

California Association of Health and Education Linked Professions
Joint Powers Authority (CAHELP JPA)
DESERT/MOUNTAIN CHARTER SELPA STEERING and FINANCE COMMITTEE MEETING
August 20, 2020 – 1:00 p.m. Virtual Via Teleconference
Desert Mountain Educational Service Center, 17800 Highway 18, Apple Valley CA 92307

AGENDA

NOTICE: This meeting will be held virtually only. If members of the public wish to participate in the meeting and/or make public comment, please follow the instructions below to participate telephonically:

PARTICIPATE BY PHONE:

Dial Access Number: 1-415-655-0003

When prompted - enter Access Code: 133 196 8091

Follow directions as a Participant; an Attendee I.D. is not required to participate.

If you wish to make a public comment at this meeting, prior to the meeting please submit a request to address the Steering and Finance Committee to the recording secretary via fax at 1-760-242-5363 or email jamie.adkins@cahelp.org. Please include your name, contact information and which item you want to address.

Reasonable Accommodation: if you wish to request reasonable accommodation to participate in the meeting telephonically, please contact the recording secretary (via contact information noted above) at least 48 hours prior to the meeting.

1.0 CALL TO ORDER

2.0 ROLL CALL

3.0 PUBLIC PARTICIPATION

The public is 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.

4.0 ADOPTION OF THE AGENDA

4.1 **BE IT RESOLVED** that the August 20, 2020 Desert/Mountain Charter SELPA Steering and Finance Committee Meeting Agenda be approved as presented.

5.0 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.

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

5.1.1 Approve the June 18, 2020 Desert/Mountain Charter SELPA Steering and Finance Committee Meeting Minutes.

6.0 CHIEF EXECUTIVE OFFICER AND STAFF REPORTS

6.1 Legislative Updates

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

6.2 California Department of Education (CDE) Guidance on Assessments

Jenae Holtz will share California Department of Education (CDE) guidance on assessments.

6.3 CAHELP Assignment and Contact Information Lists

Jenae Holtz will present the CAHELP Assignment and Contact Information Lists.

6.4 Desert/Mountain Children’s Center Updates

Linda Llamas will present the Desert/Mountain Children’s Center updates.

6.5 Professional Learning Summary and Updates

Heidi Chavez will present the D/M Charter SELPA’s Professional Learning Summary and updates.

6.6 Resolution Support Services Summary and Updates

Kathleen Peters will present the D/M Charter SELPA’s Resolution Support Services Summary and updates.

6.7 Prevention and Intervention Updates

Kami Murphy will present Prevention and Intervention Updates.

6.8 Compliance Update

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

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6.9 Alternative Dispute Resolution (ADR) Resources

Karina Quezada will provide Alternative Dispute Resolution (ADR) resources.

6.10 California Assessment of Student Performance and Progress (CAASPP) and English Language Proficiency Assessments for California (ELPAC) Updates

Karina Quezada will provide California Assessment of Student Performance and Progress (CAASPP) and English Language Proficiency Assessments for California (ELPAC) updates.

7.0 FINANCE COMMITTEE REPORTS

8.0 INFORMATION ITEMS

8.1 Monthly Occupational & Physical Therapy Services Reports

8.2 Upcoming Professional Learning Opportunities

9.0 STEERING COMMITTEE MEMBERS COMMENTS / REPORTS

10.0 CEO COMMENTS

11.0 MATTERS BROUGHT BY THE PUBLIC

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, speakers 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.

12.0 ADJOURNMENT

The next regular meeting of the Desert/Mountain Charter SELPA Steering Committee will be held on Thursday, September 10, at 1:00 p.m., at the Desert Mountain Educational Service Center, Aster/Cactus Room, 17800 Highway 18, Apple Valley, CA 92307.

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D/M CHARTER SELPA MEMBERS PRESENT:

Allegiance STEAM – Callie Moreno, Desert Trails Preparatory Academy (DTPA) – Sarah Ballard, Debra Tarver, Elite Academic Academy – Susana Waisman, Encore, Encore Junior/Senior High school – Eric Buries, LaVerne Elementary Prep (LEPA) – Keith Belton, Debra Tarver, Pasadena Rosebud Academy – Shawn Brumfield, and Taylion High Desert – Brenda Congo, Zach Wolfe.

CAHELP, SELPA, & DMCC STAFF PRESENT:

Jamie Adkins, Heidi Chavez, Peggy Dunn, Colette Garland, Jenae Holtz, Linda Llamas, Maurica Manibusan, Sheila Parisian, Kathleen Peters, Daria Raines, Jennifer Rountree, Natalie Sedano, Adrienne Shepherd-Myles, and Athena Vernon.

1.0 CALL TO ORDER

The regular meeting of the California Association of Health and Education Linked Professions Joint Powers Authority (CAHELP JPA) Desert/Mountain Charter SELPA Steering and Finance Committee Meeting was called to order by Chairperson Jenae Holtz, at 1:04 p.m., at the Desert/Mountain Educational Service Center, Apple Valley.

2.0 ROLL CALL

3.0 PUBLIC PARTICIPATION

None.

4.0 ADOPTION OF THE AGENDA

4.1 **BE IT RESOLVED** that a motion was made by Debra Tarver, seconded by Callie Moreno, that the June 18, 2020 Desert/Mountain Charter SELPA Steering and Finance Committee Meeting Agenda be approved as presented. A vote was taken and the following carried: 7:0: Ayes: Brumfield, Buries, Congo, Moreno, Tarver (DTPA), Tarver (LEPA), Waisman. Nays: None, Abstentions: None.

5.0 INFORMATION/ACTION

5.1 Desert/Mountain Charter SELPA Local Plan – Final Read

California Education Code requires that a Special Education Local Plan be presented for public hearing prior to submission to the California Department of Education (CDE). The Local Plan describes how special education services are provided for eligible students who reside within a Special Education Local Plan Area (SELPA) region. By June 30, 2021, all SELPAs are required to submit a Local Plan using CDE adopted templates. A final draft of the 2020-21 Desert/Mountain Charter SELPA Local Plan was presented for approval.

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Jenae Holtz presented the Desert/Mountain Charter SELPA Local Plan – Final Read to the committee members. She stated the Governance Council reviewed the 1st read at the February meeting and will be presented at the September meeting. Jenae reported that once the final read is approved by the Governance Council, the LEA's will present to their boards for signature then the full document will be submitted to the California Department of Education (CDE).

5.1.1 **BE IT RESOLVED** that a motion was made by Debra Tarver, seconded by Eric Buries, that the Desert/Mountain Charter SELPA Local Plan be approved as presented. A vote was taken and the following carried: 7:0: Ayes: Brumfield, Buries, Congo, Moreno, Tarver (DTPA), Tarver (LEPA), Waisman. Nays: None, Abstentions: None.

5.2 2020-21 Desert/Mountain Charter SELPA Annual Service Plan (**ACTION**)

California Education Code requires that an Annual Service Plan be approved by the CAHELP JPA Governance Council as part of the Local Plan. The 2020-21 Annual Service Plan describes all special education services currently provided in the Desert/Mountain Charter SELPA broken down by type, location, and level of severity.

Due to COVID -19, this item was not brought to Steering prior to being brought to Governance Council. Jenae Holtz reported the 2020-21 Desert/Mountain Charter SELPA Annual Service Plan was presented to and approved by the Governance Council at their May meeting. This action item is a ratification.

5.2.1 **BE IT RESOLVED** that a motion was made by Brenda Congo, seconded by Debra Tarver, that the Desert/Mountain Charter SELPA 2020-21 Annual Service Plan be approved as presented. A vote was taken and the following carried: 7:0: Ayes: Brumfield, Buries, Congo, Moreno, Tarver (DTPA), Tarver (LEPA), Waisman. Nays: None, Abstentions: None.

5.3 2020-21 Desert/Mountain Charter SELPA Annual Budget Plan (**ACTION**)

California Education Code requires that an Annual Budget Plan be approved by the CAHELP JPA Governance Council as part of the Local Plan. The 2020-21 Annual Budget Plan describes the revenues and expenditures for special education services currently for all local education agencies in the Desert/Mountain Charter SELPA.

Due to COVID -19, this item was not brought to Steering prior to being brought to Governance Council. Jenae Holtz reported the 2020-21 Desert/Mountain Charter SELPA Annual Budget Plan was presented to and approved by the Governance Council at their May meeting. This action item is a ratification.

5.3.1 **BE IT RESOLVED** that a motion was made by Debra Tarver, seconded by Eric Buries, that the Desert/Mountain Charter SELPA 2020-21 Annual Budget Plan be

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approved as presented. A vote was taken and the following carried: 7:0: Ayes: Brumfield, Buries, Congo, Moreno, Tarver (DTPA), Tarver (LEPA), Waisman. Nays: None, Abstentions: None

6.0 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.

6.1 **BE IT RESOLVED** that a motion was made by Debra Tarver, seconded by Brenda Congo, to approve the following Consent Items as presented. A vote was taken and the following carried: 7:0: Ayes: Brumfield, Buries, Congo, Moreno, Tarver (DTPA), Tarver (LEPA), Waisman. Nays: None, Abstentions: None.

6.1.1 Approve the February 20, 2020 Desert/Mountain Charter SELPA Steering and Finance Committee Meeting Minutes.

7.0 CHIEF EXECUTIVE OFFICER AND STAFF REPORTS

7.1 Reopening of Schools

Jenae Holtz asked for the LEAs to share their current plans for reopening in the fall so D/M Charter SELPA staff could be aware and part of the conversation. She said even if the plans change, receiving current plans will help determine how related services will be provided. Several LEAs shared the plans of providing hybrid and distance learning in the fall but have not yet decided on how related services will be provided. Other LEAs are planning to continue with providing speech and language services virtually. When Jenae asked about the plans for allowing service providers on campus, there are LEAs that will only allow students and staff on campus and others that will follow the California Resilience Roadmap. Jenae said if D/M Charter SELPA is currently providing related services to an LEA, we are prepared to continue providing those related services virtually. She continued that professional development and related services will remain virtual as well as anything else that is needed. Program Specialist Sheila Parisian shared a link for a webinar that Jamie Adkins will email out to the committee. Jenae concluded by asking the LEAs to email their reopening plans to her or Jamie Adkins to ensure D/M Charter SELPA is prepared to support accordingly.

7.2 Legislative Updates

Jenae Holtz provided legislative updates. She reported that starting 2020-21, Assembly Bill (AB) 3097 requires each LEA contracting with a nonpublic school (NPS) to conduct a single monitoring

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visit to that NPS for the students placed. This means there must be at least one annual visit to ensure the NPS is meeting the master contract. CDE has not shared what the monitoring report requirements will be but it must include who attended the visit and what was looked for. Jenae said starting 2021-22, CDE is looking to change administrative credentialing for NPS administrators. Jenae continued that D/M Charter SELPA can help with how to monitor the nonpublic schools and agencies.

Jenae reported that AB 2052 is allowing LEAs to add instructional minutes to remaining days of the school year to meet the required 175 instructional days starting in 2021-22. This is in case of excessive school closures such as snow days and will allow the LEAs to receive the budget apportionment from the state. The time cannot be added on to the following school year.

7.3 Desert/Mountain Charter SELPA Membership

Jenae Holtz provided an update on Desert/Mountain Charter SELPA Membership. She shared one application was received for 2020-21 school year from Eagle Collegiate Academy. The school is a new start up that has been denied by two school districts and by Los Angeles county. The school has now appealed to the State Board of Education. The application committee did interview the CEO, Dr. Ogo Okoye-Johnson, by telephone. The CAHELP JPA Governance agreed to not approve the application.

Jenae shared that Encore has decided to close their Riverside campus effective this year. The Hesperia campus will remain open at the current location.

7.4 Special Education Summit

Jenae Holtz provided information regarding the Special Education Summit, which is scheduled for Thursday, September 10, 2020 at Desert Mountain Educational Service Center. The last few months have encouraged creativity and innovation in serving students. Jenae said this is a great time to come together for what is needed in special education now and how LEAs provide a free appropriate public education (FAPE) that is meaningful and true to the definition. Jenae continued that it will likely be a hybrid meeting so there can be breakout sessions then come back together for larger conversations. Jenae asked for directors to email her topics and feedback for the agenda. She encouraged CEOs, special education directors, finance, and anyone with a presence at the school sites that can help. Jenae confirmed there will be one summit for D/M SELPA and D/M Charter SELPA members as there is much to learn from one another in being meaningful to the children we serve. She asked again to be emailed any concerns to be addressed at the summit as well as agenda items.

7.5 Student Immunizations

Jenae Holtz provided information regarding student immunizations. She stated LEA board policies must be very clear regarding students with disabilities and immunizations. Individuals

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with Disabilities Act (IDEA) overrules all California law so LEAs must make sure they are meeting FAPE for all children with disabilities. There will be information posted on the CAHELP JPA website pertaining to what the California law says as well as how to meet student needs and the exemptions. Jenae concluded each LEA must decide how to handle immunizations and must ensure there is documentation to support the decisions.

