2019 [html](#) [pdf](#)

Introduced: 1/30/2019

Last Amend: 6/27/2019

Status: 8/30/2019-Failed Deadline pursuant to Rule 61(a)(12). (Last location was APPR. SUSPENSE FILE on 8/12/2019)(May be acted upon Jan 2020)

Summary: Current law requires that moneys in a specified item of the Budget Act of 2000 be allocated to local child care and development planning councils based on the percentage of state-subsidized, center-based childcare funds received in the county in which the council is located, and requires that these funds be used to address the retention of qualified childcare employees in state-subsidized childcare centers. Current law authorizes these funds, and other specified funds, appropriated for these purposes, to be used in the County of Los Angeles if specified requirements met. This bill would instead require these funds to be used to address the professional support of qualified childcare employees in state-subsidized childcare centers.

Position

[AB 347](#) ([Choi R](#)) **Preschool: privately funded pilot program: tax credits.**

Current Text: Amended: 3/19/2019 [html](#) [pdf](#)

Introduced: 2/4/2019

Last Amend: 3/19/2019

Status: 4/26/2019-Failed Deadline pursuant to Rule 61(a)(2). (Last location was REV. & TAX on 2/28/2019)(May be acted upon Jan 2020)

Summary: The Child Care and Development Services Act, administered by the State Department of Education, requires the Superintendent of Public Instruction to administer childcare and development programs that offer a full range of services for eligible children from infancy to 13 years of age. Current law requires the Superintendent to administer all California state preschool programs, including, but not limited to, part-day and full-day age and developmentally appropriate programs for 3- and 4-year-old children. This bill would, until January 1, 2025, authorize the department, as part of a pilot program, to accept monetary contributions made to the California Preschool Investment Fund, which

this bill would create, by a person for purposes of preschool education, as provided.

Position

[AB 385](#) (Calderon D) Medi-Cal: Early and Periodic Screening, Diagnosis, and Treatment mental health services: performance outcomes system: platform.

Current Text: Amended: 4/23/2019 [html](#) [pdf](#)

Introduced: 2/5/2019

Last Amend: 4/23/2019

Status: 5/17/2019-Failed Deadline pursuant to Rule 61(a)(5). (Last location was APPR. SUSPENSE FILE on 5/8/2019)(May be acted upon Jan 2020)

Summary: Existing law requires the State Department of Health Care Services, in collaboration with the California Health and Human Services Agency and in consultation with the Mental Health Services Oversight and Accountability Commission, to create a plan for a performance outcomes system for EPSDT mental health services, as specified. This bill would require the department to develop a platform, update an existing platform, or integrate with an existing platform, capable of automating the collection of data from a functional assessment tool that is established pursuant to the department's performance outcomes system plan.

Position

[AB 428](#) (Medina D) Special education funding.

Current Text: Introduced: 2/7/2019 [html](#) [pdf](#)

Introduced: 2/7/2019

Status: 8/30/2019-Failed Deadline pursuant to Rule 61(a)(12). (Last location was APPR. SUSPENSE FILE on 6/24/2019)(May be acted upon Jan 2020)

Summary: Current law requires the Superintendent of Public Instruction to determine the amount of funding to be provided for each special education local plan area in accordance with specified calculations. Current law requires the Superintendent, for the 2013-14 fiscal year, to compute an equalization adjustment for each special education local plan area for purposes of increasing the funding rates for special education local plan areas with funding rates below the 90th percentile, as specified. This bill would increase that percentile to the 95th percentile and would require the Superintendent to compute that equalization adjustment commencing with the first fiscal year after funds are apportioned pursuant to a specified formula and for each fiscal year thereafter in which an equalization appropriation is made, as specified.

Position

Support

[AB 525](#) (Rivas, Luz D) Teacher credentialing.

Current Text: Chaptered: 10/2/2019 [html](#) [pdf](#)

Introduced: 2/13/2019

Last Amend: 9/6/2019

Status: 10/2/2019-Approved by the Governor. Chaptered by Secretary of State - Chapter 427, Statutes of 2019.

Summary: Would require the Commission on Teacher Credentialing to periodically provide reports and recommendations to the Legislature regarding the state's teacher workforce for purposes of developing and reviewing state policy, identifying workforce trends, and identifying future needs.

Position

[AB 598](#) (Bloom D) Hearing aids: minors.

Current Text: Amended: 9/6/2019 [html](#) [pdf](#)

Introduced: 2/14/2019

Last Amend: 9/6/2019

Status: 9/15/2019-9/15/2019-Failed Deadline pursuant to Rule 61(a)(15). (Last location was DESK on 9/11/2019)(May be acted upon Jan 2020)

Summary: This bill, known as the Let California Kids Hear Act, would require a health care service plan contract or a health insurance policy issued, amended, or renewed on or after July 1, 2020, to include coverage for hearing aids, as defined, for an enrollee or insured under 18 years of age.

Position

Support

[AB 605](#) (Maienschein D) Special education: assistive technology devices.

Current Text: Chaptered: 9/5/2019 [html](#) [pdf](#)

Introduced: 2/14/2019

Last Amend: 8/14/2019

Status: 9/5/2019-Approved by the Governor. Chaptered by Secretary of State - Chapter 228, Statutes of 2019.

Summary: Would require a local educational agency, including a charter school, as defined, to provide, on a case-by-case basis pursuant to federal law, the use of school-purchased assistive technology devices in a child's home or in other settings if the child's individualized education program team determines that the child needs access to those devices in order to receive a free appropriate public education. The bill would also require a local educational agency to be responsible for providing an individual with exceptional needs who requires the use of an assistive technology device with continued access to that device, or to a comparable device when that individual, due to enrollment in another local educational agency, ceases to be enrolled in that local educational agency.

Position

Watch

AB 666

(Gabriel D) Pupil mental health: model referral protocols.

Current Text: Amended: 4/11/2019 [html](#) [pdf](#)

Introduced: 2/15/2019

Last Amend: 4/11/2019

Status: 5/17/2019-Failed Deadline pursuant to Rule 61(a)(5). (Last location was APPR. SUSPENSE FILE on 4/24/2019)(May be acted upon Jan 2020)

Summary: Would require the State Department of Education to develop model referral protocols, as provided, for addressing pupil mental health concerns. The bill would require the department to consult with various entities in developing the protocols, including current classroom teachers and administrators. The bill would require the department to post the model referral protocols on its internet website. The bill would make these provisions contingent upon funds being appropriated for its purpose in the annual Budget Act or other legislation, or state, federal, or private funds being allocated for this purpose.

Position

AB 713

(Mullin D) Early Psychosis Intervention Plus (EPI Plus) Program.

Current Text: Amended: 3/28/2019 [html](#) [pdf](#)

Introduced: 2/19/2019

Last Amend: 3/28/2019

Status: 7/10/2019-Failed Deadline pursuant to Rule 61(a)(10). (Last location was HEALTH on 6/6/2019) (May be acted upon Jan 2020)

Summary: Current law establishes the Early Psychosis and Mood Disorder Detection and Intervention Fund, and authorizes the commission to allocate moneys from that fund to provide grants through a competitive selection process to counties or other entities to create, or expand existing capacity for, early psychosis and mood disorder detection and intervention services and supports. Current law requires the commission to adopt regulations to implement these provisions, but provide that the adoption of those regulations and the implementation of the grant program are contingent upon the deposit into the fund of at least \$500,000 in nonstate funds for those purposes. Current law prohibits funds from being appropriated from the General Fund for purposes of these provisions. This bill would delete that prohibition on General Fund moneys being appropriated for purposes of those provisions and would delete the requirement that the minimum \$500,000 deposit be from nonstate funds.

Position

AB 741

(Kalra D) Early and Periodic Screening, Diagnosis, and Treatment Program: trauma screening.

Current Text: Amended: 3/28/2019 [html](#) [pdf](#)

Introduced: 2/19/2019

Last Amend: 3/28/2019

Status: 5/17/2019-Failed Deadline pursuant to Rule 61(a)(5). (Last location was APPR. SUSPENSE FILE on 5/8/2019)(May be acted upon Jan 2020)

Summary: Current law requires the State Department of Health Care Services to convene an advisory working group to update, amend, or develop, if appropriate, tools and protocols for the screening of children for trauma, within the EPSDT benefit. Current law requires that the group be disbanded on December 31, 2019, and requires, on or before May 1, 2019, the department to identify an existing advisory working group to periodically review and consider the protocols for the screening of trauma in children at least once every 5 years, or upon the request of the department. This bill would require the department, in order to ensure the success and sustainability of trauma screenings for children as part of the EPSDT benefit, to provide trainings for certain personnel, including, among other things, instruction on how to identify and make appropriate referrals for patients who have tested positive in trauma screenings.

Position

[AB 743](#) ([Garcia, Eduardo D](#)) Pupil health: self-administration of prescribed asthma medication.

Current Text: Chaptered: 7/12/2019 [html](#) [pdf](#)

Introduced: 2/19/2019

Last Amend: 4/22/2019

Status: 7/12/2019-Approved by the Governor. Chaptered by Secretary of State - Chapter 101, Statutes of 2019.

Summary: Would require a school district to accept a written statement provided by a physician or surgeon relating to a pupil carrying and self-administering inhaled asthma medication, from a physician or surgeon who is contracted with a prepaid health plan operating lawfully under the laws of Mexico that is licensed as a health care service plan in this state. The bill would require that written statement to be provided in both English and Spanish and to include the name and contact information for the physician or surgeon.

Position

[AB 751](#) ([O'Donnell D](#)) Pupil assessments: Pathways to College Act.

Current Text: Vetoed: 10/12/2019 [html](#) [pdf](#)

Introduced: 2/19/2019

Status: 10/12/2019-Vetoed by Governor.

Summary: Would require, pursuant to specified provisions of the federal Elementary and Secondary Education Act, the Superintendent of Public Instruction to approve a nationally recognized high school assessment that a local educational agency, as defined, may, at its own discretion, administer, if the alternative assessment is approved by the local educational agency's governing board or body in a public meeting, commencing with the 2021-22 school year, and each school year thereafter, in lieu of the consortium summative assessment in English language arts and mathematics for grade 11.

Position

[AB 760](#) ([Cooper D](#)) Education finance: local control funding formula: pupil transportation: cost-of-living adjustment and add-on.

Current Text: Amended: 3/18/2019 [html](#) [pdf](#)

Introduced: 2/19/2019

Last Amend: 3/18/2019

Status: 4/26/2019-Failed Deadline pursuant to Rule 61(a)(2). (Last location was ED. on 3/14/2019) (May be acted upon Jan 2020)

Summary: Would, commencing with the 2019-20 fiscal year, require the amount of funds received for specified pupil transportation programs to be adjusted by a specified cost-of-living calculation, and would require the Superintendent of Public Instruction to compute an add-on to the total sum of a county superintendent of schools', school district's, or charter school's base, supplemental, and concentration grants in accordance with a certain formula to incrementally equalize pupil transportation program funding to 90% of the approved cost expenditures of the county superintendent of schools's, school district's, and charter school's pupil transportation programs.

Position

[AB 875](#) ([Wicks D](#)) Pupil health: in-school support services.

Current Text: Amended: 4/11/2019 [html](#) [pdf](#)

Introduced: 2/20/2019

Last Amend: 4/11/2019

Status: 7/10/2019-Failed Deadline pursuant to Rule 61(a)(10). (Last location was ED. on 5/29/2019) (May be acted upon Jan 2020)

Summary: The Healthy Start Support Services for Children Act establishes the Healthy Start Support Services for Children Program Council, specifies the members of the council, and provides for the duties of the council, which include assisting a local educational agency or consortium with local technical assistance, as provided. The act authorizes a local educational agency or consortium to contract with other entities, including county agencies and private nonprofit organizations or private partners, to provide services to pupils and their families. This bill would revise the list of entities that qualify for a grant and the eligibility criteria for a grant, as provided. The bill would rename the council to the Healthy Start Support Services for Children Initiative Council and would revise its membership.

Position

[AB 898](#) ([Wicks D](#)) Early and Periodic Screening, Diagnostic, and Treatment services: behavioral health.