7.6 DocuSign Implementation in Web IEP

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.

Jenae Holtz reported that the DocuSign Implementation in Web IEP requires Action and therefore requires an amendment to the agenda for Item 7.6. Jenae called on Colette Garland to present information on the implementation of DocuSign in Web IEP. Colette said the programmers are doing more testing at the time of this meeting. She continued that she has a meeting with them tomorrow and will have more information after that. Colette reported the revised user agreement does include DocuSign and staff that are other than MIS users will be DocuSign users. Colette said DocuSign will be implemented the first week of August and will also be added to Web IEP trainings. Colette will be training MIS users during their regularly scheduled conference calls. Colette concluded DocuSign will be applied to assessments as well as other documents in Web IEP.

7.6.1 **BE IT RESOLVED** that a motion was made to amend the agenda changing Item 7.6 to an action item and to approve Desert/Mountain Charter SELPA Form D/M 140 as presented was made by Eric Buries, seconded by Debra Tarver. A vote was taken and the following carried: 7:0: Ayes: Brumfield, Buries, Congo, Moreno, Tarver (DTPA), Tarver (LEPA), Waisman. Nays: None, Abstentions: None.

7.7 Desert/Mountain Children's Center Client Services Reports

On behalf of Linda Llamas, Daria Raines presented the Desert/Mountain Children's Center (DMCC) Client Services monthly reports. She said students receiving DMCC counseling services have been successfully transferred to a new electronic health record in March. Due to the stay at home orders, it was rolled out at a slower than expected pace. Daria continued that staff is still working to ensure students are assigned to correct programs and schools. She said that client lists will likely be provided at the August Steering meetings and that the lists must be reviewed by the LEAs for accuracy.

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Jenae Holtz said the mental health therapists as well as occupational and physical therapists adjusted quickly to providing services virtually. Jenae asked for the directors to email her or Linda Llamas with questions or concerns regarding DMCC services.

7.8 Professional Learning Update

Heidi Chavez provided an update on the D/M Charter SELPA's Professional Learning. She said the participant numbers are still being sorted because the Charter SELPA numbers and SELPA numbers are intermingled and not all participants registered in OMS. Heidi provided estimated totals for year-to-date of 335 participants through May 31, 2020 which is more than 2018-19 year-end total.

Heidi also spoke on the Special Education Teacher Academy that will be hosted virtually. The cost is \$50 each and will include the usual topics. Heidi continued it will also include coaching support twice per month from Program Specialist Linda Rodriguez.

Heidi stated there will be additional virtual trainings offered. She asked to be contacted if any LEA needs specific trainings. There are other trainings that will need to be reformatted as virtual if requested.

7.9 Prevention and Intervention Updates

Athena Vernon presented Prevention and Intervention Updates. She reported the Prevention and Intervention team partnered with California PBIS Coalition in the month of May and of the thirty joint webinars, the CAHELP JPA team did ten of the trainings. The topics were wide ranging and included approximately 1000 participants. The Prevention and Intervention team also switched to virtual coaching sessions and trainings for the member LEAs with positive feedback.

Athena continued that the outreach team was able to connect with and support over one hundred outside agencies and forty-five families with needed resources.

7.10 Compliance Update

Peggy Dunn presented an update on compliance items from the California Department of Education (CDE). Peggy said Colette Garland emailed a report to each LEA that included the elements of monitoring and if a review and/or plan is required. Peggy encouraged the committee members to contact her, Colette, or the program specialists for assistance in completing the reports.

Peggy reminded the committee that the special education plans are due to CDE by December 15, 2020. She said they need to be submitted to D/M Charter SELPA prior so the plans can be reviewed before CDE submission. Peggy said more information will be available at a later date.

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8.0 FINANCE COMMITTEE ITEMS

Jenae Holtz reported that in January, the governor had talked about increasing and equalizing special education funding and the base rate for students. The charter LEAs were previously receiving \$558 in average daily attendance (ADA) and the January proposal was for up to \$660 ADA per child. However, it has been reduced to \$645 after the 2.31% cost of living adjustment (COLA) was vetoed. Jenae continued that Local Control Funding Formula (LCFF) will possibly be decreased but that has not yet been decided as it is based on federal funding. She reported the senate budget and review committee rejected the governor's proposal to change AB 602 funding formula so it will stay the same without the three-year rolling average. Jenae also reported the senate committee proposed an average ADA hold harmless in the 2020-21 school year and requires distance learning in the event of continuing or new closure. It does still have to be decided upon by the governor. Jenae said the governor has twelve days after receiving State Bill (SB) 74 to respond by approving as presented, approving with specific line item reductions, or vetoing and sending it back to legislature. Special education did get an increase amidst chaos which is good news.

8.1 2019-20 Desert/Mountain Charter SELPA P2 Projected Special Education Revenue Distribution

Jenae Holtz presented the 2019-20 Desert/Mountain Charter SELPA P2 Projected Special Education Revenue Distribution report. Jenae noted the P2 projection does certify in June. She highlighted the risk pool level, adjusted apportionment, and adjusted apportionment by revenue source. Jenae asked to be contacted with any questions. Debra Tarver asked if this will also be part of the deferrals by state. Jenae replied she will have an answer to Debra from Marina by the next day.

8.2 2019-20 Desert/Mountain Charter SELPA Low Incidence Equipment Status Report

Jenae Holtz presented the 2019-20 Desert/Mountain Charter SELPA Low Incidence Equipment Status Report. Jenae stated reimbursements are typically due by August 30 but that is extended to September 30, 2020.

8.3 Desert/Mountain Charter SELPA Federal Grants

Jenae Holtz presented the Desert/Mountain Charter SELPA Federal Grants report. Jenae stated the next report covering April 1-June 30, 2020 are due to Marina Gallegos by July 20, 2020. Marina mailed expenditure reports to LEA fiscal departments on May 18, 2020. Jenae said there are five LEAs that have unclaimed dollars. She said supporting documentation must be submitted with the claim and reminded the committee members that federal funds are processed as reimbursement.

9.0 INFORMATION ITEMS

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9.1 June Pupil Count Memo

Colette Garland reported the initial CalPads deadline is July 31, 2020 and the final deadline is August 28, 2020. She noted the numbers in CalPads must match the pupil counts to ensure all students are being reported. Terri Nelson is entering charter information and reaching out to MIS contacts for the necessary data. Colette shared that there are some known programming errors in the system but they are being corrected by the programmers.

9.2 Monthly Occupational & Physical Therapy Services Reports

9.3 Upcoming Professional Learning Opportunities

9.4 2019-20 Multi Year Pupil Count

9.5 County Regional Report

9.6 SELPA Related Services Report

9.7 2020-21 Fee-For-Service D/M SELPA

9.8 2020-21 Fee-For-Service County Operated Programs

10.0 STEERING COMMITTEE MEMBERS COMMENTS / REPORTS

Kathleen Peters reported on Resolution Support Services. Kathleen said the first filing has been received that cites COVID-19. She said moving forward, if an IEP has had addendums made due to COVID-19, addendums must continue to document changes. If distance learning communications have been used, continue that style of communications with the parents.

11.0 CEO COMMENTS

Jenae Holtz shared that she is impressed with LEAs and how quickly they ensured students had supports with learning, and food by checking in regularly with students. She appreciates the dedication given to the students and families.

12.0 MATTERS BROUGHT BY CITIZENS

None.

13.0 ADJOURNMENT

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Having no further business to discuss, a motion was made by Debra Tarver, seconded by Eric Buries, to adjourn the meeting. A vote was taken and the following carried: 7:0: Ayes: Brumfield, Buries, Congo, Moreno, Tarver (DTPA), Tarver (LEPA), Waisman. Nays: None, Abstentions: None.

The next regular meeting of the Desert/Mountain Charter SELPA Steering Committee will be held on Thursday, August 20, 2020, 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.

6.1 Legislative Updates

Verbal report, no materials



Suggested Guidelines for Physically Distancing Test Administration

During this time of coronavirus disease 2019 (COVID-19), the health and safety of students and staff is the highest priority. The information and suggestions in this document are offered to local educational agencies (LEAs) and schools as guidance to complete required testing for the California Assessment of Student Performance and Progress (CAASPP) and English Language Proficiency Assessments for California (ELPAC). **This information should not be interpreted as a state mandate.**

While what is described in these guidelines will provide information regarding the administration of the CAASPP and the ELPAC, LEAs should review the State Superintendent of Public Instruction's [Coronavirus Response and School Reopening Guidance](#) web page for information from the CDE.

It is recommended that all students and staff always wear a mask during testing. Please note that this information does not supersede any regulations or rules set in place by the Centers for Disease Control and Prevention; the State of California; the California Department of Education (CDE); county, or city agencies; or LEAs. LEAs need to work with their local health departments and local stakeholders to ensure that their public health protocols align with the most current scientific knowledge and community expectations. Finally, it is also reasonable to expect that the protocols schools implement will change as the local conditions change.

Suggestions for the following testing scenarios are presented in these guidelines:

- [Group Testing](#)
- [One-on-One Testing](#)
 - [Transparent Plastic Divider with the Test Examiner Entering Answers](#)
 - [Transparent Plastic Divider with the Student Entering Answers](#)
 - [Distance with the Test Examiner Entering Answers](#)
 - [Distance with the Student Entering Answers](#)
 - [Facing the Same Direction with the Test Examiner Entering Answers](#)
 - [Facing the Same Direction with the Student Entering Answers](#)
 - [One-on-One Testing Projected to a Screen](#)

Group Testing

A possible group layout is illustrated in [figure 1](#). This configuration is laid out with computers on rows of tables. Computers on the tables are each 6 feet apart and staggered on adjacent tables. Table rows are at least 5' 3" apart from the near edges. The teacher's desk is at the front of the room, at least 6 feet from the nearest student. There is hand sanitizer available at the entrance to the room.

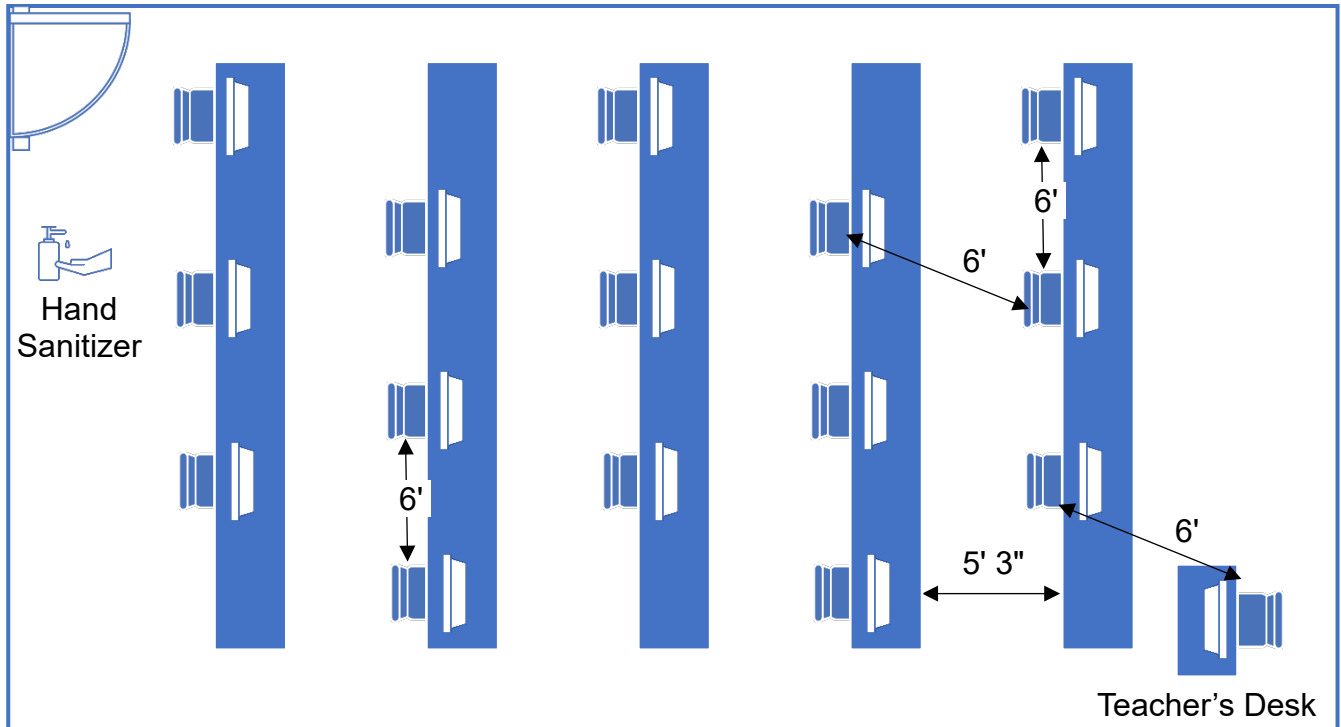


Figure 1. Possible Setup for Group Testing

The setup for group testing will need to take into consideration the distance between students. Other important considerations include the following:

1. Hand sanitizer should be available to students as they enter the room for testing.
2. Students should bring their own pencils and blank paper into the testing room.
3. If students use approved external devices that need to be moved to the testing location, a staff member may bring those items into the assessment room and sanitize them prior to when students enter the room.
4. If a session contains any printed test items or passages, including embossed braille printouts, scratch paper, notecards or paper that include student logon information, and printed *DFA(s)* for the CAAs, they must be collected and inventoried and then immediately and securely shredded upon a student's completion of the test.
5. Seating should be spaced to allow a 6-foot distance in all directions.