Current Text: Amended: 6/13/2019 [html](#) [pdf](#)

Introduced: 2/20/2019

Last Amend: 6/13/2019

Status: 8/30/2019-Failed Deadline pursuant to Rule 61(a)(12). (Last location was APPR. SUSPENSE FILE on 6/24/2019)(May be acted upon Jan 2020)

Summary: Would require the California Health and Human Services Agency, under the oversight of the Secretary of California Health and Human Services or their designee, to convene, by March 30, 2020, and monthly thereafter, the Children's Behavioral Health Action Team, which would consist of no fewer than 30 individuals, including the Director of Health Care Services, Director of Social Services, the Director of Managed Health Care, and representatives from community-based behavioral health agencies, to maximize the Medi-Cal program's investment in the social, emotional, and developmental health and well-being of children in California who receive health care through the Medi-Cal program.

Position

Support

AB 918 (Smith D) Local educational agencies: mental health professionals.

Current Text: Amended: 4/4/2019 [html](#) [pdf](#)

Introduced: 2/20/2019

Last Amend: 4/4/2019

Status: 5/17/2019-Failed Deadline pursuant to Rule 61(a)(5). (Last location was APPR. SUSPENSE FILE on 4/24/2019)(May be acted upon Jan 2020)

Summary: Would require the State Department of Education, on or before November 1, 2020, in coordination with other relevant state and local agencies, to develop and submit recommendations to the Legislature and the Governor to develop a system through which qualified mental health professionals and other key school personnel employed by local educational agencies throughout the state could be rapidly deployed on a short- or long-term basis to an area of the state that has experienced a natural disaster or other traumatic event, in order to provide support to pupils and staff.

Position

AB 947 (Quirk-Silva D) Visually impaired pupils: expanded core curriculum.

Current Text: Chaptered: 10/12/2019 [html](#) [pdf](#)

Introduced: 2/20/2019

Last Amend: 4/2/2019

Status: 10/12/2019-Approved by the Governor. Chaptered by Secretary of State - Chapter 778, Statutes of 2019.

Summary: Would express legislative findings and declarations relating to the need for blind or visually impaired pupils to receive instruction in the expanded core curriculum. The bill would authorize school districts, county offices of education, and charter schools to consider elements of the expanded core curriculum when developing individualized education programs for a pupil who is blind, has low vision, or is visually impaired.

Position

AB 988 (Berman D) Teacher credentialing: out-of-state prepared teachers: education specialist credential.

Current Text: Chaptered: 7/12/2019 [html](#) [pdf](#)

Introduced: 2/21/2019

Last Amend: 4/4/2019

Status: 7/12/2019-Approved by the Governor. Chaptered by Secretary of State - Chapter 103, Statutes of 2019.

Summary: Would authorize the Commission on Teacher Credentialing to allow an applicant for an education specialist credential to demonstrate the area of concentration based on 2 years of experience in California, while the candidate holds the preliminary credential. The bill would also make nonsubstantive changes in this provision.

Position

Support

AB 996 (Bigelow R) Special education: pilot program.

Current Text: Introduced: 2/21/2019 [html](#) [pdf](#)

Introduced: 2/21/2019

Status: 4/26/2019-Failed Deadline pursuant to Rule 61(a)(2). (Last location was ED. on 3/7/2019)(May be acted upon Jan 2020)

Summary: Would, until January 1, 2023, would establish a pilot program to be administered by the county offices of education in the Counties of El Dorado, Monterey, Sacramento, San Diego, and Sonoma to improve the social and behavioral skills of pupils who are autistic or have other special

needs, as specified. The bill would require those county offices of education and school districts to submit a specified report to the Assembly Budget Subcommittee 2 on Education Finance no later than January 1, 2022.

Position

[AB 1004](#) (McCarty D) Developmental screening services.

Current Text: Chaptered: 9/30/2019 [html](#) [pdf](#)

Introduced: 2/21/2019

Last Amend: 8/30/2019

Status: 9/30/2019-Approved by the Governor. Chaptered by Secretary of State - Chapter 387, Statutes of 2019.

Summary: Would require, consistent with federal law, that screening services provided as an EPSDT benefit include developmental screening services for individuals zero to 3 years of age, inclusive, and would require Medi-Cal managed care plans to ensure that providers who contract with these plans render those services in conformity with specified standards. The bill would require the State Department of Health Care Services to ensure a Medi-Cal managed care plan's ability and readiness to perform these developmental screening services, and to adjust a Medi-Cal managed care plan's capitation rate.

Position

[AB 1075](#) (Holden D) California State University: speech-language pathologist programs.

Current Text: Vetoed: 10/13/2019 [html](#) [pdf](#)

Introduced: 2/21/2019

Last Amend: 5/16/2019

Status: 10/13/2019-Vetoed by Governor.

Summary: Current law establishes the California State University, under the administration of the Trustees of the California State University, as one of the segments of public postsecondary education in this state. The California State University comprises 23 institutions of higher education throughout the state, and the Chancellor of the California State University serves as the university's chief executive officer. This bill would provide, contingent upon the enactment of an appropriation for this purpose to the trustees from the General Fund for the 2019-20 fiscal year, for allocation of those funds by the chancellor through competitive grants to speech-language pathologist programs at campuses of the university, as specified.

Position

[AB 1119](#) (Garcia, Eduardo D) Teacher and Substitute Shortage Workgroup: small school districts.

Current Text: Amended: 4/11/2019 [html](#) [pdf](#)

Introduced: 2/21/2019

Last Amend: 4/11/2019

Status: 5/17/2019-Failed Deadline pursuant to Rule 61(a)(5). (Last location was APPR. SUSPENSE FILE on 4/24/2019)(May be acted upon Jan 2020)

Summary: Would require the Commission on Teacher Credentialing to establish a Teacher and Substitute Shortage Workgroup to identify steps that can be taken to improve both the substitute pool and the qualified teacher workforce in small school districts, defined as a school district with fewer than 2,501 units of average daily attendance. The bill would require the workgroup to examine, at a minimum, current laws and regulations governing the issuance of substitute permits and recommend changes to those laws and regulations.

Position

[AB 1126](#) (O'Donnell D) Mental Health Services Oversight and Accountability Commission.

Current Text: Amended: 4/1/2019 [html](#) [pdf](#)

Introduced: 2/21/2019

Last Amend: 4/1/2019

Status: 5/16/2019-In committee: Held under submission.

Summary: Would require the Mental Health Services Oversight and Accountability Commission, by January 1, 2021, to establish technical assistance centers and one or more clearinghouses to support counties in addressing mental health issues of statewide concern, with a focus on school mental health and reducing unemployment and criminal justice involvement due to untreated mental health issues.

Position

[AB 1172](#) (Frazier D) Special education: nonpublic, nonsectarian schools or agencies.

Current Text: Chaptered: 10/2/2019 [html](#) [pdf](#)

Introduced: 2/21/2019

Last Amend: 8/30/2019

Status: 10/2/2019-Approved by the Governor. Chaptered by Secretary of State - Chapter 454, Statutes of 2019.

Summary: Current law authorizes a master contract for special education and related services provided by a nonpublic, nonsectarian school or agency only if the school or agency has been certified as meeting specified standards. Current law sets forth the certification process and procedures for the nonpublic, nonsectarian schools or agencies that seek certification from the Superintendent of Public Instruction. This bill would instead require a contracting local educational agency to pay the full amount of the tuition or fees, as applicable, for individuals with exceptional needs who are enrolled in programs or receiving services provided pursuant to such a contract.

Position

[AB 1214](#) (Melendez R) School employees: training: cardiopulmonary resuscitation.

Current Text: Vetoed: 10/13/2019 [html](#) [pdf](#)

Introduced: 2/21/2019

Last Amend: 9/4/2019

Status: 10/13/2019-Vetoed by Governor.

Summary: Would require a school district, county office of education, or charter school to offer a course in CPR for purposes of allowing school staff and teachers to participate in CPR training that includes certain instruction. This bill would describe a course in CPR as including, but not being limited to, an individual program of professional growth that includes a basic course in CPR that includes certain instruction. By requiring local educational agencies to offer a course in CPR, the bill would impose a state-mandated local program.

Position

[AB 1219](#) (Jones-Sawyer D) Teacher credentialing: certificated employee assignment monitoring.

Current Text: Chaptered: 10/12/2019 [html](#) [pdf](#)

Introduced: 2/21/2019

Last Amend: 9/6/2019

Status: 10/12/2019-Approved by the Governor. Chaptered by Secretary of State - Chapter 782, Statutes of 2019.

Summary: Current law requires a county superintendent of schools to submit an annual report to the Commission on Teacher Credentialing and the State Department of Education summarizing the results of all assignment monitoring and reviews. Current law requires the commission to submit biennial reports to the Legislature concerning teacher assignments and misassignments based, in part, on the annual reports of the county superintendents of schools. This bill would repeal those provisions relating to teacher assignment monitoring. The bill would require the commission to administer a State Assignment Accountability System to provide local educational agencies with a data system for assignment monitoring.

Position

[AB 1256](#) (Bonta D) Early childhood education: learning readiness measures: report.

Current Text: Introduced: 2/21/2019 [html](#) [pdf](#)

Introduced: 2/21/2019

Status: 4/26/2019-Failed Deadline pursuant to Rule 61(a)(2). (Last location was ED. on 3/11/2019) (May be acted upon Jan 2020)

Summary: Would require the Superintendent to provide a report to the Legislature and the Governor, no later than January 1, 2021, with recommendations to guide state policy on learning readiness measures, as provided.

Position

[AB 1322](#) (Berman D) School-based health programs.

Current Text: Vetoed: 10/11/2019 [html](#) [pdf](#)

Introduced: 2/22/2019

Last Amend: 9/6/2019

Status: 10/11/2019-Vetoed by Governor.

Summary: Would require the State Department of Education to, no later than July 1, 2020, establish a

School-Based Health Unit for the purpose of administering current health-related programs under the purview of the State Department of Education and advising it on issues related to the delivery of school-based Medi-Cal services in the state. The bill would require the unit to, among other things, provide technical assistance, outreach, and informational materials to LEAs on allowable services and on the submission of claims. The bill would authorize the unit to form advisory groups, as specified, and, to the extent necessary, would require the State Department of Health Care Services to make available to the unit any information on other school-based dental, health, and mental health programs, and school-based health centers, that may receive Medi-Cal funding.

Position

[AB 1337](#) (Maienschein D) Teaching as a Priority Block Grant program.

Current Text: Amended: 3/26/2019 [html](#) [pdf](#)

Introduced: 2/22/2019

Last Amend: 3/26/2019

Status: 4/26/2019-Failed Deadline pursuant to Rule 61(a)(2). (Last location was ED. on 3/25/2019) (May be acted upon Jan 2020)

Summary: Would establish the Teaching as a Priority Block Grant program as a competitive grant program administered by the State Department of Education with the approval of the State Board of Education. The bill would require the department to allocate funding on a per-pupil basis to schools identified for comprehensive or targeted support under federal law. The bill would require funding allocated under the program to be used for teacher recruitment and retention incentives with the goal of reducing the number of teachers on emergency permits, as provided. The bill would require the state board to submit an evaluation of the program to the Legislature by January 1, 2024.

Position

[AB 1466](#) (Irwin D) Employee classification: professional classification: specified educational employees.

Current Text: Vetoed: 10/12/2019 [html](#) [pdf](#)

Introduced: 2/22/2019

Last Amend: 8/27/2019

Status: 10/12/2019-Vetoed by Governor.

Summary: Current law, Wage Order No. 4-2001 of the Industrial Welfare Commission, applies to people employed in professional, technical, clerical, mechanical, and similar occupations and addresses wages, hours, and working conditions. The wage order exempts specified persons, including a person who is employed in a professional capacity whose duties meet certain requirements from various portions of the order. Current law, Wage Order No. 5-2001 of the Industrial Welfare Commission, applies to persons employed in the public housekeeping industry, addresses wages, hours, and working conditions, and also exempts employees in administrative, executive, or professional capacities if their duties meet certain requirements. This bill would require that a person who is employed to provide instruction in the education field field, as specified, be classified as employed in a professional capacity, and therefore exempt from the wage and hour provisions of Wage Order No 4-2001, or those of Wage Order No. 5-2001, as well as specified provisions of the Labor Code, if that person meets specified criteria, including certain salary or collective bargaining requirements.

Position

[AB 1546](#) (Kiley R) Pupil health: mental health.