6. The test administrator or test examiner's computer should be placed so that it has a 6-foot distance from any student computer.
7. A recycle bin should be placed at the door for students to deposit any scratch paper or manipulatives used during the testing session upon exiting the room.
8. If students use testing booklets that need to be collected, they should leave this material at their seats for the test administrator or test examiner to collect.
9. At the end of a testing session, tables, chairs, headphones, keyboards, monitors, computers, mice, and any other external devices should be disinfected according to LEA protocol.

One-on-One Testing

One-on-one testing is required for the following assessments:

- Initial ELPAC in kindergarten through grade two
- Parts of the Initial ELPAC for grades three and above
- Summative ELPAC in kindergarten through grade two
- Parts of the Summative ELPAC for grades three and above
- All of the alternate assessments in both the CAASPP and ELPAC administrations

These assessments may call for the test examiner to be close to the student for ease of use and access and to promote the validity of the assessment.

The diagrams in [figure 2](#) through [figure 8](#) show possible setups for computer-based assessments. However, similar setups can be used for paper–pencil assessment. Test examiners and students would each have a copy of the paper–pencil assessment to use. Note that paper–pencil assessments are not available for the CAAs.

Additionally, providing specific assistance through accessibility-related roles for the ELPAC, such as the Test Navigation Assistant or Designated Interface Assistant, or fulfilling some item-level directions as indicated in the *Directions for Administration*, may require a test examiner to be in close proximity to a student.

Important considerations include the following:

1. Hand sanitizer should be available to students as they enter the room for testing.
2. Students should bring their materials (e.g., pencils, blank paper, preprinted manipulatives) into the testing room.
3. If students use approved external devices that need to be moved to the testing location, a staff member may bring those items into the assessment room and disinfect them prior to when students enter the room.
4. Should an assessment include equipment or manipulatives that both the student and test examiner are required to handle, the test examiner should disinfect the item(s) before switching users according to LEA protocol. The test examiner may also use gloves when the gloves will not interfere with the assessment or do not present a health issue.



5. Any printed or embossed material used by the student should be securely destroyed after the testing session.
6. Take steps to ensure the safety of testing manipulatives for alternate assessments.
 - a. Any hard manipulatives (e.g., coins, rocks) should be disinfected after each session using standard LEA protocol.
 - b. For soft manipulatives, the test examiner should be encouraged to wear gloves when handling the materials. LEAs will need to research the best method for disinfecting such items between uses.
7. If possible, a second computer monitor should be used for the student or, in cases where the student is able to independently manipulate the test delivery system, for the test examiner.
 - Connect the second monitor to the device that will be running the secure browser.
 - Set the second monitor to duplicate the primary monitor.

Transparent Plastic Divider with the Test Examiner Entering Answers

The arrangement in [figure 2](#) can be used if the student is unable to access the technology independently. This configuration is laid out on two tables separated by a transparent divider. On one side of the divider, for the test examiner, is the test examiner device with the Test Administrator Interface, as well as a separate computer, with an attached monitor, on which the secure browser is loaded. On the other side of the divider, for the student, is a monitor that duplicates the content displayed in the secure browser on the test examiner's computer.

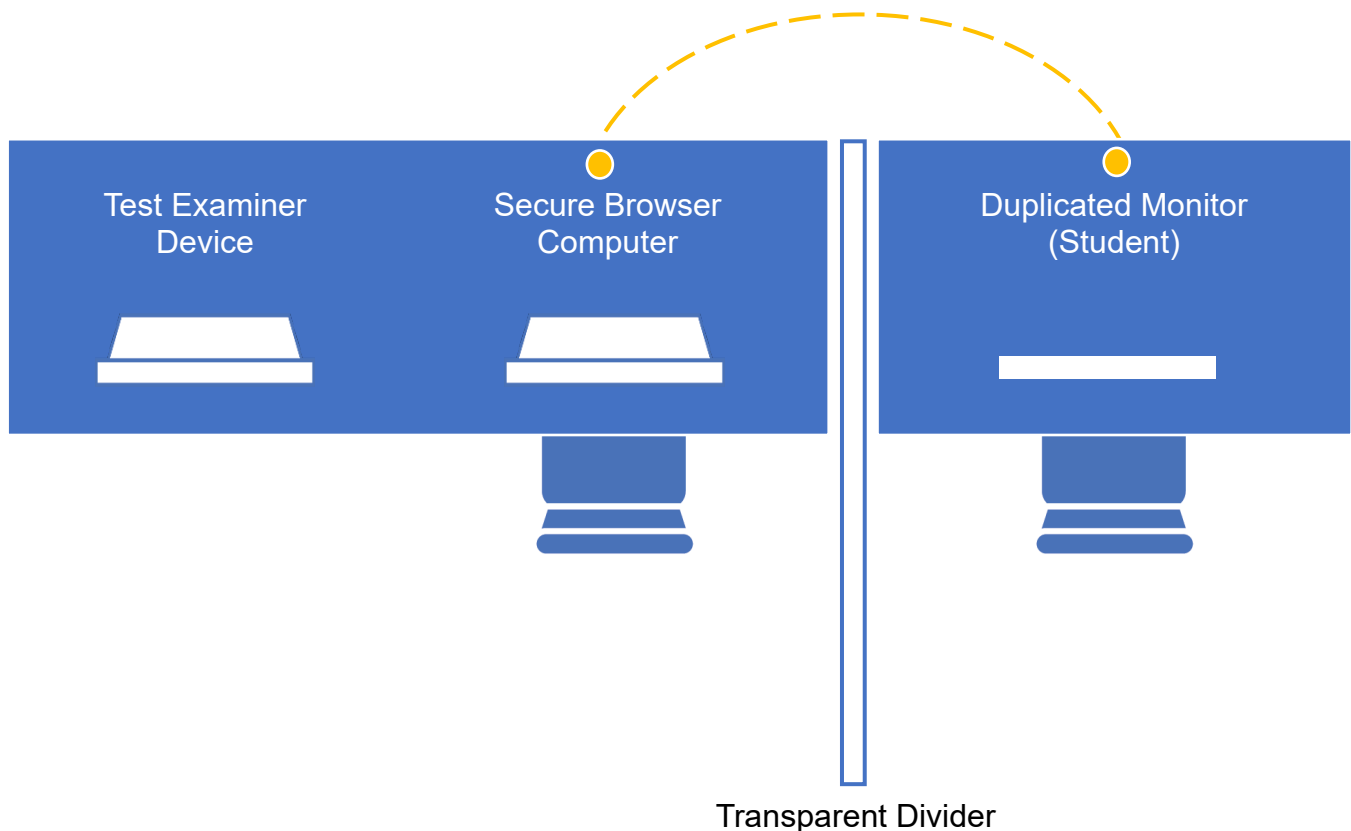


Figure 2. Possible One-on-One Testing Table Setup: Transparent Plastic Divider with the Test Examiner Entering Answers

Place a piece of transparent plastic or plexiglass between two tables. Ensure that the plastic is large enough to extend from the floor to higher than the tallest person while seated, and long enough to reach from the back of the table to 2 to 3 feet beyond the front of the table.

The **test examiner** needs both a device to log on to the Test Administrator Interface and a computer, with a monitor attached, to use with the secure browser when moving through the assessment and entering student answers. The **student** needs a stand-alone monitor that can duplicate the display the test examiner uses with the secure browser so the student can follow the assessment.

1. Where the documents specify for the test examiner to point at an item on the screen, the test examiner will use the mouse pointer to bring the student’s attention to the specific portion of the screen. On the computer running the secure browser, the cursor can be enlarged to assist both the test examiner and student in determining its location on the screen. This embedded designated support, called “mouse pointer,” must be either assigned by the LEA coordinator or site coordinator or, for the Initial ELPAC, set in the Test Administrator Interface. The test examiner will need to ensure that the larger cursor does not distract the student or cover test content.

Transparent Plastic Divider with the Student Entering Answers

The arrangement in [figure 3](#) can be used if the student is able to independently control the mouse, keyboard, or other computer-manipulation device. This configuration is laid out on two tables separated by a transparent divider. On one side of the divider, for the test examiner, is the test examiner device with the Test Administrator Interface and a monitor that duplicates the content displayed in the secure browser on the student’s computer. On the other side of the divider is the student’s computer on which the secure browser is loaded.

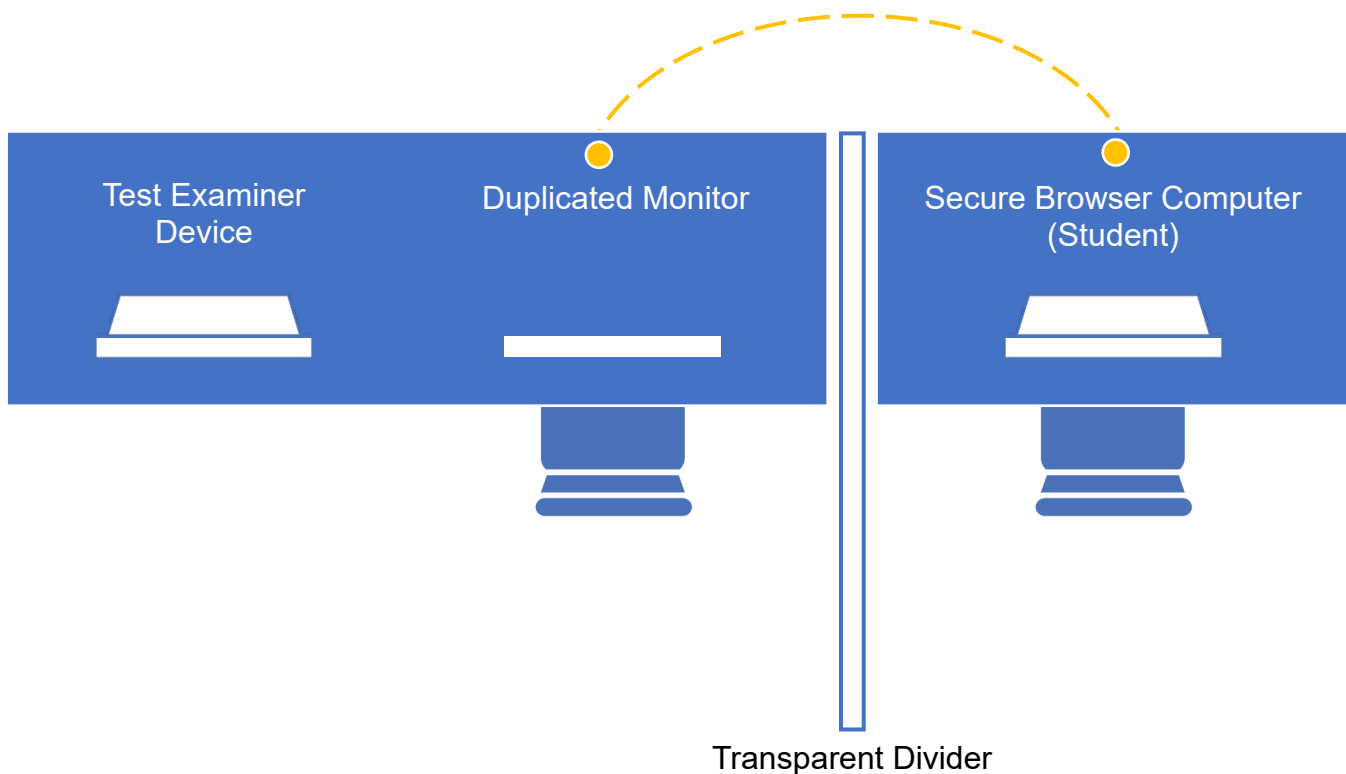


Figure 3. Possible One-on-One Testing Table Setup: Transparent Plastic Divider with the Student Entering Answers

Place a piece of transparent plastic or plexiglass between two tables. Ensure that the plastic is large enough to extend from the floor to higher than the tallest person while seated, and long enough to reach from the back of the table to 2 to 3 feet beyond the front of the table.

The **test examiner** needs both a device to use to log on to the Test Administrator Interface and a stand-alone monitor that duplicates the display of the student's computer so the test examiner can observe the student's work and monitor the student's progress. The **student** needs a computer, with a monitor attached, to use for moving through the assessment and entering answers in the secure browser.

Distance with the Test Examiner Entering Answers

The arrangement in [figure 4](#) can be used if the student is unable to access the technology independently. This configuration is laid out on a single table with the test examiner and student facing each other. On one side of the table, for the test examiner, is the test examiner device with the Test Administrator Interface as well as a separate computer, with an attached monitor, on which the secure browser is loaded. On the other side of the table, for the student, is a monitor that duplicates the content displayed in the secure browser on the test examiner's computer.