Current Text: Amended: 3/28/2019 [html](#) [pdf](#)

Introduced: 2/22/2019

Last Amend: 3/28/2019

Status: 5/17/2019-Failed Deadline pursuant to Rule 61(a)(5). (Last location was APPR. on 4/23/2019) (May be acted upon Jan 2020)

Summary: Would authorize a county mental health plan to contract with a local educational agency (LEA) to provide EPSDT services, including mental health assessments, and mental health, social work, and counseling services, to Medi-Cal eligible pupils. The bill would require the department to permit an LEA to make claims for federal financial participation directly to the department for EPSDT services, to examine methodologies for increasing LEA participation in the Medi-Cal program, and to seek federal approval to implement these provisions.

Position

Support

[AB 1547](#) (Kiley R) Special education funding: mental health services.

Current Text: Introduced: 2/22/2019 [html](#) [pdf](#)

Introduced: 2/22/2019

Status: 5/3/2019-Failed Deadline pursuant to Rule 61(a)(3). (Last location was PRINT on 2/22/2019)

(May be acted upon Jan 2020)

Summary: Would express the intent of the Legislature to later enact legislation that would increase the flexibility of the use of funds appropriated in the Budget Act of 2011 for providing educationally related mental health services, including out-of-home residential services for emotionally disturbed pupils, required by an individualized education program.

Position

AB 1623 (Rivas, Robert D) Teaching credential: teacher recruitment: Golden State Teacher Grant Program.

Current Text: Amended: 5/16/2019 [html](#) [pdf](#)

Introduced: 2/22/2019

Last Amend: 5/16/2019

Status: 7/10/2019-Failed Deadline pursuant to Rule 61(a)(10). (Last location was ED. on 6/12/2019) (May be acted upon Jan 2020)

Summary: Would, subject to an appropriation of moneys by the Legislature, would establish the Golden State Teacher Grant Program under the administration of the commission to provide a grant to each student enrolled in an approved teacher credentialing program who commits to working in a high-need field, as defined, for 4 years after the student receives a preliminary teaching credential. The bill would require a grant recipient to agree to repay the grant to the state in specified circumstances.

Position

AB 1624 (Rivas, Robert D) School climate: surveys: report.

Current Text: Amended: 4/11/2019 [html](#) [pdf](#)

Introduced: 2/22/2019

Last Amend: 4/11/2019

Status: 5/17/2019-Failed Deadline pursuant to Rule 61(a)(5). (Last location was APPR. SUSPENSE FILE on 5/1/2019)(May be acted upon Jan 2020)

Summary: Would require, on or before March 1, 2020, the department, in collaboration with the State Department of Health Care Services and the State Department of Public Health, to submit a report to the Legislature, the Governor, and the Department of Finance on how to monitor, using a survey, certain aspects relating to school climate, including a pupil's use of marijuana and other drugs, tobacco, and alcohol. The bill would also require the report to identify specific and ongoing funding sources that could be used to conduct the surveys, as well as a recommended implementation plan that can provide local educational agencies, including charter schools, with the tools and resources to administer annual surveys, as provided. The bill would require the department to identify those core questions in the survey that shall not be removed.

Position

AB 1651 (Medina D) Licensed educational psychologists: supervision of associates and trainees.

Current Text: Chaptered: 9/20/2019 [html](#) [pdf](#)

Introduced: 2/22/2019

Last Amend: 8/19/2019

Status: 9/20/2019-Approved by the Governor. Chaptered by Secretary of State - Chapter 321, Statutes of 2019.

Summary: The Licensed Marriage and Family Therapist Act, the Clinical Social Worker Practice Act, and the Licensed Professional Clinical Counselor Act, provides for the licensure and regulation of the practices of marriage and family therapy, clinical social work, and professional clinical counseling, respectively, by the Board of Behavioral Sciences. Under those acts, certain unlicensed persons, including an applicant for licensure, an associate, an intern, or a trainee, are authorized to perform specified services under the supervision of a healing arts practitioner who is included in the definition of "supervisor." This bill would expand the definition of "supervisor" under each of those acts to include a licensed educational psychologist supervising the provision of educationally related mental health services. For purposes of these provisions and the provisions in paragraph (2), the bill would define "educationally related mental health services."

Position

AB 1719 (Kiley R) Special education programs: Family Empowerment Centers on Disability: grants.

Current Text: Introduced: 2/22/2019 [html](#) [pdf](#)

Introduced: 2/22/2019

Status: 4/26/2019-Failed Deadline pursuant to Rule 61(a)(2). (Last location was ED. on 3/18/2019) (May be acted upon Jan 2020)

Summary: Current law requires the State Department of Education to award grants for the establishment of Family Empowerment Centers on Disability in 32 regions in the state to provide training and services to children and young adults with disabilities and their families. Current law establishes a minimum base rate of \$150,000 for each center awarded a grant and requires a center that receives a grant to complete specified actions related to providing that training and those services. This bill would require the department to give priority to grant applicants in those of the 32 regions in the state that do not have a center.

Position

AB 1722 (Kiley R) School safety plans.

Current Text: Amended: 4/29/2019 [html](#) [pdf](#)

Introduced: 2/22/2019

Last Amend: 4/29/2019

Status: 5/17/2019-Failed Deadline pursuant to Rule 61(a)(5). (Last location was APPR. SUSPENSE FILE on 5/8/2019)(May be acted upon Jan 2020)

Summary: Would require a comprehensive school safety plan, and the school safety plan of a charter school, to include a targeted violence prevention plan that, among other things, establishes a multidisciplinary threat assessment team of school personnel who will direct, manage, and document the threat assessment process, as prescribed. The bill would authorize, upon a preliminary determination by the threat assessment team that an individual poses a threat of violence to himself or others, any state or local agency or program that provides services to the individual to share with any other state or local agency or program records or information that are confidential or exempt from disclosure if the records or information are reasonably necessary to evaluate the threat, ensure access to appropriate services for the individual, or ensure the safety of the individual or others.

Position

AB 1739 (Medina D) Pupil health: mental health.

Current Text: Introduced: 2/22/2019 [html](#) [pdf](#)

Introduced: 2/22/2019

Status: 5/3/2019-Failed Deadline pursuant to Rule 61(a)(3). (Last location was PRINT on 2/22/2019) (May be acted upon Jan 2020)

Summary: Current law requires the governing board of a school district to give diligent care to the health and physical development of pupils and authorizes the governing board of a school district to employ properly certified persons for this purpose. This bill would express the intent of the Legislature to enact legislation that would promote mental health and the prevention of mental illness for California's pupils.

Position

AB 1797 (Smith D) State Department of Education: report: teacher induction.

Current Text: Amended: 3/25/2019 [html](#) [pdf](#)

Introduced: 2/22/2019

Last Amend: 3/25/2019

Status: 4/26/2019-Failed Deadline pursuant to Rule 61(a)(2). (Last location was ED. on 3/21/2019) (May be acted upon Jan 2020)

Summary: Would require the State Department of Education to submit a report providing recommendations on teacher induction and teacher credentialing to the Legislature and Governor on or before December 31, 2020.

Position

SB 2 (Glazer D) Statewide Longitudinal Student Database.

Current Text: Amended: 5/23/2019 [html](#) [pdf](#)

Introduced: 12/3/2018

Last Amend: 5/23/2019

Status: 7/10/2019-Failed Deadline pursuant to Rule 61(a)(10). (Last location was ED. on 6/6/2019) (May be acted upon Jan 2020)

Summary: Would express the intent of the Legislature to establish the Statewide Longitudinal Student Database to collect and store data regarding individual students as they matriculate from preschool through entry into the workforce. The bill would require the Office of Higher Education Coordination, Accountability, and Performance, proposed to be established by SB 3 of the 2019-20 Regular Session, to convene a review committee for purposes of advising the office on the establishment, implementation, funding, and ongoing administration of the database.

Position
Support if Amend

SB 12 **(Beall D) Mental health services: youth.**
Current Text: Amended: 5/17/2019 [html](#) [pdf](#)
Introduced: 12/3/2018
Last Amend: 5/17/2019
Status: 8/30/2019-Failed Deadline pursuant to Rule 61(a)(12). (Last location was APPR. SUSPENSE FILE on 6/26/2019)(May be acted upon Jan 2020)
Summary: The Mental Health Services Act an initiative statute enacted by the voters as Proposition 63 at the November 2, 2004, statewide general election, also funds a system of county mental health plans for the provision of mental health services, as specified. Current law provides for the operation and administration of various mental health programs by the Mental Health Services Oversight and Accountability Commission This bill would require the commission, subject to an appropriation, to administer an Integrated Youth Mental Health Program for purposes of establishing local centers to provide integrated youth mental health services, as specified.

Position

SB 73 **(Mitchell D) Budget Act of 2019.**
Current Text: Amended: 5/24/2019 [html](#) [pdf](#)
Introduced: 1/10/2019
Last Amend: 5/24/2019
Status: 5/24/2019-From committee with author's amendments. Read second time and amended. Re-referred to Com. on B. & F.R.
Summary: This bill would make appropriations for the support of state government for the 2019-20 fiscal year. This bill would declare that it is to take effect immediately as a Budget Bill.

Position

SB 75 **(Committee on Budget and Fiscal Review) Education finance: education omnibus budget trailer bill.**
Current Text: Chaptered: 7/1/2019 [html](#) [pdf](#)
Introduced: 1/10/2019
Last Amend: 6/20/2019
Status: 7/1/2019-Approved by the Governor. Chaptered by Secretary of State. Chapter 51, Statutes of 2019.
Summary: Would require the Secretary of California Health and Human Services, in concurrence with the executive director of the State Board of Education, and in consultation with the Superintendent, to prepare a report, or series of reports, on or before October 1, 2020, to be used to develop a master plan to ensure comprehensive, quality, and affordable childcare and universal preschool for children from birth to school age. The bill would establish a 27-member Early Childhood Policy Council with specified duties relating to statewide early learning and care policy.

Position

SB 174 **(Leyva D) Early childhood education: reimbursement rates.**
Current Text: Amended: 6/13/2019 [html](#) [pdf](#)
Introduced: 1/28/2019
Last Amend: 6/13/2019
Status: 8/30/2019-Failed Deadline pursuant to Rule 61(a)(12). (Last location was APPR. on 7/10/2019) (May be acted upon Jan 2020)
Summary: Current law requires the cost of childcare services to be governed by regional market rates, as provided. Current law requires the regional market rate ceilings to be established at the 75th percentile of the 2016 regional market survey for that region or the regional market rate ceiling that existed in that region on December 31, 2017, whichever is greater. Current law requires reimbursement to license-exempt childcare providers to not exceed 70% of the family childcare home rate, as provided. This bill would instead require, until January 1, 2021, the regional market rate ceilings to be established at the 75th, and thereafter, at the 85th, percentile of the 2018 regional market survey for that region or the regional market rate ceiling that existed in that region on December 31, 2017, whichever is greater.

Position

SB 217 **(Portantino D) Special education: individuals with exceptional needs.**

Current Text: Amended: 5/17/2019 [html](#) [pdf](#)

Introduced: 2/6/2019

Last Amend: 5/17/2019

Status: 7/10/2019-Failed Deadline pursuant to Rule 61(a)(10). (Last location was ED. on 6/6/2019) (May be acted upon Jan 2020)

Summary: Would require, for the 2019–20 school year and each school year thereafter, a school district or charter school to admit a child to a transitional kindergarten program who will have their 5th birthday after December 2 but during that same school year if the child is an individual with exceptional needs, subject to specified conditions.

Position

Watch

[SB 223](#)

(Hill D) Pupil health: administration of medicinal cannabis: schoolsites.

Current Text: Chaptered: 10/9/2019 [html](#) [pdf](#)

Introduced: 2/7/2019

Last Amend: 6/26/2019

Status: 10/9/2019-Approved by the Governor. Chaptered by Secretary of State. Chapter 699, Statutes of 2019.

Summary: Would enact Jojo’s Act, which would authorize the governing board of a school district, a county board of education, or the governing body of a charter school maintaining kindergarten or any of grades 1 to 12, inclusive, to adopt, at a regularly scheduled meeting of the governing board or body, a policy, as provided, that allows a parent or guardian of a pupil to possess and administer medicinal cannabis, as defined, at a schoolsite to the pupil who is a qualified patient entitled to the protections of the Compassionate Use Act of 1996, excluding cannabis, as defined, in a smokeable or vapeable form.

Position

[SB 328](#)

(Portantino D) Pupil attendance: school start time.

Current Text: Chaptered: 10/13/2019 [html](#) [pdf](#)

Introduced: 2/15/2019

Last Amend: 5/8/2019

Status: 10/13/2019-Approved by the Governor. Chaptered by Secretary of State. Chapter 868, Statutes of 2019.

Summary: Would require the schoolday for middle schools and high schools, including those operated as charter schools, to begin no earlier than 8:00 a.m. and 8:30 a.m., respectively, by July 1, 2022, or the date on which a school district’s or charter school’s respective collective bargaining agreement that is operative on January 1, 2020, expires, whichever is later, except for rural school districts. To the extent the bill imposes new duties on school districts and charter schools, the bill would impose a state-mandated local program.

Position

[SB 398](#)

(Durazo D) Protection and advocacy agency.

Current Text: Chaptered: 10/7/2019 [html](#) [pdf](#)

Introduced: 2/20/2019

Last Amend: 8/30/2019

Status: 10/7/2019-Approved by the Governor. Chaptered by Secretary of State. Chapter 548, Statutes of 2019.

Summary: Current law prescribes, in accordance with federal law, the powers of the protection and advocacy agency, which is a private, nonprofit corporation, charged with protecting and advocating for the rights of persons with developmental disabilities and mental disorders. This bill would make various changes to the protection and advocacy agency’s access to facilities, programs, and records by, among other things, authorizing the protection and advocacy agency to exercise the authority to take certain actions if the agency receives a complaint or report of alleged abuse or neglect or makes a related determination, as described. The authority would include monitoring a facility’s, program’s, or service provider’s compliance with respect to the rights and safety of individuals with disabilities, requiring a facility, program, or service provider to provide immediate access to interview any individual with a disability unless providing immediate access would interfere with treatment or therapy to be provided to the individual, and providing the protection and advocacy agency with additional access to the records of persons with a disability.

Position

[SB 419](#)

(Skinner D) Pupil discipline: suspensions: willful defiance.

Current Text: Chaptered: 9/9/2019 [html](#) [pdf](#)

Introduced: 2/21/2019

Last Amend: 8/12/2019

Status: 9/9/2019-Approved by the Governor. Chaptered by Secretary of State. Chapter 279, Statutes of 2019.

Summary: Current law prohibits the suspension of a pupil enrolled in kindergarten or any of grades 1 to 3, inclusive, and recommending the expulsion of a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, for disrupting school activities or otherwise willfully defying the valid authority of those school personnel engaged in the performance of their duties. This bill, commencing July 1, 2020, would apply those provisions to charter schools. Commencing July 1, 2020, the bill would additionally prohibit the suspension of a pupil enrolled in a school district or charter school in grades 4 and 5 for disrupting school activities or otherwise willfully defying the valid authority of those school personnel engaged in the performance of their duties.

Position

[SB 428](#) (Pan D) Pupil health: school employee training: youth mental and behavioral health.

Current Text: Vetoed: 10/13/2019 [html](#) [pdf](#)

Introduced: 2/21/2019

Last Amend: 7/5/2019

Status: 10/13/2019-Vetoed by the Governor. In Senate. Consideration of Governor's veto pending.

Summary: Current law requires a school of a school district or county office of education and a charter school to notify pupils and parents or guardians of pupils no less than twice during the school year on how to initiate access to available pupil mental health services on campus or in the community, or both, as provided. This bill, contingent on an appropriation made for these purposes, would require the State Department of Education to identify an evidence-based training program for a local educational agency to use to train classified and certificated school employees having direct contact with pupils on youth mental and behavioral health, as specified.

Position

[SB 582](#) (Beall D) Youth mental health and substance use disorder services.

Current Text: Amended: 8/12/2019 [html](#) [pdf](#)

Introduced: 2/22/2019

Last Amend: 8/12/2019

Status: 8/30/2019-Failed Deadline pursuant to Rule 61(a)(12). (Last location was APPR. SUSPENSE FILE on 8/14/2019)(May be acted upon Jan 2020)

Summary: Would require the Mental Health Services Oversight and Accountability Commission, when making grant funds available on and after July 1, 2021, to allocate at least 1/2 of those funds to youth services, as specified, if moneys are appropriated for this purpose. The bill would require this funding to be made available to support prevention, early intervention, and direct services, as determined by the commission. The bill would require the commission, in consultation with the Superintendent of Public Instruction, to consider specified criteria when determining grant recipients. The bill would authorize the commission to allocate the funds towards other purposes if there is an inadequate number of qualified applicants, as specified. The bill would require the commission to provide a status report to the fiscal and policy committees of the Legislature, as specified, no later than March 1, 2022.

Position

[SB 585](#) (Wieckowski D) Education governance: school district reorganization: unified school districts: report.

Current Text: Amended: 4/23/2019 [html](#) [pdf](#)

Introduced: 2/22/2019

Last Amend: 4/23/2019

Status: 5/17/2019-Failed Deadline pursuant to Rule 61(a)(5). (Last location was APPR. SUSPENSE FILE on 5/6/2019)(May be acted upon Jan 2020)

Summary: Current law establishes a system of public elementary and secondary education in this state that includes, among other local educational agencies, school districts. School districts are generally divided into 3 types: unified school districts, high school districts, and elementary school districts. Current law authorizes the reorganization of school districts pursuant to specified procedures. This bill would prohibit a reorganization from converting any of the territory of a unified school district into territory of a school district of a different kind and would make conforming changes

Position

[SB 614](#) (Rubio D) Teacher credentialing: reading instruction.

Current Text: Amended: 7/1/2019 [html](#) [pdf](#)

Introduced: 2/22/2019

Last Amend: 7/1/2019

Status: 7/10/2019-Failed Deadline pursuant to Rule 61(a)(10). (Last location was ED. on 6/6/2019) (May be acted upon Jan 2020)

Summary: Current law requires the Commission on Teacher Credentialing to develop, adopt, and administer a reading instruction competence assessment consisting of one or more instruments to measure an individual's knowledge, skill, and ability relative to effective reading instruction, as provided. Current law requires the requirements for the issuance of the preliminary multiple subject teaching credential to include successful passage of one of specified components of the reading instruction competence assessment. This bill would repeal those requirements, and other requirements relating to the reading instruction competence assessment, and would provide that the reading instruction competence assessment is not required for the issuance of a teaching credential, as specified.

Position

SB 729

(Portantino D) Local control funding formula: school districts and charter schools.

Current Text: Amended: 3/27/2019 [html](#) [pdf](#)

Introduced: 2/22/2019

Last Amend: 3/27/2019

Status: 7/10/2019-Failed Deadline pursuant to Rule 61(a)(10). (Last location was ED. on 5/30/2019) (May be acted upon Jan 2020)

Summary: Current law requires funding pursuant to the local control funding formula to include, in addition to a base grant, supplemental and concentration grant add-ons that are based on the percentage of pupils who are English learners, foster youth, or eligible for free or reduced-price meals, as specified, served by the school district or charter school. Current law specifies the amount of the base grant in the 2013–14 fiscal year and requires that amount to be increased by a specified cost-of-living adjustment in subsequent fiscal years. Current law requires the Superintendent of Public Instruction to compute the supplemental and concentration grant add-ons as certain percentages of the amount of the base grant. This bill, notwithstanding that specified cost-of-living adjustment, would require the amount of the base grant for the 2019–20 fiscal year to be increased by a 5.16% cost-of-living adjustment.h

Position

SJR 8

(Wilk R) Special education funding.

Current Text: Chaptered: 8/23/2019 [html](#) [pdf](#)

Introduced: 3/27/2019

Last Amend: 4/25/2019

Status: 8/15/2019-Chaptered by Secretary of State- Chapter 131, Statutes of 2019

Summary: This measure would respectfully memorialize the Congress and the President of the United States to enact legislation, S. 866, known as the IDEA Full Funding Act, during the current session of Congress to fully fund the federal Individuals with Disabilities Education Act.

Position

SR 37

(Rubio D) Relative to the Day of the Teacher.

Current Text: Enrolled: 5/14/2019 [html](#) [pdf](#)

Introduced: 4/30/2019

Status: 5/13/2019-Read. Adopted. (Ayes 37. Noes 0.)

Summary: This measure would resolve that the day of May 8, 2019, be proclaimed the Day of the Teacher. The Legislature hereby urges all Californians to observe the Day of the Teacher by taking the time to remember and honor all individuals who give the gift of knowledge through teaching.

Position

Total Measures: 71

Total Tracking Forms: 71

8.2 Your Students, My Students, Our Students
Verbal report, no materials



**CALIFORNIA DEPARTMENT
OF EDUCATION**

TONY THURMOND
STATE SUPERINTENDENT OF
PUBLIC INSTRUCTION

1430 N STREET, SACRAMENTO, CA 95814-5901 • 916-319-0800 • WWW.CDE.CA.GOV

October 21, 2019

Dear County and District Superintendents and Charter School Administrators:

2019 CALIFORNIA SCHOOL DASHBOARD: ROLLOUT AND WEBINAR SERIES

This letter is to notify you of the timeline for the release of preview data on the state indicators for the 2019 California School Dashboard (Dashboard) and invite you to participate in the Dashboard webinar series. During the month of November, the California Department of Education (CDE) will release the state indicator data on a rolling basis. The Dashboard public release is scheduled for the week of December 9, 2019.

To support local education agencies (LEAs) with the rollout of the state indicators, the CDE will host a webinar series. Following each webinar, the PowerPoints will be made available on the California School Dashboard and System of Support web page at <https://www.cde.ca.gov/ta/ac/cm/>. Information on accessing the webinars is provided in Attachment 1 along with the dates and times.

The Dashboard preview, along with downloadable data files, will be available on password-protected web sites. The link and single password to access these sites will be sent in a separate email to Dashboard and Secure Accountability Coordinators on November 5, 2019.

Charter Schools and the 2019 Dashboard

Additionally, on October 30, 2019, the CDE will host a webinar regarding the eligibility of charter schools for differentiated assistance under the Local Control Funding Formula (LCFF) which begins with the 2019 Dashboard. Information on accessing this webinar is also provided in Attachment 1. Charter school administrators and charter school authorizers are encouraged to participate in this webinar.

Reminder to Upload the Local Indicators by November 1, 2019

November 1, 2019, is the deadline for LEAs and charter schools to upload their local indicators to the Dashboard. If you have any questions regarding local indicators, please contact the Local Agency Systems Support Office by e-mail at lcff@cde.ca.gov or by phone at 916-323-5233.

October 21, 2019

Page 2

If you have questions about the private preview and state indicators, please contact the Academic Accountability Unit by e-mail at aau@cde.ca.gov or by phone at 916-319-0863.

If you have any questions regarding the data elements discussed in the Charter LCFF Eligibility webinar, please contact the Data Visualization and Reporting Office at LCFFESSAData@cde.ca.gov, questions about Charter Schools can be directed to CHARTERS@cde.ca.gov, questions about the System of Support and school/district improvement can be sent to CaSystemofSupport@cde.ca.gov or SISO@CDE.ca.gov and questions about Local Indicators can be directed to LCFF@cde.ca.gov.