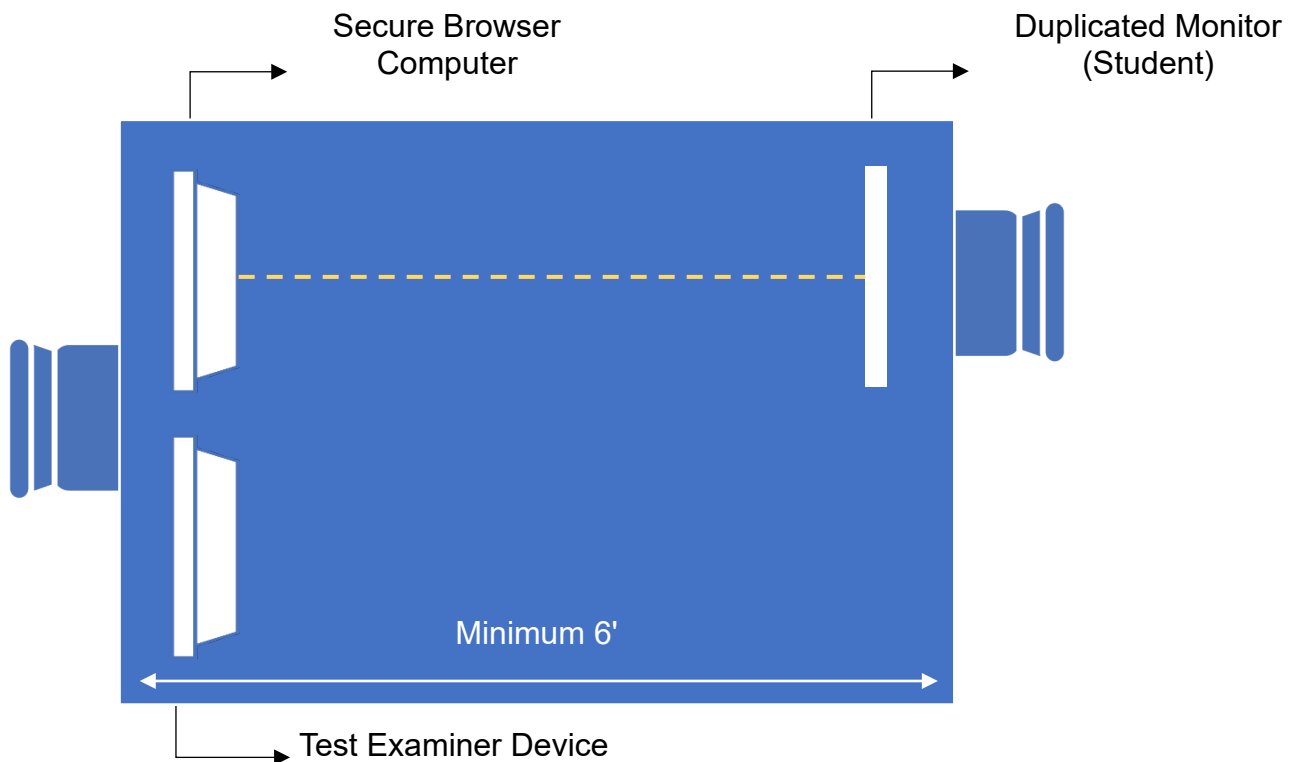


Figure 4. Possible One-on-One Testing Table Setup: Distance with the Test Examiner Entering Answers

A distance setup requires a table or desk separation that will provide a distance of 6 feet or greater. The test examiner and student sit at opposite ends of the table facing each other.

The **test examiner** needs both a device to log on to the Test Administrator Interface and a computer, with a monitor attached, to use with the secure browser when moving through the assessment and entering student answers. The **student** needs a stand-alone monitor that can duplicate the display the test examiner uses with the secure browser so the student can follow the assessment.

Distance with the Student Entering Answers

The arrangement in [figure 5](#) can be used if the student is able to independently control the mouse, keyboard, or other computer-manipulation device. This configuration is laid out on a single table with the test examiner and student facing each other. On one side of the table, for the test examiner, is the test examiner device with the Test Administrator Interface and a monitor that duplicates the content displayed in the secure browser on the student's computer. On the other side of the table is the student's computer on which the secure browser is loaded.

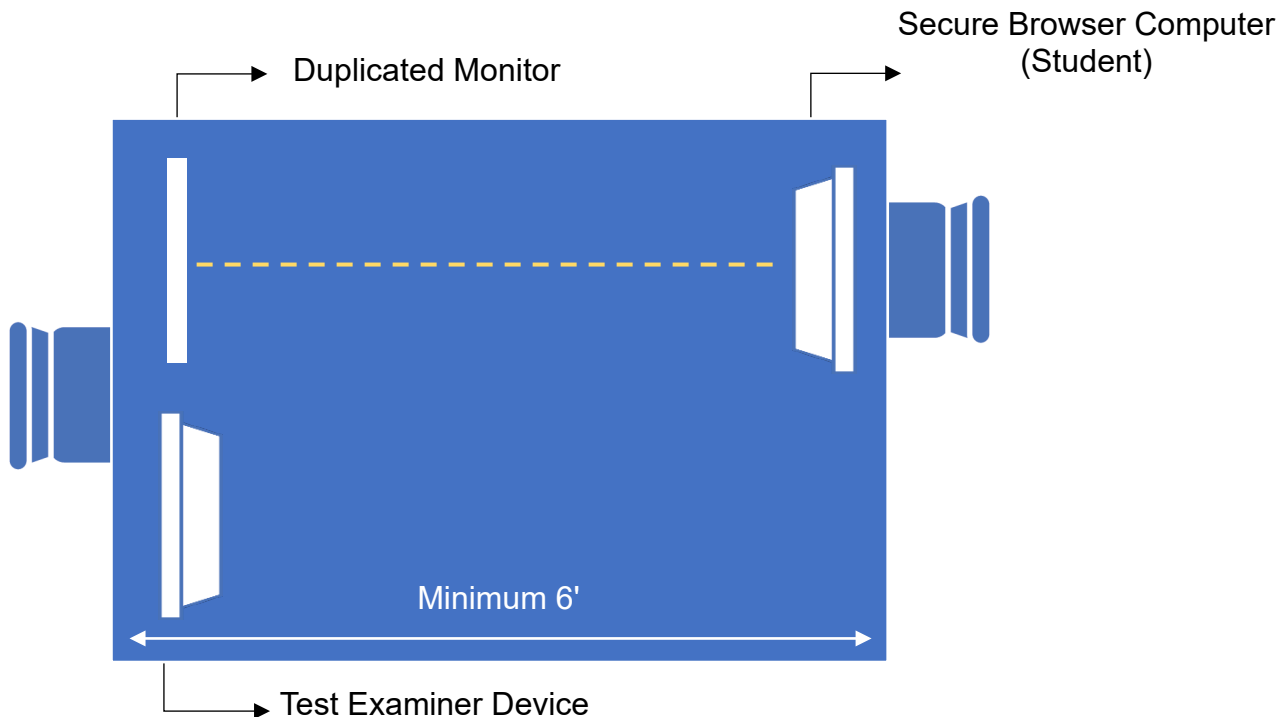


Figure 5. Possible One-on-One Testing Table Setup: Distance with the Student Entering Answers

A distance setup requires a table or desk separation that will provide a distance of 6 feet or greater. The test examiner and student sit at opposite ends of the table facing each other.

The **test examiner** needs both a device to use to log on to the Test Administrator Interface and a stand-alone monitor that duplicates the display of the student's computer so the test examiner can observe the student's work and monitor the student's progress. The **student** needs a computer, with a monitor attached, to use for moving through the assessment and entering answers in the secure browser.

Facing the Same Direction with the Test Examiner Entering Answers

The arrangement in [figure 6](#) can be used if the student is unable to access the technology independently. This configuration is laid out on a single table with the test examiner and student on the same side of the table. On one corner of the table, for the test examiner, is the test examiner device with the Test Administrator Interface as well as a separate computer, with an attached monitor, on which the secure browser is loaded. On the other corner of the same side of the table, for the student, is a monitor that duplicates the content displayed in the secure browser on the test examiner's computer.

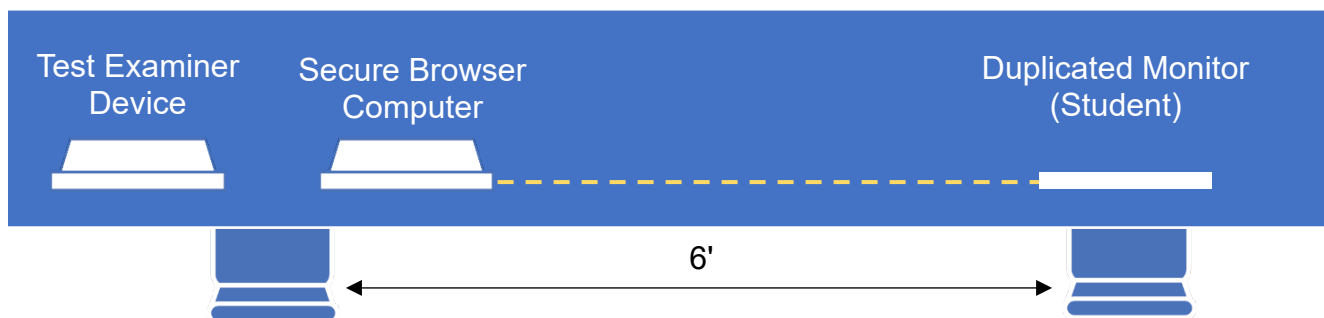


Figure 6. Possible One-on-One Testing Table Setup: Facing the Same Direction with the Test Examiner Entering Answers

An alternative distance setup requires a table or desk separation that will provide a distance of 6 feet or greater. The test examiner and student sit at opposite corners on the same side of the table or in desks facing the same wall of the room.

The **test examiner** needs both a device to log on to the Test Administrator Interface and a computer, with a monitor attached, to use with the secure browser when moving through the assessment and entering student answers. The **student** needs a stand-alone monitor that can duplicate the display the test examiner uses with the secure browser so the student can follow the assessment.

Facing the Same Direction with the Student Entering Answers

The arrangement in [figure 7](#) can be used if the student is able to control the mouse, keyboard, or other computer-manipulation device. This configuration is laid out on a single table with the test examiner and student on the same side of the table. On one corner of the table, for the test examiner, is the test examiner device with the Test Administrator Interface and a monitor that duplicates the content displayed in the secure browser on the student's computer. On the other corner of the same side of the table is the student's computer on which the secure browser is loaded.

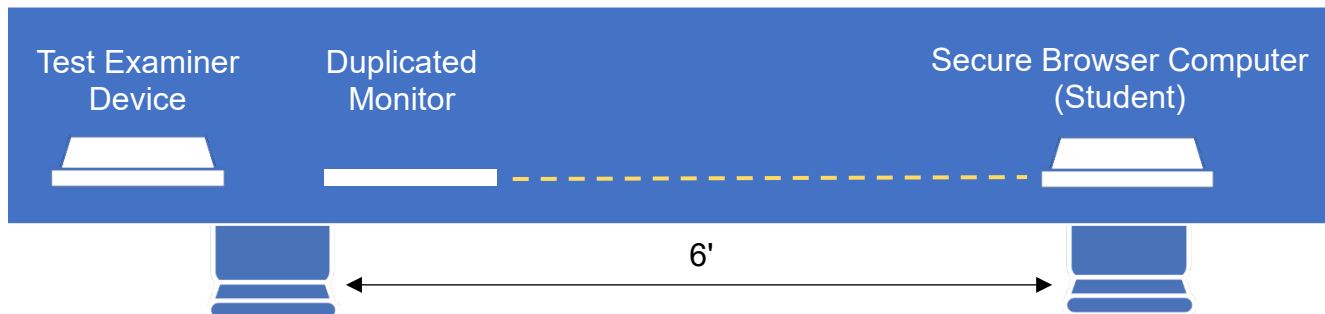


Figure 7. Possible One-on-One Testing Table Setup: Facing the Same Direction with the Student Entering Answers

An alternative distance setup requires a table or desk separation that will provide a distance of 6 feet or greater. The test examiner and student sit at opposite corners on the same side of the table or in desks facing the same wall of the room.

The **test examiner** needs both a device to use to log on to the Test Administrator Interface and a stand-alone monitor that duplicates the display of the student's computer so the test examiner can observe the student's work and monitor the student's progress. The **student** needs a computer, with a monitor attached, to use for moving through the assessment and entering answers in the secure browser.

One-on-One Testing Projected to a Screen

The arrangement in [figure 8](#) presents another possible distance setup, which requires content from the secure browser to be projected on a screen in the testing room. This configuration has the student's desk facing a screen on the wall. In a corner of the room, the test examiner's desk has the test examiner device with the Test Administrator Interface as well as a separate computer, with an attached monitor, on which the secure browser is loaded.

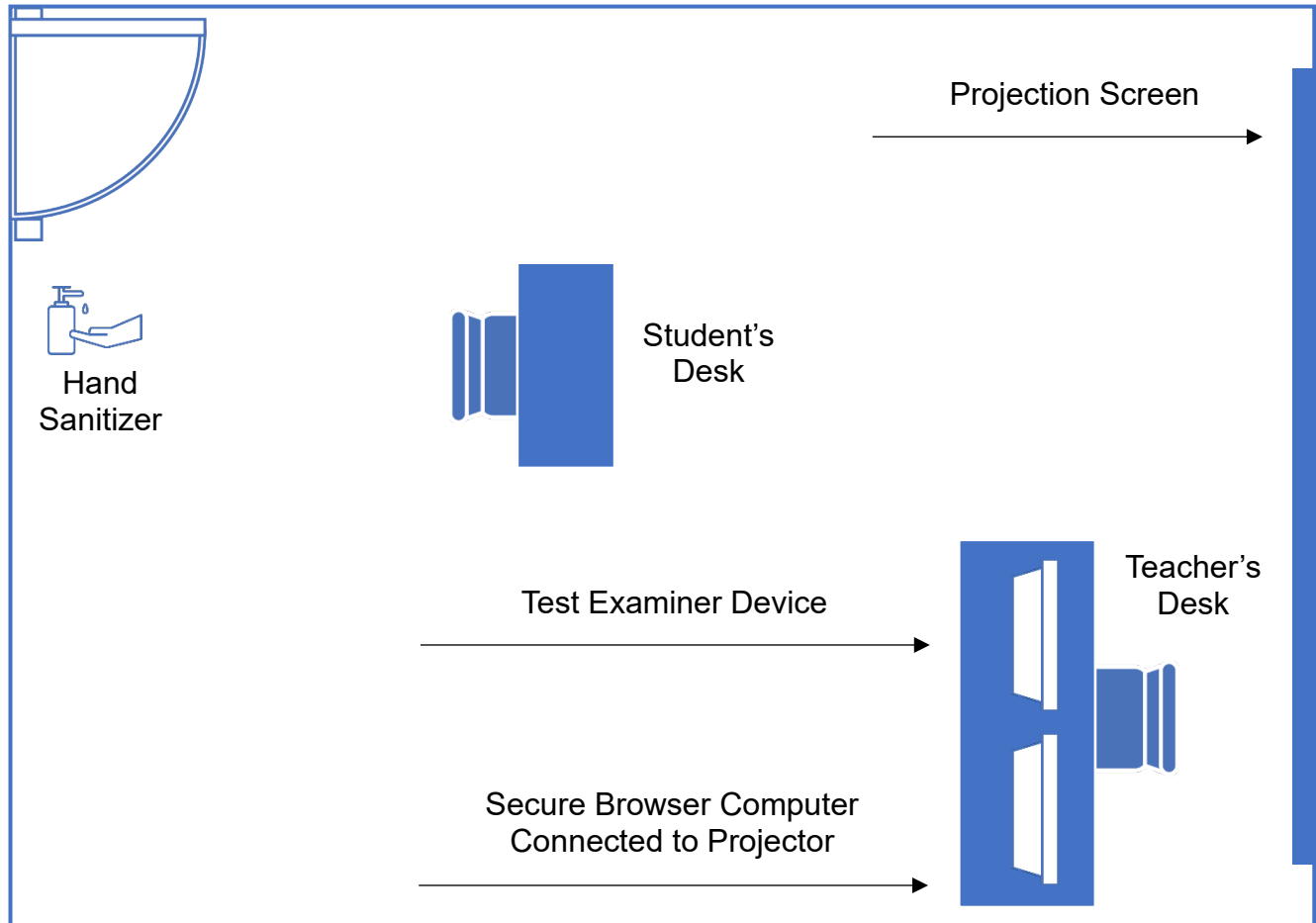


Figure 8. Possible One-on-One Testing Projected to a Screen

What follows are details about this setup:

1. The test examiner is at a desk with two devices. One device is used to access the Test Administrator Interface. The second device, which is running the secure browser, is connected to a projector. Factors to take into consideration with this setup include, but are not limited to, the following:
 - Any windows that allow persons outside of the testing room to see inside need to be covered to prevent others from seeing secure test questions.



- During administration of the ELPAC Speaking domain, a student might be too far from the computer to record the vocal responses. Not capturing the student's responses will not affect the test, scoring, or the completion status of the domain.
 - Even though there is a greater distance between the test examiner and student, masks should still be worn during the assessment.
 - This setup would be limited to students who can provide answers verbally for the questions. This distance would most likely prevent answers indicated by nonverbal students from being interpreted effectively.
2. On the computer running the secure browser, the cursor can be enlarged to assist both the test examiner and student in determining its location on the screen. This embedded designated support, called "mouse pointer," must be either assigned by the LEA coordinator or site coordinator or, for the Initial ELPAC, set in the Test Administrator Interface. The test examiner will need to ensure that the larger cursor does not distract the student or cover test content.
 3. If the student is using a testing booklet that needs to be collected, the student should leave this material on the desk for the test examiner to collect.
 4. At the end of a testing session, tables, chairs, headphones, keyboards, monitors, computers, mice, and any other external devices should be disinfected according to LEA protocol.



Program Specialist Primary District Contact 2020-21

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<p style="text-align: center;">Renée Garcia Educational Psychology, Multi-Tiered Systems of Support- Academic and Behavior</p> <p>Direct line (760) 955-3586 Support: Judy Loera (760) 955-3573</p> <ul style="list-style-type: none"> • Adelanto Elementary SD • Baker Valley USD • Barstow USD • Encore Charter Schools 	<p style="text-align: center;">Sheila Parisian Assistive Technology, Resolution Support Services, Multi-Tiered Systems of Support- Academic and Behavior</p> <p>Direct line (760) 955-3567 Support: Judy Loera (760) 955-3573</p>	<p style="text-align: center;">Karina Quezada Assessments, ADR, Educational Psychology, Multi-Tiered Systems of Support- Academic</p> <p>Direct line (760) 955-3578 Support: Cruz Gustafson (760) 955-3551</p> <ul style="list-style-type: none"> • Ballington Academy • Bright Futures Academy • Desert View NPS • Frosting NPS • Leonardo Da Vinci • Pasadena Rosebud • Oro Grande SD
<p style="text-align: center;">Linda Rodriguez Co-Teaching, Inclusion, Multi-Tiered Systems of Support- Academic</p> <p>Direct line (760) 955-3681 Support: Judy Loera (760) 955-3573</p> <ul style="list-style-type: none"> • Aveson Charter Schools • Excelsior Charter Schools • Odyssey Charter Schools • Trona JUSD • VVUHSD 	<p style="text-align: center;">Jennifer Rountree Autism, Multi-Tiered Systems of Support- Behavior</p> <p>Direct line (760) 955-3585 Support: Julie Wheeler (760) 955-3592</p> <ul style="list-style-type: none"> • Apple Valley USD • Hesperia USD • Silver Valley USD 	<p style="text-align: center;">Veronica Rousseau Early Childhood Trauma-Informed Care Multi-Tiered Systems of Support- Early Childhood Academic</p> <p>Direct line (760) 955-3587 Support: Cory Lopez (760) 955-3625</p> <ul style="list-style-type: none"> • Allegiance STEAM • D/M Operations • Needles USD • Pathways to College



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<p>Career Technical Education Adrienne Shepherd-Myles, Program Manager E-mail: Adrienne.Shepherd@cahelp.org Phone: 760-843-3982, ext. 216 Additional Contact: Bobbie Taylor Phone: 760-843-3982, ext. 214 E-mail: Bobbie.Taylor@cahelp.org</p>	<p>Business Department Marina Gallegos, Consultant Phone: 760-946-8200, ext. 270 E-mail: Marina.Gallegos@cahelp.org Additional Contacts: Accountant: Tara Deavitt Phone: 760-946-8200, ext. 278 E-mail: Tara.Deavitt@cahelp.org Manager: Thomas Flores Phone: 760-946-8200, ext. 269 E-mail: Thomas.Flores@cahelp.org</p>	<p>D/M Children's Center Theresa Vaughan, Program Manager Phone: 760-955-3585 E-mail: Theresa.Vaughan@cahelp.org Support: Norma Hernandez Phone: 760-955-3629 Email: Norma.Hernandez@cahelp.org</p>
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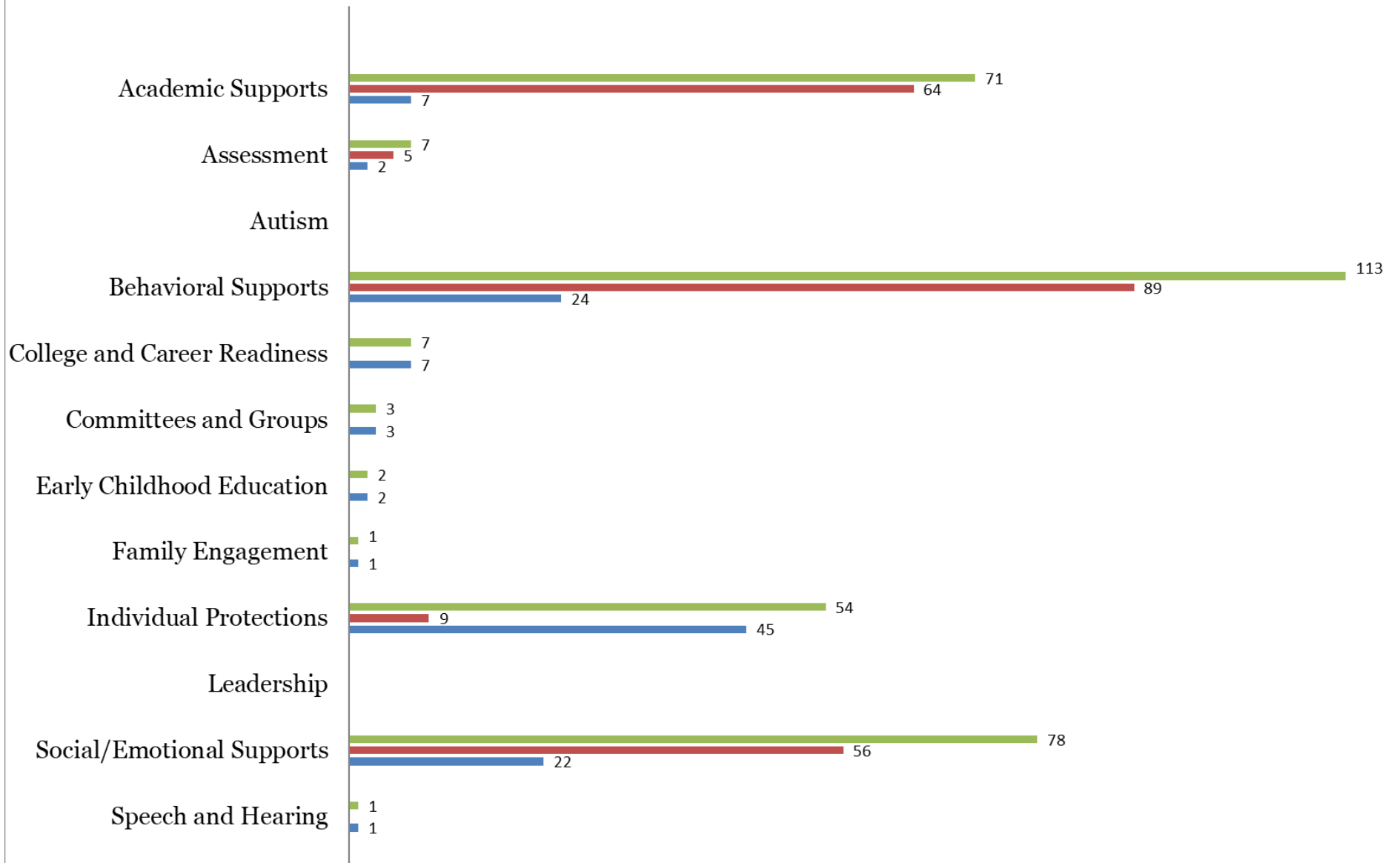
6.4 Desert/Mountain Children's Center Updates
Verbal report, no materials

D/M CHARTER SELPA PROFESSIONAL LEARNING PARTICIPATION SUMMARY

2019-2020 YEAR END TOTALS

337 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 - June 30, 2020**

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	2		11.5	1	0	0	1	0
Aveson School of Leaders	N/A	N/A	0	3	1	1.5	1		6.5	0	0	0	1	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	2		3	0	0	0	2	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	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
Taylion High Desert Academy	0	0	0	0	0	0	0		0	0	0	0	0	0
SELPA-WIDE TOTALS	0	0	2	4	6	7.5	5		22.5	1	0	0	4	0