Sincerely,

/s/

Cindy Kazanis, Division Director
Analysis, Measurement, and Accountability Reporting

Attachment

cc: LEA Accountability Coordinators
Dashboard Coordinators

Attachment 1: 2019 California School Dashboard Rolling Preview and Webinar Series

The tentative schedule, which is subject to change, of the rolling private preview and webinar series appears in the table below:

Topics	Webinar Information	Preview Date
<p>Dashboard 101 (This webinar is intended for site administrators or new district staff that are unfamiliar with the state's accountability system.)</p>	<p>Date and Time: October 29, 2019 2 p.m. Event number: 661 446 160 Event password: 173614 Event registration/address for attendees: https://cdeevents.webex.com/cdeevents/onstage/g.php?MTID=e82896719fcdcb402532a294fd1fa143e</p>	<p>N/A</p>
<p>Charter Local Control Funding Formula (LCFF) Eligibility (This webinar will provide an overview of eligibility of charter schools for differentiated assistance under LCFF beginning with the 2019 California School Dashboard.)</p>	<p>Date and Time: Wednesday, October 30, 2019, 10 a.m. Event number: 929 901 012 Event password: aCHD6Zzw Event registration/address for attendees: https://cde.webex.com/webappng/sites/cde/meeting/info/140756410027747601?MTID=m3eb1f60e0c857e399a192fc0d916a5e4</p>	<p>N/A</p>

Topics	Webinar Information	Preview Date(s)
<p>Suspension Rate Indicator</p> <p>Chronic Absenteeism Indicator</p>	<p>Date and Time: November 4, 2019, 10 a.m. Event number: 665 581 730 Event password: 172796 Event registration/address for attendees: https://cdeevents.webex.com/cdeevents/onstage/g.php?MTID=ea91c0598c4169c614b1d19489fea08fb</p>	<p>November 5–8, 2019</p>
<p>Graduation Rate Indicator</p> <p>College/Career Indicator</p>	<p>Date and Time: November 12, 2019, 10 a.m. Event number: 661 218 359 Event password: 172797 Event registration/address for attendees: https://cdeevents.webex.com/cdeevents/onstage/g.php?MTID=e1928b2f2503f2989070ecdfed48557f6</p>	<p>November 12–15, 2019</p>
<p>English Learner Progress Indicator</p> <p>Academic Indicator</p>	<p>Date and Time: November 18, 2019, 10 a.m. Event number: 664 905 563 Event password: 172795 Event registration/address for attendees: https://cdeevents.webex.com/cdeevents/onstage/g.php?MTID=e314ccb81ad8cc3dae3a97aa071925879</p>	<p>November 19–22, 2019</p>

8.4 CalPADS

Verbal report, no materials



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

MEMORANDUM

DATE: November 7, 2019
TO: Special Education Directors
FROM: Linda Llamas, Director *HL*

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

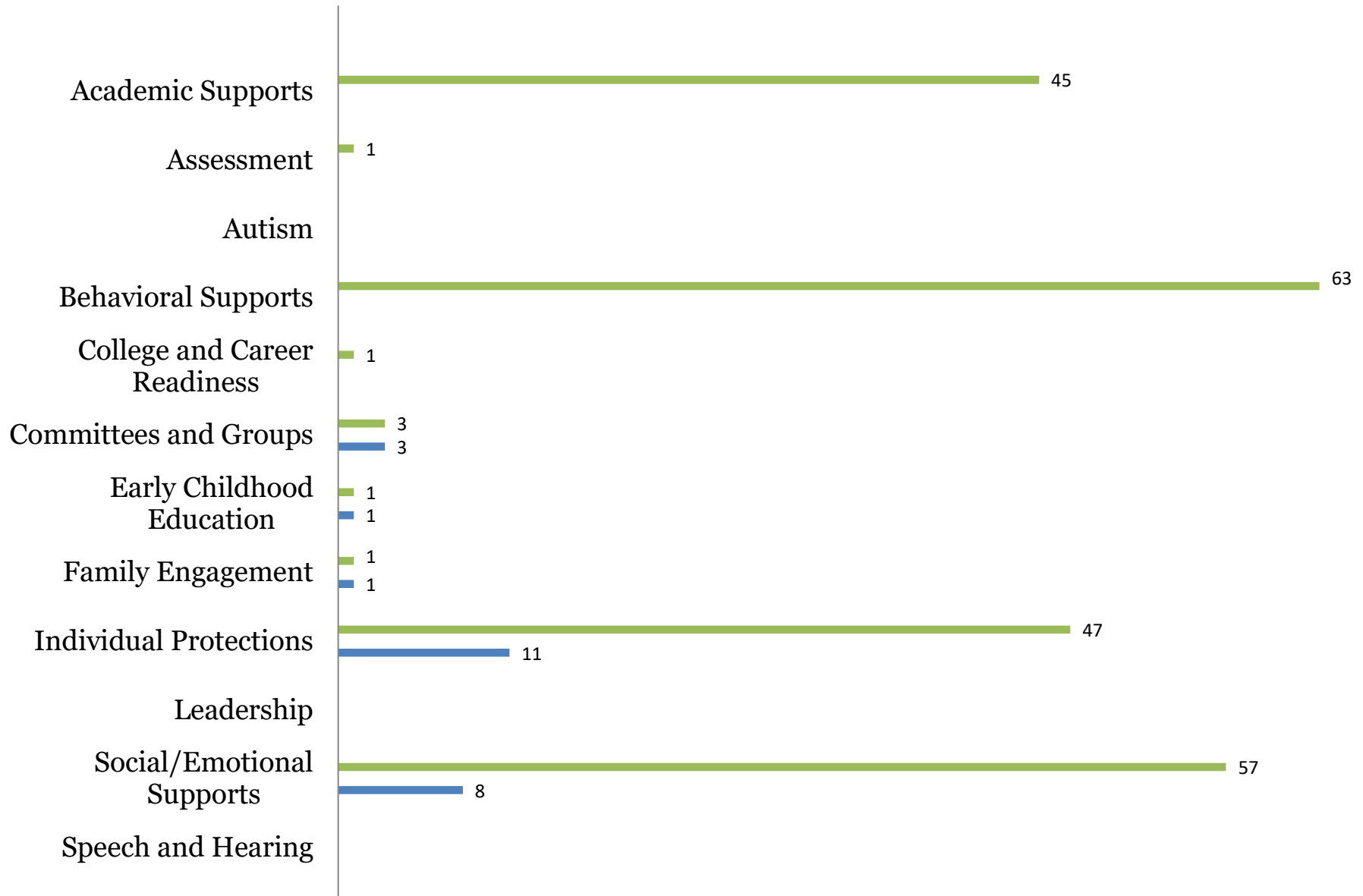
8.6 DMCC Clients Receiving Special Education and Qualifying for Children's Intensive Services
Verbal report, no materials

D/M CHARTER SELPA PROFESSIONAL LEARNING PARTICIPATION SUMMARY

OCTOBER 2019 - 24 PARTICIPANTS

219 YEAR-TO-DATE-PARTICIPANTS

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



**Desert/Mountain Charter SELPA
Due Process Summary
July 1, 2019 - November 8, 2019**

D = Complaint Dismissed W = Complaint Withdrawn

DISTRICT										CASE ACTIVITY FOR CURRENT YEAR				
	13/14	14/15	15/16	16/17	17/18	18/19	19/20		Total	D/W	Resolution	Mediation	Settled	Hearing
Allegiance STEAM Acad - Thrive	N/A	N/A	N/A	N/A	N/A	0	0		0	0	0	0	0	0
Aveson Global Leadership Acad	N/A	N/A	2	1	5	1.5	1		10.5	0	1	0	0	0
Aveson School of Leaders	N/A	N/A	0	3	1	1.5	0		5.5	0	0	0	0	0
Ballington Acad for Arts & Sci	N/A	N/A	N/A	N/A	0	2	0		0	0	0	0	0	0
Desert Trails Prep Academy	0	0	0	0	0	0	0		0	0	0	0	0	0
Encore Junior/Senior High School	0	0	0	0	0	0	0		0	0	0	0	0	0
Encore High School, Riverside	N/A	N/A	0	0	0	1	1		2	0	0	0	1	0
Julia Lee Performing Arts Acad	N/A	N/A	N/A	N/A	N/A	0	0		0	0	0	0	0	0
LaVerne Elem Preparatory	0	0	0	0	0	0.5	0		0.5	0	0	0	0	0
Leonardo da Vinci Health Sci	0	0	0	0	0	0	0			0	0	0	0	0
Odyssey Charter School	N/A	N/A	0	0	0	0	0		0	0	0	0	0	0
Odyssey Charter School - South	N/A	N/A	N/A	N/A	N/A	0	0		0	0	0	0	0	0
Pasadena Rosebud Academy	N/A	N/A	N/A	N/A	N/A	1	0		1	0	0	0	0	0
Pathways to College	0	0	0	0	0	0	0		0	0	0	0	0	0
Taylison High Desert Academy	0	0	0	0	0	0	0		0	0	0	0	0	0
5														
SELPA-WIDE TOTALS	0	0	2	4	6	7.5	2		19.5	0	1	0	1	0

**Desert/Mountain Charter SELPA
Due Process Activity Summary
July 1, 2019 – November 8, 2019**

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Pre-Hearing Conference	Due Process Hearing	Status
1. Encore HS Case No. 2019061207	1. Vision Therapy 2. Compensatory education local education agency (LEA): 1. Lack of parent consent to speech 2. Lack of parent consent to specialized academic instruction (SAI)	07/09/19	0	08/23/19			Settled; agreed to compensatory education at school site; agreed to provide Independent Educational Evaluation (IEE); agreed to omit speech from the Individualized Education Plan (IEP); CLOSED 8/23/19
2. Aveson Global Case No. 2019100871	1. Enrollment 2. NPS placement	10/23/19	10/28/19		11/22/19	12/03- 12/05/19	Insufficient filing. Case not opened.

Desert /Mountain Charter SELPA
Legal Expense Summary
As of November 8, 2019

2000-2001	
2001-2002	
2002-2003	
2003-2004	
2004-2005	
2005-2006	
2006-2007	
2007-2008	
2008-2009	
2009-2010	
2010-2011	
2011-2012	
2012-2013	
2013-2014	
2014-2015	
2015-2016	\$ 7,378.00
2016-2017	\$ 33,886.61
2017-2018	\$ 70,994.67
2018-2019	\$ 113,834.81
2019-2020	\$ 13,190.00

8.9 Charter School Attendance Concerns
Verbal report, no materials

School Mental Health and Social Emotional Learning Trainings 2019-20

For further training information as well as additional trainings provided, please visit www.cahelp.org

Supporting and Understanding Children from Adverse Backgrounds (i.e. foster care, parental incarceration, and poverty)

This course examines the impact of adverse backgrounds on children's behavior, relationships, learning, and future success in the classroom. The presentation will encourage understanding, nurture empathy, and assist educators in supporting children who are struggling with life circumstances such as foster care, parental incarceration, and poverty. Participants will gain a better understanding of the behaviors students from adverse backgrounds may exhibit in the school setting and increase the repertoire of ways to respond and support these students in order to bolster self-esteem for students from adverse backgrounds.

Date: November 15, 2019

Time: 12:30p.m.-3:30 p.m.

Register Online at:

<https://sbcss.k12oms.org/52-175809>

The Role of Universal Screening in Tiered Systems of Support

This course will guide participants with the benefits of universal screening for behavior and will explore example universal screeners and how one school successfully implemented them. Similar data from academic screening tools, data from universal behavior screening tools can be used in tiered systems of support to

Date: January 30, 2020

Time: 8:30 a.m. - 3:30 p.m.

Register Online at:

<https://sbcss.k12oms.org/52-168226>

- (a) Detect students for whom Tier 1 efforts may be insufficient,
- (b) Inform teacher-delivered, low intensity supports, and
- (c) Connect students with evidenced based Tier 2 (for some) and Tier 3 (for a few) strategies, and programs.

Trauma, Toxic Stress, Behavior, and the Developing Brain

This course will explain the changes that occur in the brain due to prenatal exposure, trauma, and stress, and how these changes relate to the child's functioning in the home, school, and community. The impacts of prenatal and/or postnatal exposures on learning, behavior, and relationships will be explored. Participants will learn specific interventions to assist young children who have experienced these negative events.

Date: March 13, 2020

Time: 8:30 a.m. - 3:30 p.m.

Register Online at:

<https://sbcss.k12oms.org/52-175806>

Self-Harming Versus Suicide: Understanding the Differences

This course will outline the major differences between self-harming behaviors and suicide. Participants will learn how to identify warning signs of both and how to effectively respond. Discussion regarding how suicide and self-harm are portrayed in the media will also be covered. Participants will learn what questions to ask someone who is self-harming and/or showing signs of suicidal behavior.

Date: March 17, 2020

Time: 12:30 - 4:00 p.m.

Register Online at:

<https://sbcss.k12oms.org/52-178478>

Social Emotional Learning (SEL): Do I Have It Already? Why Do I Need It? How Do I Get More of It?

This presentation will discuss the why, what, and how of social emotional learning (SEL). Participants will walk away with three practices to create the climate for SEL as well as how to integrate with other initiatives into a multi-tier system of support (MTSS). A strong focus will be on how to implement more SEL as district leaders, with staff, and in

Date: March 31, 2020

Time: 12:30 a.m. - 2:30 p.m.