Desert/Mountain Charter SELPA
Legal Expense Summary
As of June 30, 2020

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	\$ 58,033.90

Desert/Mountain Charter SELPA
Due Process Summary
July 1, 2020 - August 20, 2020

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	20/21	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	0
Aveson Global Leadership Acad	N/A	N/A	2	1	5	1.5	0	0	9.5		0	0	0	0	0
Aveson School of Leaders	N/A	N/A	0	3	1	1.5	0	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	0
Desert Trails Prep Academy	0	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	0
Encore High School, Riverside	N/A	N/A	0	0	0	1	1	0	2		0	0	1	0	0
Julia Lee Performing Arts Acad	N/A	N/A	N/A	N/A	N/A	0	0	0	0		0	0	0	0	0
LaVerne Elem Preparatory	0	0	0	0	0	0.5	0	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	0	0
Odyssey Charter School	N/A	N/A	0	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	0
Pasadena Rosebud Academy	N/A	N/A	N/A	N/A	N/A	1	0	0	1		0	0	0	0	0
Pathways to College	0	0	0	0	0	0	0	0	0		0	0	0	0	0
Taylion High Desert Academy	0	0	0	0	0	0	0	0	0		0	0	0	0	0
5															
SELPA-WIDE TOTALS	0	0	2	4	6	7.5	1	0	18.5		0	0	1	0	0

**Desert/Mountain Charter SELPA
Due Process Activity Summary
July 1, 2020 – August 20, 2020**

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Pre-Hearing Conference	Due Process Hearing	Status
1. LEA Case No. 2020							
2. Case No. 2020							
3. Case No. 2020							
4. Case No. 2020							

Desert /Mountain Charter SELPA
Legal Expense Summary
As of August 20, 2020

2000-2001	0.00
2001-2002	0.00
2002-2003	0.00
2003-2004	0.00
2004-2005	0.00
2005-2006	0.00
2006-2007	0.00
2007-2008	0.00
2008-2009	0.00
2009-2010	0.00
2010-2011	0.00
2011-2012	0.00
2012-2013	0.00
2013-2014	0.00
2014-2015	0.00
2015-2016	7,378.00
2016-2017	33,886.61
2017-2018	70,994.67
2018-2019	113,834.81
2019-2020	58,033.90
2020-2021	0.00



Current Results

Does the pandemic impact IEP team decisions to exit students from special ed?	07/20/20
COVID-19 Roundup--Stories	03/22/20

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[First Match](#)

"How I Advise My Clients" is a Special Ed Connection® feature that provides expert opinions from attorneys and education consultants for overcoming common problems and core challenges in the field. Each installment includes insights from multiple stakeholders, offering you a variety of perspectives to strengthen your efforts to serve students with disabilities.

'HOW I ADVISE MY CLIENTS': ≤ Does the pandemic impact IEP team decisions to exit students from special ed?

The COVID-19 outbreak is causing educators to consider how to restructure special education services while maintaining compliance with the IDEA. One important activity that requires comprehensive review during this time is how and when to terminate a student's IEP services before the student graduates or ages out of special ed eligibility.

Should districts even consider exiting students with disabilities from special education during the pandemic? If they do, what additional considerations must be made given the unprecedented extended school closures of the spring and probable intermittent in-person learning that will take place in the upcoming school year?

Special Ed Connection® *asked these and other questions to two experts in the field. Consider their responses, edited for length and clarity:*

q **Taylor M. Montgomery, Thompson & Horton LLP, Dallas:**

In almost all situations, I would not recommend exiting a student from special education during the pandemic. Exiting a student who demonstrated a continued need for special education prior to the pandemic solely based on data [collected] during remote learning is not a best practice and could potentially result in significant liability for the school district.

However, in the rare circumstance where the district has strong data from early in the school year supporting the student's exit from special education and complete and accurate data from during remote learning bolsters this position -- and there is agreement from the parents -- it may be acceptable for the student to be exited from special education so long as the additional requirements for exiting the student can also be met.

I suggest making these considerations before exiting a student from special education:

- Complete an evaluation in all areas of suspected disability to determine that the student is no longer a child with a disability. The school district will need to determine whether assessments can be safely conducted.

It is possible that this determination can be made through a review of records, but *only* if there is enough

current data to document the student's present levels of academic achievement and performance, to recognize that the child is no longer a child with a disability, and to determine the student no longer needs special education and related services. However, it is unlikely that a district will have current data that is both complete and accurate given the unique learning environments that these students have experienced since March.

- Any decision regarding exiting a student from special education must be made by the IEP committee together. Given the current health crisis, the IEP committee will likely need to meet virtually. However, the school district needs to make sure that every member of the IEP committee has access to the meeting -- COVID-19 is no excuse.

- In this situation, it is important to consider whether the student continues to have needs that should be met through a Section 504 plan. This may help minimize any challenges the student might face upon returning to campus without any of their previous special education supports in place.

q **Wayne T. Stewart, partner, Hammonds, Sills, Adkins & Guice LLP in Baton Rouge, La.:**

A student no longer needing specialized instruction and related services should be a time of celebration. However, some parents may instead feel anxiety that their child will no longer have the supports they have had for many years, academically, behaviorally, and otherwise.

In our shared time of health, social, and financial concerns, such anxieties regarding further changes in school could reasonably be more intense. For nearly all students, routines related to school have changed since mid-March. In addition to missed instruction, students missed friends; missed social, physical, and athletic opportunities; missed communication opportunities; and may have missed meals.

With that context, an IEP team's decision to exit a student from special education may have greater challenges than pre-COVID-19 days. Here are some precautions against exiting students from special education services:

- All IEP team decisions must be data- and evidence-based. A critical component of [the decision to exit a student from special ed] is having information that is current and valid. With the real physical barriers between us, hands-on activities, face-to-face interaction, and natural school-based observation are impractical if not impossible. The challenges in collecting data on current functioning should counsel against making major decisions at this time. The validity of the information in the March nine-week progress reports and report card may be questionable in light of where the student stands in July and August. As a result, exiting a student early in the SY 2020-21 may -- at a minimum -- be considered very questionable timing.

- Parents may be tired of distance or remote learning approaches for delivery of special education and refuse what's offered. Note that -- beyond initial consent to an IEP -- parental refusal of services does not equate to revocation of special education consent.

- In addition to possible regression in skills, student needs in many areas, such as social, behavioral, [and] self-help, may have changed during the past five months. The real and reasonable fears children may have developed about health and contact with others might be fostering new or exacerbating existing mental health and behavioral issues.

While there is little doubt many children progressed and developed new skills via the innovation and dedication of teachers and other school personnel as well as the care and support of parents and other family, school districts will be wise to take a good look at each student in August and beyond. With the nearly perpetual reminders of uncertainty in families' lives today, a school district raising the specter of an exit from special education could further burden such anxieties.

See also:

- [Exiting a student from special ed: Dos and Don'ts](#)
- [TOP 5 CASES: Exiting students from special education](#)

· [SmartStart: Evaluations -- Reevaluations Under IDEA](#)

For more stories and guidance on this topic, access the [COVID-19 Roundup](#).

[Kara Arundel](#) covers special education for LRP Publications.

July 20, 2020

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Dos and don'ts for conducting evaluations as school year begins

As your district explores the need to offer in-person instruction, remote instruction, or a hybrid of both, because of the pandemic, your teams may wonder how they will address evaluation requests if health and safety concerns continue for staff and students.

As no flexibility has been afforded at the federal level regarding evaluation timelines for students in grades K-12, districts will have to think creatively about how to collect the information they need to determine student eligibility for special education while keeping in mind their state guidance.

"School staff are very creative about getting these things done," said Cynthia Baasten, a school attorney at Engler Callaway Baasten & Sraga LLC in Oak Brook, Ill., during the LRP webinar COVID-19 and Child Find: Legal and Practical Considerations for IDEA Eligibility Determinations. "Conducting assessments remotely is not a new concept. This has been going on for years with military families. [And] if doctors and other health care professionals can use [remote methods], I think the argument is there that school personnel may also use [them] as long as certain measures are put into place."

Keep these dos and don'ts in mind when debating whether to evaluate a student partially or fully remotely as the pandemic continues:

✓ **Do collect a variety of data.** You want to investigate the student's overall learning loss and regression of skills, Baasten said. This necessitates more than just reviewing assessment results. Also review:

- The student's academic performance and other levels of functioning prior to school building closures.
- The student's participation in remote learning instruction and activities.
- The student's performance when receiving remote learning.

- The results of an in-person and/or remote interview and observation of the student.
- Feedback from colleagues who interacted with the student before, during, and, if possible, after remote learning.
- Feedback from the student's parents about their child's current functioning. "We're always looking for parent feedback, [but] especially now that they were the ones implementing many things during remote learning," Baasten said. "We need to piece together the data to see what can we attribute to a general learning loss or to a disability-related need."

✓ **Do determine need for observation of student in his learning environment.** If the student is suspected of having a specific learning disability, not being able to observe him in person in his learning environment may serve as a rationale for extending the timeline for the evaluation, as there is flexibility when it comes to evaluating for SLD, Baasten said. 34 CFR 300.310. But there is no flexibility when evaluating for other disabilities, so staff may have to use their judgment to weigh whether an in-person observation is necessary as part of the evaluation to determine eligibility.

X Don't give up if parents refuse in-person evaluation. If staff can take the necessary precautions and conduct a portion of the evaluation in person, but parents don't want their child to risk going, have the student's case manager document in writing that the parent declines to produce the student for an in-person evaluation, Baasten said. Try to problem solve with the parent to find a way to work around the pending assessments. "At the minimum you want to memorialize that the parent is not producing the student for the evaluation," she said.

✓ **Do complete as many portions of the evaluation as possible.** Suggest staff conduct what assessments they can remotely in accordance with a test developer's instructions and their own judgment about the validity and reliability of the results, Baasten said. If social distancing requirements allow for some in-person assessments, ask staff to do what they can do safely in person.

✓ **Do document adjustments to assessments because of COVID-19.** Have staff note in their evaluation reports the assessments that they could not complete and why, Baasten said. And have staff document the assessments they needed to do remotely because that was the only mechanism they could use and, either, they believe that the results are valid, or, that they should be considered with caution because of concerns about validity and reliability. "In Illinois, it's actually a requirement that you note nonstandard conditions in evaluation reports," she said. "I think it's best practice even if it's not required. You're basically saying, 'This is what we could get done within our statutory time period. We are coming back to the table to look at eligibility, but we wanted to note that there may be areas where we needed the information and couldn't get it, or we had to get it in a different way.'"

See also:

- Teach core instruction with interventions before formally assessing students
- QUICK TIP: Don't push when parents want to delay special ed evaluations during pandemic
- RULING ROUNDUP: Child find

For more stories and guidance on this topic, access the Return to School Roundup.

Cara Nissman covers autism, school psychology, and IEP team issues for LRP Publications.

August 18, 2020

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[DISTRICT] Emergency Services Plan
Provision of IEP Supports and Services During Emergency Conditions (Ed. Code§ 56345(a)(9))

This document is being provided because instruction or services, or both, cannot be provided to your child at his/her/their school or in person for more than 10 school days due to emergency conditions caused by fire, flood, impassable roads, epidemic, earthquake, imminent major safety hazard, a transportation services strike by non-school entity, or other official order issued to meet a state of emergency or war. Accordingly, his/her/their IEP will be provided by alternative means in light of the emergency conditions, and which take into consideration any relevant public health orders and directives.

Under emergency conditions and/or public health orders, your child's IEP may be implemented through the alternative means of distance learning. Distance learning means instruction in which a student and instructor are in different locations, and may include interaction, instruction, and check-ins between teachers, students, and families through the use of a computer or communications technology (video/audio), and/or the use of print materials, based on student needs. This applies to the special education and related services in the IEP, including supplementary aids and services, transition and extended school year services, as applicable.