Register Online at:

<https://sbcss.k12oms.org/52-176133>



PBIS and Mental Health: Implementation and Integration Across the Tiers

How would our teams work more effectively if we had one set of teams to address social-emotional-behavioral and academic needs of our students? The Interconnected Systems Framework enhances the multi-tiered system of supports' (MTSS) core features to intentionally include and integrate mental health and wellness. This training, presented by Susan Barrett, will look at structure and process to guide education and mental health systems to work in the most effective and efficient way. Susan Barrett serves as the director for the Center for Social Behavior Supports at Old Dominion University and an implementer partner with the National Technical Assistance Center on Positive Behavioral Interventions and Supports (PBIS). She also co-leads the development of the Interconnected Systems Framework, a mental health and PBIS expansion effort.

Presented By

Susan Barrett, Director
Center for Social Behavior Supports

Date

December 4, 2019

Time

Registration begins at 8:00 a.m.
Training time: 8:30 a.m. - 3:30 p.m.

Location

Apple Valley Unified School District - Multi-Purpose Room,
12555 Navajo Rd., Apple Valley, CA 92308

Audience

District teams and preschool program administrators.



Cost

Free to attend.

Registration

Please register online at:
<https://sbcss.k12oms.org/52-177496>

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 Highway 18
Apple Valley, CA 92307



Melynda Paxton
Melynda.Paxton@cahelp.org
442.292.5094 ext: 212



www.cahelp.org/
<https://sbcss.k12oms.org>



October 31, 2019

Dear County and District Superintendents and Charter School Administrators:

1.0 PERCENT THRESHOLD JUSTIFICATION SURVEY DUE DATE EXTENDED

The California Department of Education (CDE) is extending the due date of the 1.0 Percent Reporting Requirement and Justification Survey for the 2019–20 school year to November 15, 2019 due to the recent fires and power outages. This survey reflects the ongoing collaboration between the Assessment Development and Administration and the Special Education Divisions of the CDE.

On June 4, 2019, the CDE received notification from the US Department of Education (ED), Office of Elementary and Secondary Education that the state had exceeded the 1.0 percent threshold on students taking alternate assessments based on alternate achievement standards (AA-AAAS). In its response to the ED, California acknowledged that it had AA-AAAS participation rates slightly higher than 1.0 percent in reading/language arts, mathematics, and science.

Although California narrowly exceeded the 1.0 percent threshold set by the ED, it asserts that the students who took the AA-AAAS were tested appropriately and in compliance with federal law as determined by each student's individualized education program (IEP) team. This is a discussion that takes place at the local level and considers individual student needs as required by the Individuals with Disabilities Education Act. While there is a limit on the percentage of students statewide who may take the AA-AAAS, there are no limitations on local educational agency (LEA) IEP teams identifying students for alternate assessment.

The CDE will continue to work with LEA partners and stakeholders to ensure maximum participation rates and that each and every student is taking the most appropriate assessment based on individual need. As part of the CDE's plan to meet the ED grant condition requirements, all LEAs are now required to participate in the survey by reporting the number of students who may take alternate assessments in the 2019-20 school year.

Information regarding the survey, reporting process, factors to be considered in identifying students for alternate assessments, and additional guidance for IEP teams can be found at <http://surveys2.cde.ca.gov/go/caaspp2019.asp>. The 1.0 Percent Threshold and Justification Survey form must be submitted to the CDE by 11/15/19.

October 31, 2019

Page 2

Survey results will be posted on the California Alternate Assessments (CAA) 1.0 Percent Threshold Data website at <https://caaspp.cde.ca.gov/caa1percentthresholddata.asp>.

If you have any questions regarding the survey form submission process or reporting requirements, please contact the CAASPP Office by phone at 916-445-8765 or by email at caaspp@cde.ca.gov.

Sincerely,

/s/

Michelle Center, Director
Assessment Development and
Administration Division
California Department of Education

/s/

Kristin Wright, Director
Special Education Division
California Department of Education

MC/KW:tdb

cc: LEA CAASPP Coordinators
Special Education Local Plan Areas
Directors of Special Education

Assessment Update for the State SELPA Directors Meeting

1% Reporting Requirement and Justification Survey

<http://surveys2.cde.ca.gov/go/caaspp2019.asp> **Due November 15, 2019**

California Alternate Assessments 101

What - an annual measure of what students know and can do using alternate achievement standards.

Who –designed for students with the most significant cognitive disabilities.

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

How - California Alternate Assessments for ELA and Math are administered using the computer, in a one-on-one testing setting between the test examiner and the student. The CAA for Science is comprised of four performance tasks, which are selected by the teacher from a set of options, and are administered at any time during the school year based on when those concepts have been covered in instruction.

When - <https://www.cde.ca.gov/ta/tg/ai/documents/assessmentstimeline.pdf>

2019 Dashboard Changes

There are 4 main changes to the Academic Indicator of the CA School Dashboard in the 2019 year:

1. Adding CAA Data to the Academic Indicator
2. Changing the “Very Low” and “Low” cut scores for Status for DASS Schools
3. Changing Business Rules around students exiting SpEd
4. Changing Business Rules around District of Residence

Accessibility

Equality vs. Equity

California developed assessments, including CAASPP, ELPAC, CAST, CSA, and CAA which strive to provide every student with a positive and productive

assessment experience, generating results that are a fair and accurate estimate of each student's achievement

Accessibility Resource Types –

Universal Tools are available to all students, based on their individual choice and preference.

Designated Supports are available to all students for whom a need has been identified by an adult who is familiar with the student's instructional needs.

Accommodations are resources to support students with disabilities or students with Section 504 plans.

Accessibility Categories

There are resources that support students to remain engaged with the assessment.

There are also resources that support students by allowing them to respond through various actions & expressions.

There are resources that support students by varying the way the assessment is presented.

The ISAAP Process



<https://www.smarterbalancedlibrary.org/content/introduction-individual-student-assessment-accessibility-profile-isaap-updated>

Accessibility Resource Graphics

2019–20 versions coming soon!

Usability Guidelines

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

Matrix One

<https://www.cde.ca.gov/ta/tq/ai/caasppmatrix1.asp>

Matrix Four

<https://www.cde.ca.gov/ta/TG/ep/>

Resource Videos

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

Accessibility Resources Guidelines

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

Accessibility Resources Module One

http://www.caaspp.org/rsc/resources/ar_module_one/story.html

Resources

Starting Smarter

ca.startingsmarter.org

Parent Guides to Understanding

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

Fact Sheets

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

Available Resource Flyers

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

A young man with Down syndrome is smiling and giving a thumbs up. He is wearing a striped shirt and is sitting at a desk with a laptop. The background is a blurred green wall.

Assessment Updates

October 31, 2019 | California Department of Education

1% Reporting Requirement and Justification Survey





CAAs for ELA and Math Basics



What?





What?





Who?





Who?





How?



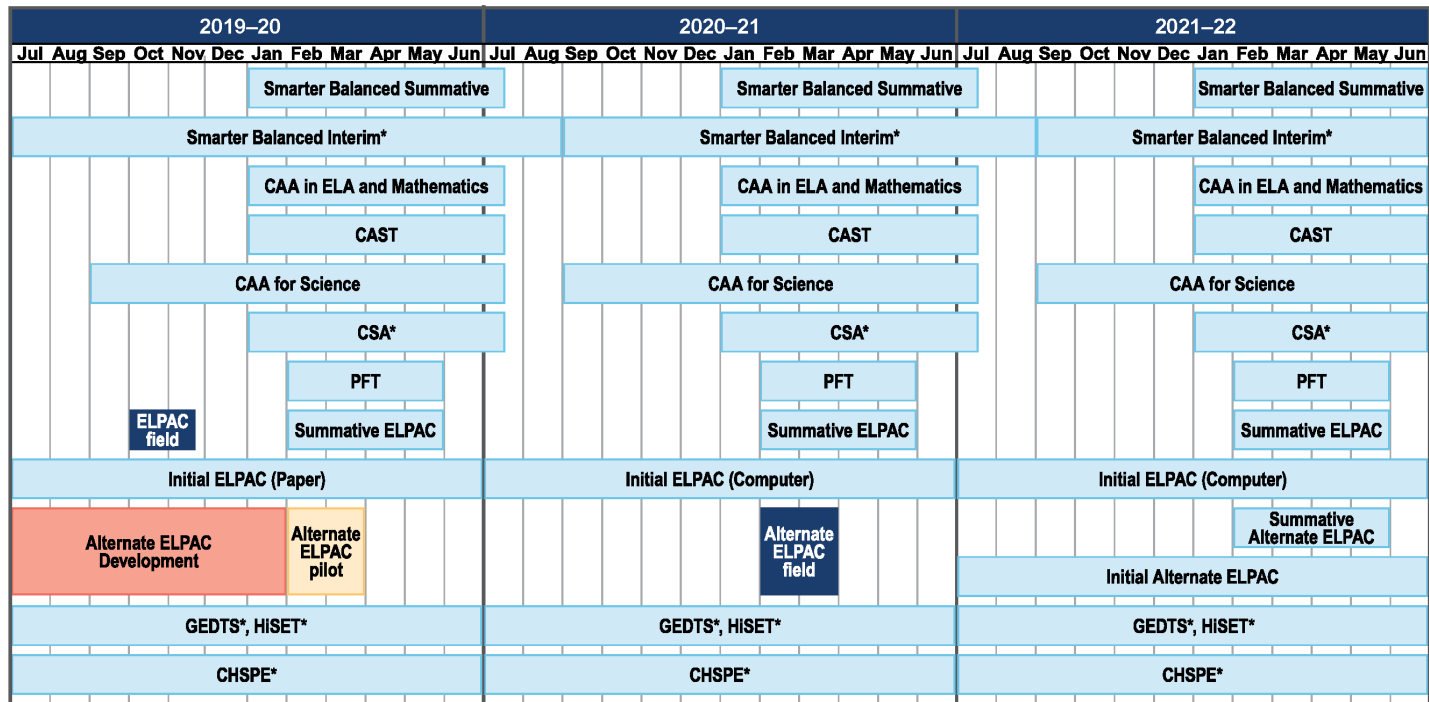


How?



When?

California Assessment Timeline



CAA – California Alternate Assessments
CAST – California Science Test
CHSPE – California High School Proficiency Exam
CSA – California Spanish Assessment
ELA – English Language Arts/Literacy

ELPAC – English Language Proficiency Assessments for California
GEDTS – General Educational Development Testing Service
HISET – High School Equivalency Test
PFT – Physical Fitness Test

All tests are operational unless otherwise noted.

***Optional test**



The Dashboard



2019 Dashboard Changes to Academic Indicator



Add CAA Data

New Status Cut Scores for DASS

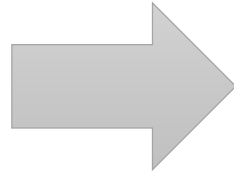
Exit of SpEd Business Rules

District of Residence Business Rules



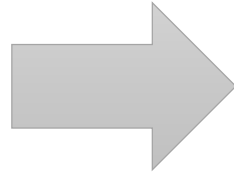
Adding CAA Data

Level 1 CAA Score



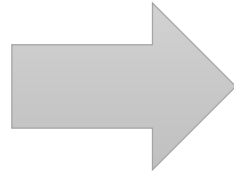
Highest Level 1 Score for SBAC

Level 2 CAA Score



Highest Level 2 Score for SBAC

Level 3 CAA Score



Highest Level 3 Score for SBAC



Cut Scores for DASS Schools





Students Exiting SpEd





District of Residence

Who is Accountable?