STUDENT'S NAME <small>Click here to enter text.</small>		DATE <small>Click to enter a date.</small>				CURRENT EMERGENCY CONDITION: <small>Click here to enter text.</small>				
Supplementary Aids/Services: Can all supplementary aids/services be provided by alternative means in the way written in the current IEP? If yes, check box & skip section below <input type="checkbox"/>										
Supplementary Aids/Services Modified Due to Emergency Conditions		How will this be provided?				Who will provide?		When?		
<small>Click here to enter text.</small>		<small>Click here to enter text.</small>				<small>Click here to enter text.</small>		<small>Click here to enter text.</small>		
<small>Click here to enter text.</small>		<small>Click here to enter text.</small>				<small>Click here to enter text.</small>		<small>Click here to enter text.</small>		
<small>Click here to enter text.</small>		<small>Click here to enter text.</small>				<small>Click here to enter text.</small>		<small>Click here to enter text.</small>		
All IEP Services		Alternative Means by Which the IEP Will Be Provided Under Emergency Conditions: Please Check All that Could Apply for Student Depending on Current Emergency Condition					Indicate Goals Addressed/Specific Information for Service Provision			
		<small>Teacher-posted lessons, asynchronous (online or other media)</small>	<small>Virtual class meetings, synchronous</small>	<small>Personalized learning tools (virtual or paper packets, as available)</small>	<small>Scheduled teacher/staff appointments (virtual or in-person, if allowed)</small>	<small>Scheduled email check-ins (parent or student)</small>	<small>Virtual Office hours (parent or student)</small>	<small>Goal Number(s) Addressed by Service</small>	<small>Duration/Frequency</small>	<small>Comments/Notes</small>
Special Education/ Specialized Academic Instruction		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<small>Goal #</small>	<small>Click to enter text.</small>	<small>Click to enter text.</small>
Speech/Language (Related Services)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<small>Goal #</small>	<small>Click to enter text.</small>	<small>Click to enter text.</small>
BIS (Related Services)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<small>Goal #</small>	<small>Click to enter text.</small>	<small>Click to enter text.</small>
Other: <small>Click here to enter text.</small>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<small>Goal #</small>	<small>Click to enter text.</small>	<small>Click to enter text.</small>
Other: <small>Click here to enter text.</small>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<small>Goal #</small>	<small>Click to enter text.</small>	<small>Click to enter text.</small>
Other: <small>Click here to enter text.</small>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<small>Goal #</small>	<small>Click to enter text.</small>	<small>Click to enter text.</small>
Other: <small>Click here to enter text.</small>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<small>Goal #</small>	<small>Click to enter text.</small>	<small>Click to enter text.</small>
Transition Services		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<small>Goal #</small>	<small>Click to enter text.</small>	<small>Click to enter text.</small>
Extended School Year Services		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<small>Goal #</small>	<small>Click to enter text.</small>	<small>Click to enter text.</small>
Goal Numbers (if any) unable to be addressed		Rationale:								
<small>Click here to enter text.</small>		<small>Click here to enter text.</small>								
<small>Click here to enter text.</small>		<small>Click here to enter text.</small>								
<small>Click here to enter text.</small>		<small>Click here to enter text.</small>								
Additional Explanation (if necessary):										
<small>Click here to enter text.</small>										

This does not constitute a change to the District's offer of FAPE or your child's underlying IEP. Your child's IEP will be provided by these alternative means as necessary during the period of emergency conditions only. Because the nature of an emergency cannot be known in advance, the specific means by which your child's IEP will be provided in a future emergency will be determined at that time, in light of the emergency conditions.

Temporary Emergency Educational Plan & IEP Form Emergency Circumstances Consideration (Ed. Code § 56345(a)(9))

This is a Temporary Emergency Educational Plan, to go into effect if there is an emergency condition that prevents student instruction, services, or both, for more than 10 school days, due to an emergency condition. During a qualifying emergency, the IEP will be implemented by alternative means, to the greatest extent feasible, in light of the emergency conditions and/or applicable public health orders. As soon as is practical, following the determination that instruction or services, or both, cannot be provided, either at the school or in person, for more than 10 school days due to a qualifying emergency, this Temporary Emergency Educational Plan will be implemented. Once the emergency ends, special education, instruction, supports and services will revert back to the operative IEP in place prior to the emergency.

Services in Current IEP	Alternative Means to Implement IEP Under Emergency Conditions: Check Appropriate Boxes							Goals Addressed & Information for Provision of Services	
	Asynchronous Instruction Teacher-Posted Lessons [Online or Other Media]	Synchronous Instruction Virtual Class Meetings	Personalized Learning tools (Virtual or Paper Packets)	Scheduled teacher/staff appointments (virtual or in-person, as available)	Scheduled email check-ins (parent or student)	Virtual office hours/ In person office hours (drop in; parent or student)	Other: Explain	Goal Number(s) Addressed by Service	Notes: Day/Time of Contact, Support for Staff, Family Input information Tasks/Materials Provided
Specialized Academic Instruction									
Speech/language									
BIS									
Other:									
Other:									
Other:									
Transition Services									
Extended School Year Services									
Goal Numbers (if any) unable to be addressed through Distance Learning		Rationale:							
Supplementary Aids/Services: Can all supplementary aids/services be provided by alternative means in the way written in the current IEP? If yes, check box & skip section below:									
Supplementary Aids/Services Modified Due to Emergency Circumstances		How will this be provided?					Who will provide?		When?

This Temporary Emergency Educational Plan does not constitute a change to the District's offer of FAPE. Because the nature of any future emergency cannot be known in advance, the specific alternative means by which the IEP will be provided in a future emergency will be determined at the time, in light of the circumstances.

Utilizing Restorative Practices in the Virtual Classroom

This overview will provide educators with an introduction to the continuum of Restorative Practices. Participants will increase knowledge of social emotional practices through classroom rituals and utilize specific questions to prompt discussions for healthy social emotional interaction using a virtual platform.

Presented By

Kami Murphy
Program Manager

Pamela Strigglers
Prevention and Intervention Lead Specialist

Date

August 19, 2020

Time

Training time: 2:30 - 4:00 p.m.

Location

Virtual training, a link will be sent to each participant after registering.

Audience

Special education teachers, general education teachers, paraprofessionals, site administrators, and district administrators.



Cost

Free to attend

Registration

Please register online at:

<https://sbcss.k12oms.org/52-188847>

Special Accommodations

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



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<https://sbcss.k12oms.org>

COSTS SAVED WITH POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS (PBIS)

CATHERINE BRADSHAW, SARAH LINDSTROM JOHNSON, YIFAN ZHU, & ELISE PAS

PURPOSE OF THE STUDY

While preventive efforts like PBIS are associated with significant impacts on student outcomes, oftentimes cost data are overlooked by administrative decision-makers. The goal of this study is to highlight the immediate and long-term cost savings associated with state-wide implementation of PBIS.



WHAT IS PBIS?

Positive Behavior Interventions and Supports (PBIS) is a ***multi-tiered prevention framework that builds systems and structures to support the implementation of evidence-based practices, which are monitored and adapted through data-based decision-making.***

PBIS aims to promote positive student behavior by improving school climate and reducing discipline problems.

WHY IS PBIS IMPORTANT?

When implemented at school-wide and state-wide levels, PBIS has demonstrated **significant effects across multiple student behavioral, social emotional, and academic outcomes, a reduction in student need for additional supports, and improvements in ratings of school climate.**

The above benefits of PBIS could provide considerable cost savings for states and schools.



DETERMINING COST SAVINGS

Total Cost savings were calculated by considering:

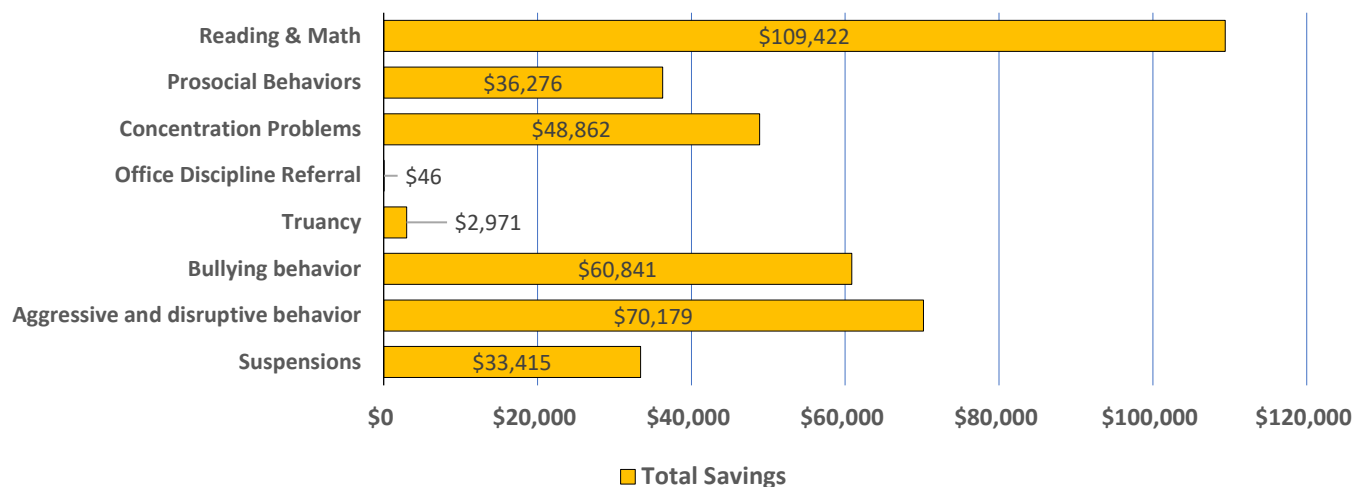
- *Effect sizes*, which show the impact of Tier 1 PBIS implementation on academic, behavioral, and mental health outcomes from previous studies.
- *Shadow costs*, which represent the cost to obtain one of the measured outcomes. For most outcomes, these accrued over a period of 8 years for elementary students and 4 years for secondary students.
- A *discount rate* of 3% to demonstrate the decreased worth of future money.

OVERVIEW OF FINDINGS

- PBIS implementation is associated with significant cost savings for schools and states across all academic, behavioral, and mental health outcomes.
- Cost savings were highest for:
 - Gains in standardized testing for reading and math for elementary and secondary students.
 - Reductions in aggressive and disruptive behaviors, and bullying behavior for elementary students.

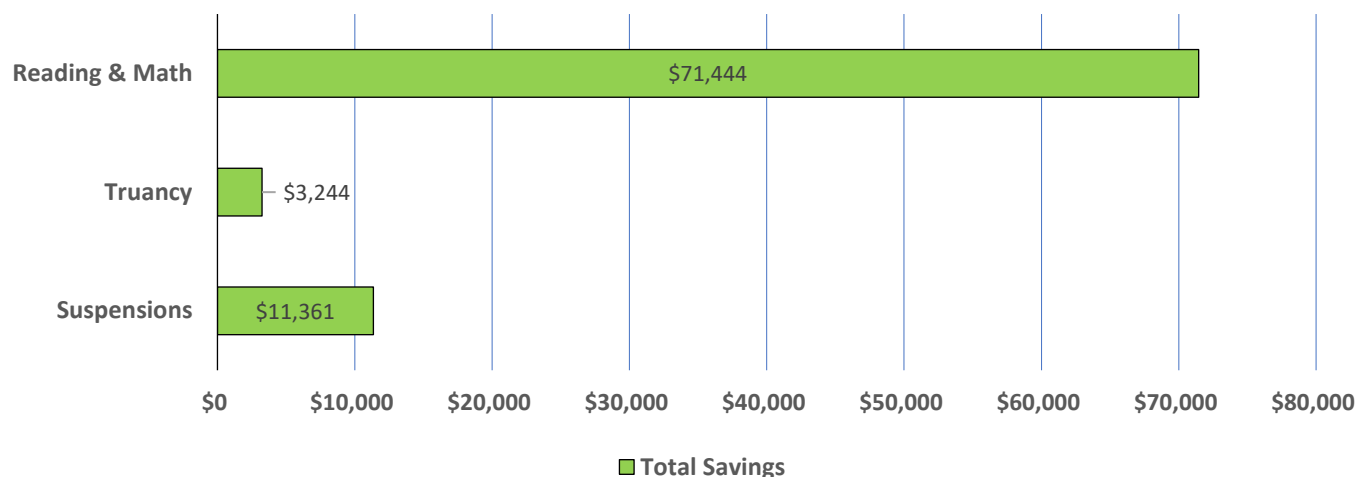
KEY FINDINGS

PBIS Benefit per 100 Students by Outcome across Elementary Schools



Significant Cost Savings: Improvements in reading & math proficiency (Total Savings = \$109,422) and reductions in aggressive and disruptive behavior (Total Savings = \$70,179), bullying behavior (Total Savings = \$60,841), suspensions (Total Savings = \$33,415), and concentration problems (Total Savings = \$48,862)

PBIS Benefit per 100 Students by Outcome across Secondary Schools



Significant Cost Savings: Improvements in reading & math proficiency (Total Savings = \$71,444) and reductions in suspensions (Total Savings = \$11,361)

IMPLICATIONS

- This study found a solid return on investment for PBIS, specifically, a net total cost savings in present value of \$368,000 per 100 students in elementary school and \$86,000 for students in secondary school.
- The potential for PBIS preventing behavioral and mental health symptoms and maximizing cost savings can benefit federal and state agencies (e.g., juvenile justice, mental health) beyond education.
- Given these savings, there is a need for increased recognition and partnership to encourage the blending of funding across agencies to support quality implementation of PBIS and other such evidence-based approaches.