School of
Attendance

District of
Residence

*(district of special ed
accountability)*



Accessibility



Equality vs. Equity

Struggling Students

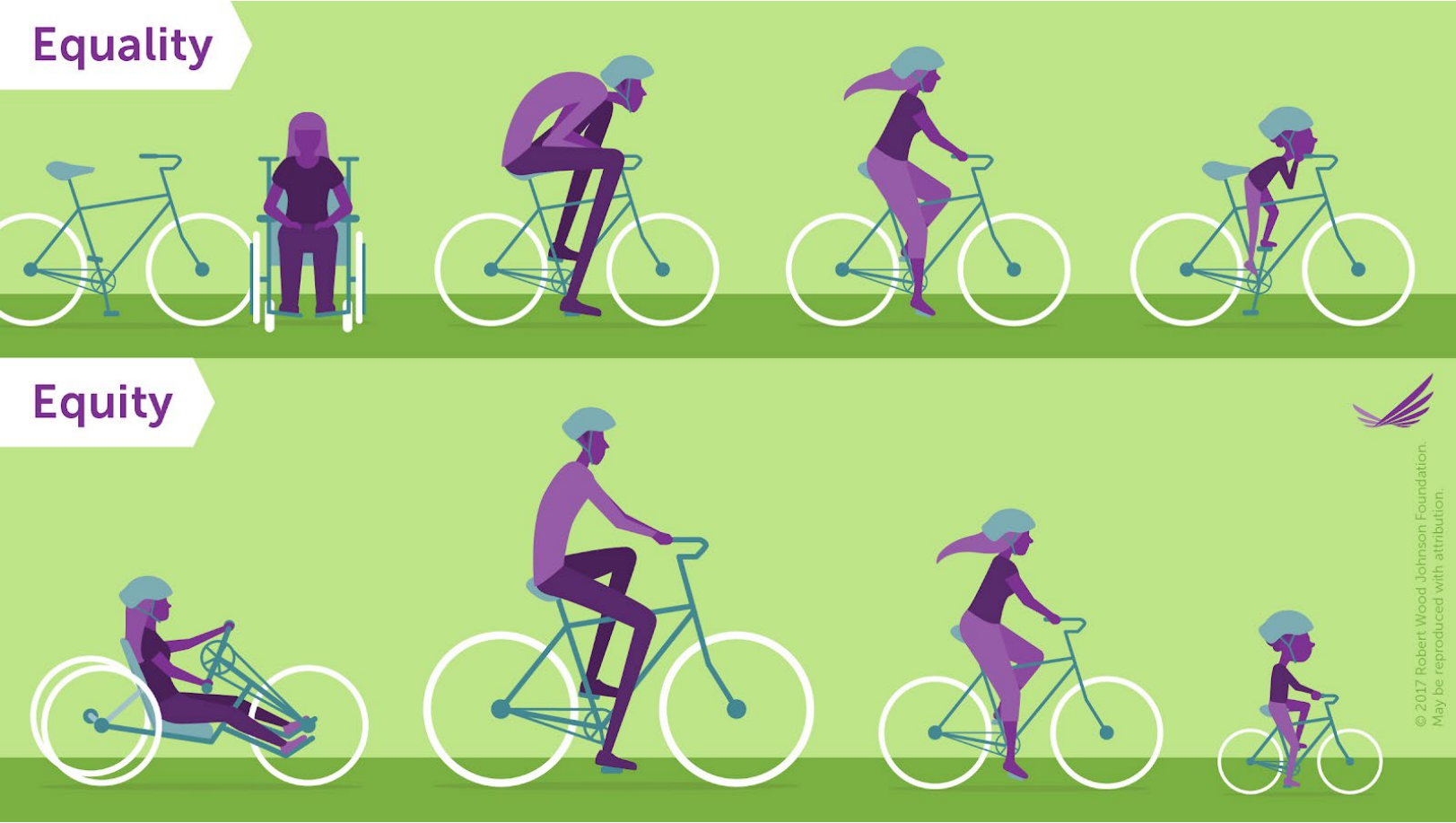


Successful Students





Equality vs Equity



Purpose and Importance





Defining Accessibility

concept of **fairness** in testing

grounded in legislation and professional standards

illustrated by **Universal Design for Learning**

Accessibility Resources



- Resources for students to use:
 - During daily instruction
 - On classroom assessments
 - On statewide assessments



Accessibility Resource Types



Universal Tools = universal support
ALL STUDENTS



Designated Supports = supplemental support
SOME STUDENTS



Accommodations = intensified support
FEW STUDENTS



Accessibility Categories

Engagement



Action & Expression



Presentation





The ISAAP Tool



Familiarity is Key



California Accessibility Resource Graphics

2018–19 California Student Assessment Accessibility for Mathematics

Available to All

Universal Tools

Embedded Breaks Expandable passages Strikethrough Writing tools Embed Color

2018–19 California Student Assessment Accessibility for Science

Available to All Students

Designated Supports

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 mechanics (W).

Available to All Students

Universal Tools

Embedded Breaks Digital notepad English dictionary¹ English glossary Expandable items Expandable passages Global notes¹ (W) Highlighter

Keyboard navigation Non-Embedded

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

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

Designated Supports

Non-Embedded

- Amplification
- Color contrast
- Color overlay
- Magnification
- Medical device (restricted settings)
- Noise buffers

Read aloud (not reading passages)

- Scribe (L, R)
- Separate setting
- Simplified test directions

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	
<p>Universal Tools</p> <p>Breaks, including those that extend testing over more than one day, between the contractor-identified test sections</p> <p>Oral clarification, in English, of test directions by the test examiner</p> <p>Student use of highlighter(s) in the test book for grades two through twelve</p> <p>Student use of marking in the test book for grades three through twelve (no highlighter use)</p> <p>Scratch paper</p> <p>Sufficient time to complete test</p>	<p>Designated Supports</p> <p>Adjustments to setting, including:</p> <ul style="list-style-type: none"> • 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 <p>Audio or oral presentation of test directions in English, which may be repeated as requested by the student</p> <p>Color overlay</p> <p>Covered overlay, masks, or other means to maintain visual attention to the test consistent with the test contractor's test directions</p> <p>Magnification</p> <p>Manually Coded English or American Sign Language (ASL) to present test directions for administration (does not apply to test questions)</p> <p>Noise buffers</p>
Available to Students with an Individualized Education Program (IEP) or Section 504 Plan	
Accommodations	
<p>Braille test materials provided by contractor</p> <p>Dictation by the student of responses, including all spelling and language conventions, to a scribe, audio recorder, or speech-to-text converter (W)</p> <p>Large print versions reformatted from regular print version</p> <p>Pause or replay the audio during the administration of test questions (L)</p>	<p>Pause or replay the audio during the administration of test questions for Summarize an Academic Presentation (S)</p> <p>Presentation of, and responses to, questions using Manually Coded English or ASL (L, S, W)</p> <p>Responses dictated to a scribe for selected response items, including multiple choice items (L, R, W)</p>
Unlisted Resources	
<p>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.</p> <p>Domain Exemption(s)</p> <p>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.</p>	

¹ Available only for full-wr
² Resource not available
Refer to the Matrix One a

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

English Language Proficiency Assessments for California

California Department of Education
March 2019

Please refer to *Matrix Four: Universal Tools, Designated Supports, and Accommodations for the ELPAC* on the CDE website at <https://www.cde.ca.gov/ta/ep/documents/elpacmatrix4.docx> for additional information.

California Department of Education
October 2018

Guidelines



Smarter Balanced
Assessment Consortium:
Usability, Accessibility, and
Accommodations Guidelines

Prepared with the assistance of the
National Center on Educational Outcomes

June 27, 2019



Guidelines

Designated Support	Description	Recommendations for Use
<p>Mouse pointer (Size and Color)</p>	<p>This embedded support allows the mouse pointer to be set to a larger size and also for the color to be changed. A test administrator sets the size and color of the mouse pointer prior to testing.</p>	<p>Students who are visually impaired and need additional enlargement or a mouse pointer in a different color to more readily find their mouse pointer on the screen will benefit from the mouse pointer support. Students who have visual perception challenges will also find this beneficial. The size and color are set during registration and cannot be changed during the administration of the assessment. Students should have ample opportunity to practice during daily instruction with the size and color to determine student preference. The mouse pointer can be used with the zoom universal tool. If students are using a magnification program (See Designated Support, magnification), the enlarged mouse pointer is built into magnification programs and mouse pointer may not be needed.</p>

Matrix One

Accommodation	EM	NEM	ELA	Math	CAST	CSA	Description
100s number table (Math only)	NA	X	NA	X	NA	NA	A paper-based table listing numbers 1–100, available from Smarter Balanced for reference beginning in grade 4 (http://www.caaspp.org/rsc/pdfs/CAASPP_hundreds-number-table.pdf).
Abacus	NA	X	NA	X	X	NA	This accommodation may be used in place of scratch paper for students who typically use an abacus.
Alternate response options	NA	X	X	X	X	X	Alternate response options include, but are not limited to, adapted keyboards, large keyboards, Sticky Keys, Mouse Keys, <u>FilterKeys</u> , adapted mouse, touch screen, head wand, and switches.



Matrix Four

Part 1. Universal Tools

Universal tools are available to all students on the basis of student preference and selection.

The table below shows the available embedded and non-embedded universal tools for the following delivery modes of the ELPAC tests.

The following notations are used in following table:

1. Breaks on the ELPAC are domain-specific.
2. Specific examples are provided for computer- or paper-based administrations.
3. This new role meets the needs of ELPAC technology novices and young test takers.

Universal Tool	Delivery Mode	Embedded	Non-Embedded	Description
Breaks	Paper and computer	Yes	Yes	Breaks between the domain sections, including testing over more than one day, are permitted. Students may require extra time to complete the assessment if using this resource.
Digital notepad	Computer	Yes	No	This tool is used for making notes about an item. The digital notepad is item-specific and available through the end of the test segment.
Expandable items	Computer	Yes	No	Each item can be expanded to take up a larger portion of the screen.
Expandable passages	Computer	Yes	No	Each passage or stimulus can be expanded to take up a larger portion of the screen.



Videos!

Embedded Universal Tools, Designated Supports, and Accommodations Video Tutorials

Accessibility Resources

- [Text-to-Speech—English \(Video: 2:37\)](#) (Posted 01/16/19)
- [Text-to-Speech—Spanish \(Video: 3:20\)](#) (Posted 04/02/19)

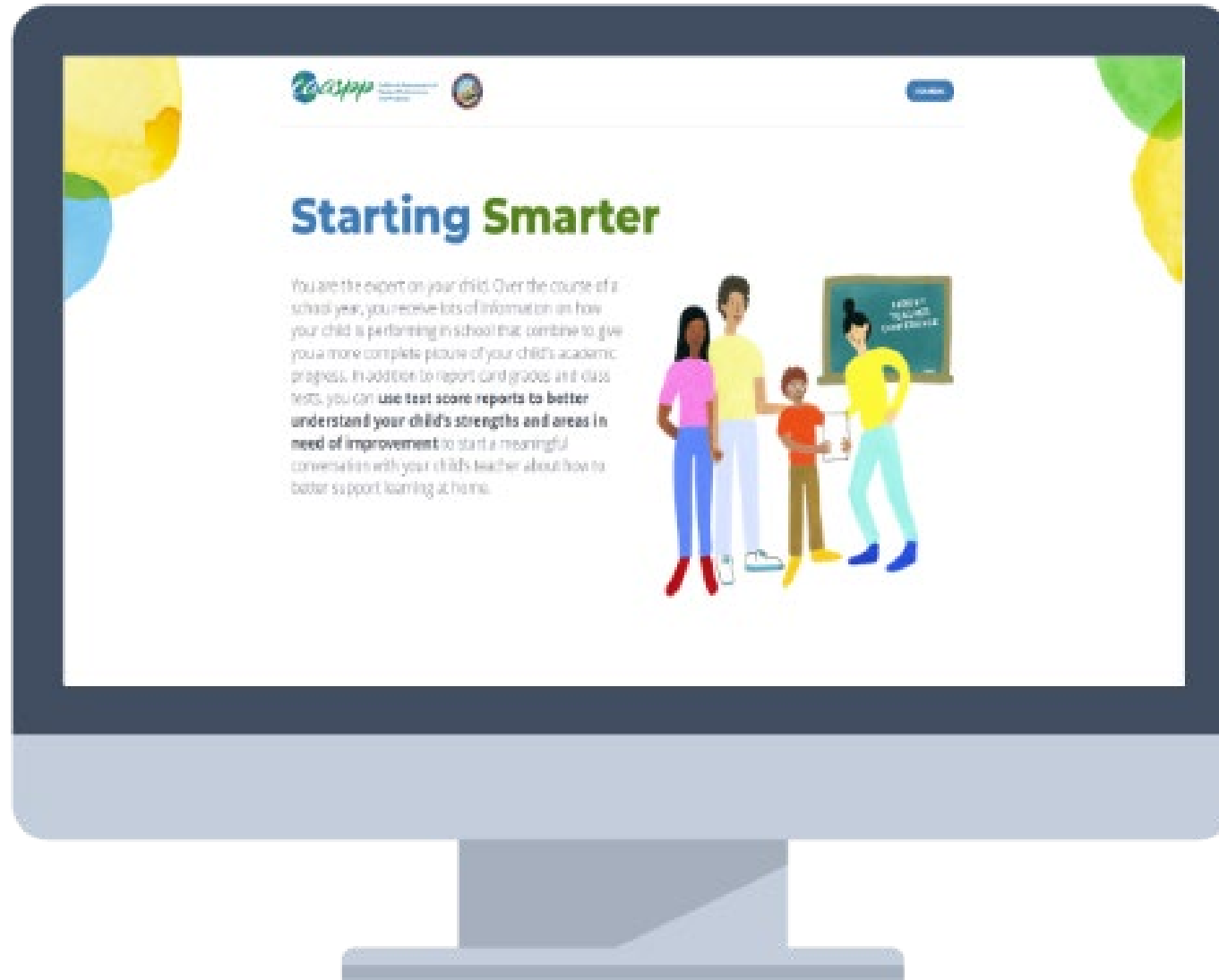
Embedded Universal Tools

- [Calculator Grades 6–8—English \(Video: 1:56\)](#) (Updated 10/12/18)
- [Calculator Grades 6–8—Spanish \(Video: 2:17\)](#) (Updated 11/16/18)
- [Calculator High School—English \(Video: 1:40\)](#) (Updated 10/12/18)
- [Calculator High School—Spanish \(Video: 1:56\)](#) (Updated 11/16/18)
- [Digital Notepad—English \(Video: 1:58\)](#) (Updated 10/12/18)
- [Digital Notepad—Spanish \(Video: 2:13\)](#) (Posted 04/13/18)
- [English Dictionary—English \(Video: 1:44\)](#) (Updated 10/12/18)
- [English Dictionary—Spanish \(Video: 1:54\)](#) (Posted 04/13/18)
- [English Glossary—English \(Video: 1:40\)](#) (Updated 10/12/18)
- [English Glossary—Spanish \(Video: 1:48\)](#) (Posted 04/13/18)
- [Expandable Items—English \(Video: 2:11\)](#) (Updated 10/12/18)
- [Expandable Items—Spanish \(Video: 2:19\)](#) (Posted 04/13/18)
- [Expandable Passages—English \(Video: 1:38\)](#) (Updated 10/12/18)
- [Expandable Passages—Spanish \(Video: 1:47\)](#) (Posted 04/13/18)
- [Global Notes—English \(Video: 1:42\)](#) (Updated 10/12/18)
- [Global Notes—Spanish \(Video: 1:52\)](#) (Posted 04/13/18)
- [Highlighter—English \(Video: 1:52\)](#) (Posted 01/11/19)
- [Highlighter—Spanish \(Video: 2:07\)](#) (Posted 01/11/19)



Resources

Starting Smarter



Parent Guides

The California Alternate Assessments for English Language Arts/Literacy (ELA), Mathematics, and Science

The California Alternate Assessments (CAAs) are part of the state testing program called the California Assessment of Student Performance and Progress, or CAASPP.

The CAAs are designed for students with the most significant cognitive disabilities. Students are eligible only if an alternate assessment is indicated in their active individualized education program (IEP) by the IEP team.



ELA and Mathematics

WHO	WHAT	WHEN
All eligible students in grades 3–8, and grade 11.	Measures what students know and can do through alternate achievement standards which are aligned with the Common Core State Standards for ELA and mathematics.	Administered from January through the last day of selected testing window. You will receive additional information from your school about the specific dates and times of testing.
HOW	WHY	
Administered one-on-one by a Test Examiner who is familiar with the student and their needs. Tests are computer-based and change the level of difficulty based on how students respond to test questions.	Measures what students know and can do. These measures help identify and address gaps in knowledge or skills so students get the support they need.	

Science

WHO	WHAT	WHEN
All eligible students in grades 5, 8, and once in high school.	Measures what students know and can do through alternate achievement standards which are aligned with the California Next Generation Science Standards (CA NGSS).	Teachers choose the best time to test students between September and the last day of school, based on when the concepts are taught.
HOW	WHY	
Administered one-on-one by a Test Examiner who is familiar with the student and their needs. Four computer-based performance tasks are given to students throughout the year. A performance task is a collection of activities and questions.	Measures what students know and can do. These measures help identify and address gaps in knowledge or skills so students get the support they need.	

Fact Sheets



CALIFORNIA ALTERNATE ASSESSMENTS for English Language Arts/Literacy and Mathematics



**WHAT ARE THE
ALTERNATE
ASSESSMENTS?**

The California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics are part of California's system of assessments called the California Assessment of Student Performance and Progress (CAASPP). Designed for students with the most significant cognitive disabilities, the CAAs for ELA and mathematics are an annual measure of what students know and can do using alternate achievement standards. Known as the Core Content Connectors, these standards are aligned with the Common Core State Standards for ELA and mathematics.



**WHY ARE THE
CAAs GIVEN?**

The purpose of the CAAs for ELA and mathematics is to provide an annual measure of what students know and can do using the alternate achievement standards.



**WHO TAKES
THE CAAs?**

Students are eligible to take the CAA only if it is indicated in their active individualized education program (IEP).
The CAAs for ELA and mathematics will be administered to all eligible students in grades three through eight and grade eleven.



**HOW ARE THE
CAAs GIVEN?**

The CAAs are administered one-on-one by a trained test examiner who is familiar with the student and his or her needs.
The CAAs are computer-based and are stage-adaptive, adjusting the level of difficulty to the student's performance at selected stages within the test. Student results are reported as one of three performance levels.



**WHEN ARE THE
CAAs GIVEN?**

The CAAs for ELA and mathematics will be administered during the school's selected testing window. Most schools will test between the middle of March and the middle of May.



Available Resource Flyers



Available Resources FOR THE Individualized Education Program Teams That Support Student Participation in Statewide Testing

The following resources will assist individualized education program (IEP) teams in making informed decisions about student participation in statewide testing, including the California Assessment of Student Performance and Progress (CAASPP) and the English Language Proficiency Assessments for California (ELPAC). 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** (CAA only)
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** (CAA only)
Optional document available for LEA use; to be 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>
- **Matrix One**
A detailed listing of available universal tools, designated supports, and accommodations for the CAASPP system
<https://www.cde.ca.gov/ta/tg/ai/caasppmatrix1.asp>

**Coming Soon:
Alt Decision Worksheet**

Q&A



Nikki Antonovich

nantonovich@scoe.net

916-228-2433



**Desert/Mountain Charter SELPA
2019-20 Low Incidence Fund
November 4, 2019**

Beginning Balance	9,725.72
Current Year Projected Revenue	<u>5,590.00</u>
Total	15,315.72

LEA	Amount Approved	Amount Paid/Reimbursed	Balance
Allegiance STEAM Academy	1,398.60	-	1,398.60
Aveson Global Leadership Academy	2,986.52	-	2,986.52
Aveson School of Leaders	1,088.08	-	1,088.08
Ballington Academy	-	-	-
Desert Trails Preparatory Academy	-	-	-
Elite Academic Academy	-	-	-
Elite Academic Academy AWFII	-	-	-
Encore Hesperia	-	-	-
Encore Riverside	-	-	-
Julia Lee Performing Arts Academy	-	-	-
Laverne Elementary Preparatory Academy	2,209.64	-	2,209.64
Leonardo da Vinci Health Sciences Charter	-	-	-
Odyssey Charter	-	-	-
Odyssey Charter South	-	-	-
Pasadena Rosebud Academy	-	-	-
Pathways to College	-	-	-
Taylion High Desert Academy	-	-	-
Total LEA	7,682.84	-	7,682.84
Indirect Cost	500.00		500.00
Projected Fund Balance			7,132.88

LEA	Amount Approved	Amount Reimbursed	Amount Due to LEA
Allegiance STEAM Academy			
2020.001	1,398.60	-	1,398.60
Allegiance STEAM Academy Total	1,398.60	-	1,398.60
Aveson Global Leadership Academy			
2020.070	2,986.52	-	2,986.52
Aveson Global Leadership Academy Total	2,986.52	-	2,986.52
Aveson School of Leaders			
2020.003	1,088.08	-	1,088.08
Aveson School of Leaders Total	1,088.08	-	1,088.08
Laverne Elementary Preparatory Academy			
2020.049	2,209.64	-	2,209.64
Laverne Elementary Preparatory Academy Total	2,209.64	-	2,209.64
Grand Total	7,682.84	-	7,682.84



Desert/Mountain Special Education Local Plan Area
17800 Highway 18
Apple Valley, CA 92307-1219

P 760-552-6700
F 760-242-5363
W www.dmselpa.org

MEMORANDUM

Date November 8, 2019
To: Directors of Special Education
From: Kathleen Peters, Program Manager

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

Upcoming Trainings

Date/Time	Event	Location
11/12/2019 10:00 A - 12:00 PM	OUTREACH COLLABORATION - COMMUNITY SERVICES NETWORKING EVENT	DMESC
11/12/2019 12:30 PM - 3:30 PM	SOCIAL SKILLS TRAINING: AN EVIDENCE-BASED PRACTICE FOR INDIVIDUALS WITH AUTISM	
11/12/2019 2:00 PM - 4:00 PM	SUPPORTING AND UNDERSTANDING CHILDREN FROM ADVERSE BACKGROUNDS	DMCC
11/12/2019 8:30 AM - 12:00 PM	UNDERSTANDING ACCESSIBILITY RESOURCES WITHIN THE CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS (CAASPP)	DMESC
11/12/2019 1:00 PM - 4:00 PM	WEBIEP AFTERNOON SESSION	DMESC
11/12/2019 8:30 AM - 11:30 A	WEBIEP MORNING SESSION	DMESC
11/13/2019 8:30 AM - 4:30 PM	RESTORATIVE CONFERENCES	DMESC
11/13/2019 8:30 AM - 3:30 PM	WHY TRY? THE FOUNDATION COURSE LEVEL 1	DMESC
11/14/2019 2:30 PM - 4:00 PM	SOCIAL NARRATIVES - APPLICATION	DMESC
11/14/2019 8:00 AM - 4:00 PM	YOUTH MENTAL HEALTH FIRST AID	DMESC

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

Upcoming Trainings

Date/Time	Event	Location
11/15/2019 8:30 AM - 3:30 PM	CLASSROOM CONNECTIONS THROUGH CONSCIOUS DISCIPLINE PRACTICES	DMESC
11/15/2019 9:00 AM - 12:00 PM	MIS USERS' MEETING	DMESC
11/15/2019 12:30 PM - 3:30 PM	SUPPORTING AND UNDERSTANDING CHILDREN FROM ADVERSE BACKGROUNDS	DMESC
11/19/2019 2:30 PM - 4:00 PM	PROMPTING	
11/20/2019 8:30 AM - 3:30 PM	CPI	DMESC
12/2/2019 8:30 AM - 4:00 PM	IMSE INTERMEDIATE ORTON-GILLINGHAM TRAINING	DMESC
12/3/2019 8:00 AM - 12:30 PM	Manifestation Determination Process	DMESC
12/3/2019 2:30 PM - 4:00 PM	PROMPTING - APPLICATION	
12/5/2019 1:00 PM - 4:00 PM	WEBIEP AFTERNOON SESSION	DMESC
12/5/2019 8:30 AM - 11:30 A	WEBIEP MORNING SESSION	DMESC

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

Upcoming Trainings

Date/Time	Event	Location
12/6/2019 12:00 PM - 3:30 PM	EARLY CHILDHOOD DAILY SCHEDULES AND VISUAL SUPPORTS	DMESC
12/6/2019 12:00 PM - 3:30 PM	EARLY CHILDHOOD DAILY SCHEDULES AND VISUAL SUPPORTS	DMESC
12/10/2019 1:00 PM - 4:00 PM	WEBIEP AFTERNOON SESSION	DMESC
12/10/2019 8:30 AM - 11:30 A	WEBIEP MORNING SESSION	DMESC
12/12/2019 5:30 PM - 7:00 PM	COMMUNITY ADVISORY COMMITTEE (CAC) MEETING	DMESC

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