Evidence-Based Classroom Practices: Considerations to Support COVID-19 Distance Learning

Evidence-Based Classroom Practice	Observations for Each EBCP	Considerations for Distance Learning
	Physical Classroom	Virtual Classroom
<p>1. Physical Design</p> <p>One or more of the following observations are observed</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Layout of the classroom is such that facilitates the most typical instructional activities (e.g., small group, whole group, learning centers) <input type="checkbox"/> Furniture is arranged to allow for smooth teacher and student movement <input type="checkbox"/> Instructional materials are neat, orderly, and ready for use <input type="checkbox"/> Post materials that support critical learning content and learning strategies (e.g., word walls, steps for writing process, math formulas) 	<ul style="list-style-type: none"> <input type="checkbox"/> Consider offering a few minutes of planned unstructured time using the chat feature to settle students <input type="checkbox"/> The entry activity could be shared on the screen as they log in
<p>2. Routines</p> <p>One or more of the following observations are observed</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Evidence of predictable patterns and activities <input type="checkbox"/> Evidence that routines and procedures are taught directly <input type="checkbox"/> Students are recognized when they successfully follow classroom routines & procedures <input type="checkbox"/> Students are encouraged to use self-management skills <input type="checkbox"/> Evidence of student-guided schedules and routines 	<ul style="list-style-type: none"> <input type="checkbox"/> Greet your students positively when they log in <input type="checkbox"/> Greet them by name, share a positive comment, and direct them to the first activity <input type="checkbox"/> Create and communicate routines for each learning activity and the overall period of online instruction
<p>3. Expectations</p> <p>One or more of the following observations are</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Evidence of 3-5 school-wide expectations adopted in the classroom <input type="checkbox"/> Expectations are observable, measurable, positively stated, understandable, and 	<ul style="list-style-type: none"> <input type="checkbox"/> Keep the same school-wide behavior expectations. Applying them online will help them see that the same systems apply regardless of location (even at home in front of a screen)

Evidence-Based Classroom Practices: Considerations to Support COVID-19 Distance Learning

<p>observed</p>	<p>always applicable</p> <ul style="list-style-type: none"> <input type="checkbox"/> Expectations are taught using examples and non-examples and with opportunities to practice & receive feedback <input type="checkbox"/> Evidence of student involvement in defining the 3-5 school-wide expectations within the classroom routines <input type="checkbox"/> Students are committed to supporting the expectations 	<ul style="list-style-type: none"> <input type="checkbox"/> Use online activities as your settings. <input type="checkbox"/> Teach technology explicitly by creating an initial lesson solely on how to use the technology in the way you want, before you start into academic content
<p>4. Supervision</p> <p>Active supervision includes all the following</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Scanning: Visual sweep of entire space <input type="checkbox"/> Moving: Continuous movement, proximity <input type="checkbox"/> Interacting: Verbal communication in a respectful manner, pre-corrections, non-contingent attention, specific verbal feedback 	<ul style="list-style-type: none"> <input type="checkbox"/> Provide visual precorrections right on the screen <input type="checkbox"/> Correct behavior privately via a private chat message to the student <input type="checkbox"/> Use the “praise around” strategy to acknowledge publicly those who are on track. Be ready to praise the student once they show expected behavior
<p>5. Opportunity</p> <p>At least one of the following is observed</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Individual or small-group questioning <input type="checkbox"/> Choral responding <input type="checkbox"/> Nonverbal responding 	<ul style="list-style-type: none"> <input type="checkbox"/> Try polling software or other tools <input type="checkbox"/> Use of video. Consider whether to require students to have video on at all times or only for specific activities <input type="checkbox"/> Use of audio. If you want students to mute and unmute themselves, make sure to teach and practice it <input type="checkbox"/> Use of chat. Set expectations for the use of chat during each type of activity

Evidence-Based Classroom Practices: Considerations to Support COVID-19 Distance Learning

References

*These five EBCPs were recommended for focus areas by the National Technical Assistance Center for PBIS when considering schools for recognition and were based on the following document:

Supporting and Responding to Behavior: Evidence-Based Classroom Strategies for Teachers

<https://www.pbis.org/common/cms/files/pbisresources/Supporting%20and%20Responding%20to%20Behavior.pdf>

Center on Positive Behavioral Interventions and Supports (March 2020). Creating a PBIS Behavior Teaching Matrix for Remote Instruction. University of Oregon. www.pbis.org

School Mental Health and Social Emotional Learning to Support the Safe Reopening of Schools Trainings 2020-21

Cost offset per SB 82 Triage grant.

For further training information as well as additional trainings provided, please visit www.cahelp.org.

Utilizing Restorative Practices in the Virtual Classroom

This overview will provide educators with an introduction to the continuum of Restorative Practices. Participants will increase their knowledge of social emotional practices through classroom rituals and utilize specific questions to prompt discussions for healthy social emotional interaction using a virtual platform.

Date: August 19, 2020

Time: 2:30-4:00 p.m.

Register Online at: <https://sbcss.k12oms.org/52-188847>

It's All About Relationships! Tips in Creating a Nurturing and Responsive Environment for All

Identify quick and easy practical tips that you could use tomorrow to increase effective interactions with children and families utilizing the tiered approach.

Date: August 26, 2020

Time: 10:30-11:45 a.m.

Register Online at: <https://sbcss.k12oms.org/52-188838>

Learn strategies to use during distant learning and in the classroom for when children physically return to school.

Date: August 28, 2020

Date: September 11, 2020

Time: 2:00-3:00 p.m.

Register Online at: <https://sbcss.k12oms.org/52-189227>

Effective Classroom Strategies for Students with Mental Health Disorders

This workshop will focus on providing participants with strategies for effectively working with students with mental health and common mental health disorders. The workshop will also provide strategies for application in the classroom, including virtual considerations.

Date: September 10, 2020

Time: 1:00-2:30 p.m.

Register Online at: <https://sbcss.k12oms.org/52-188839>

Interconnecting Systems with School Based Mental Health Supports and PBIS Overview

This overview will describe how school teams can work to develop a multi-tiered system of prevention, intervention, and triage supports; which include: early identification, crisis intervention and resource connections for children and families. The purpose of an integrated system is to create a school culture that promotes wellness of the whole child.

Date: September 16, 2020

Time: 2:00-3:30 p.m.

Register Online at: <https://sbcss.k12oms.org/52-188836>

Raising Awareness to Youth Mental Health

This workshop series is designed to provide participants with a basic understanding of youth mental health and will address the emotional/mental health impact of the current pandemic.

Date: September 18, 2020 &

Date: September 23, 2020

Time: 2:00-3:00 p.m.

Register Online at: <https://sbcss.k12oms.org/52-189228>

Regaining School Muscle Memory: The Fundamentals of Behavior Overview

Are you anticipating the return to school post the COVID-19 pandemic? Do you feel concerned about the possible behaviors that may occur once you and your students return to school? In this presentation, participants will obtain knowledge on how to proactively address behaviors in the classroom. Topics will include a basic review of behavioral concepts, the impact of unexpected school closures on students, replacement behaviors, and environmental arrangement. Different ways to disseminate the information school-wide will be discussed.

Date: September 22, 2020

Time: 1:30-3:30 p.m.

Register Online at: <https://sbcss.k12oms.org/52-188829>

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: October 21, 2020

Time: 1:00-2:30 p.m.

Register Online at: <https://sbcss.k12oms.org/52-188828>

Bullying Prevention Overview

This course provides simple and clear strategies to prevent and intervene with bullying problems on school campuses, including modern day challenges associated with social media.

Date: October 27, 2020

Time: 2:00 - 3:30 pm

Register Online at: <https://sbcss.k12oms.org/52-183714>

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 classrooms. Practical SEL resources will be provided to participants.

Date: October 28, 2020

Time: 12:30-2:30 p.m.

Register Online at: <https://sbcss.k12oms.org/52-183722>

Family Fun Days

The Outreach Team offers Family Fun Days during the school year to promote family engagement and connection. Our team will offer a fun family environment with family games, crafts, and a story. We will have topics that focus on self-care, social emotional learning, feelings, kindness, and family connection. Families will also have the opportunity to connect with other families in our community. Join our Outreach Team for a few hours of family fun

Date: October 30, 2020

Register Online at: <https://sbcss.k12oms.org/52-187861>

Date: November 23, 2020

Register Online at: <https://sbcss.k12oms.org/52-188274>

Date: December 21, 2020

Register Online at: <https://sbcss.k12oms.org/52-188275>

Time: 1:00-3:00 p.m.

Universal Screener Overview

This overview will guide participants with the benefits of universal screening for behavior and will explore example universal screeners. Similar to data from academic screening tools, data from universal screening tools can be used in tiered systems of support to (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, practices, and programs.

Date: February 16, 2021

Time: 1:00 pm - 2:30 pm

Register Online at: <https://sbcss.k12oms.org/52-183710>

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: March 11, 2021

Time: 8:30 am - 3:30 pm

Register Online at: <https://sbcss.k12oms.org/52-188840>

***If there are additional needs please contact preventionandintervention@cahelp.org**



MEMORANDUM

DATE: August 5, 2020

TO: Special Education Directors and CALPADS Coordinators

FROM: Colette Garland
MIS Support Analyst

SUBJECT: California Longitudinal Pupil Achievement Data System

As we begin the 2020/21 school year, the Desert/Mountain SELPA and Desert/Mountain Charter SELPA are requesting access to all California Longitudinal Pupil Achievement Data System (CALPADS) LEA accounts as administrators. We are requesting account access for Colette Garland, MIS Support Analyst and Terri Nelson, MIS Program Technician in order to submit jobs, access LEA reports, and the ability to clear certification errors on behalf of the LEAs. This request is to provide support to each LEA to ensure compliance and timely certification with CALPADS and the California Department of Education by set deadlines.

As always, thank you for your continued support and collaboration. We hope this request will be welcomed by each of you.

If you have any further questions, please feel free to contact me at (760) 955-3565 or email me at colette.garland@cahelp.org.

Participating in Virtual Meetings



At times, you may not be able to join a special education meeting in person. Fortunately, technology allows meetings to be held virtually, by phone or via the Internet. This is now happening with many different kinds of meetings—IEP Team meetings, mediations, resolution sessions, and due process hearings.

IEP Meetings

Mediations

Other

Preparing for the Meeting



Ask how student privacy will be protected.



Share any technology concerns or potential barriers you may have about participating in the meeting virtually.



Ask about the technology platform that will be used. What's required for using it successfully?



Ask for an agenda.



Ask about virtual meeting norms. Examples include: use video if possible, keep the focus on the child, and mute yourself when you are not speaking.



You may find it helpful to invite a support person to the virtual meeting. Determine how you will communicate with each other during the virtual meeting.



Before the meeting, share concerns and possible solutions as well as any relevant documentation.

Technology Tips

- 1 Test out technology and make sure devices are charged.
- 2 Have a back-up plan ready in case technology issues arise.
- 3 Join the meeting 10-15 minutes early.
- 4 Turn off any notifications on your computer desktop.
Use headphones or a headset with a built-in microphone when possible. Mute yourself when you are not speaking.
- 5
- 6 Be aware when your webcam is on.
- 7 Participate in a quiet location where others will not overhear your discussion.

Participating in the Meeting



1

Be patient—technology may not work as intended. Assume that everyone is doing their best.

2

Listen closely and wait to share your thoughts and ideas until the current speaker finishes.

3

Introduce yourself before speaking and use video if possible.

4

Stop frequently and provide enough wait time to allow for questions and feedback.

Contact your federally-funded parent center or district for assistance.



Participando en Reuniones Virtuales



A veces, es posible que no pueda unirse a una reunión de educación especial en persona. Afortunadamente, la tecnología permite que las reuniones se realicen virtualmente, por teléfono o por Internet. Esto sucede ahora con muchas reuniones: reuniones del equipo del IEP, mediaciones, sesiones de resolución y audiencias del debido procedimiento legal.

Reuniones del IEP

Mediaciones








Otras Reuniones

Consejos de Tecnología

- 1 Pruebe la tecnología y asegúrese de que los dispositivos estén cargados.
- 2 Tenga un plan de respaldo listo en caso de que surjan problemas técnicos.
- 3 Únase a la reunión 10-15 minutos antes.
- 4 Apague cualquier notificación en el escritorio de su computadora.
- 5 Use auriculares o auriculares con micrófono incorporado cuando sea posible. Silénciese cuando no esté hablando.
- 6 Esté atento cuando su cámara web esté encendida.
- 7 Participe en un lugar tranquilo donde otros no escuchen su discusión.

Póngase en contacto con su distrito o centro de padres financiado con fondos federales para obtener ayuda.

Preparándose para la reunión

-  Pregunte cómo su privacidad será protegida.
-  Comparta cualquier preocupación o barreras potenciales que usted pueda tener con respecto a su participación en la reunión virtual.
-  Pregunte sobre la plataforma tecnológica que se utilizará. ¿Qué se requiere para usarla con éxito?
-  Pida una agenda.
-  Pregunte sobre las normas de reuniones virtuales. Los ejemplos incluyen: usar video si es posible, mantener el enfoque en el niño y silenciarse cuando no está hablando.
-  Puede resultarle útil invitar a una persona de apoyo a la reunión virtual. Determine cómo se comunicarán entre sí durante la reunión virtual.
-  Antes de la reunión, comparta inquietudes y posibles soluciones, así como cualquier documentación relevante.

Participando en la Reunión



- 1 Sea paciente: la tecnología puede no funcionar como se esperaba. Asuma que todos están haciendo lo mejor que pueden.
- 2 Escuche atentamente y espere a que termine el orador actual para compartir sus pensamientos e ideas.
- 3 Preséntese antes de hablar y use video si es posible.
- 4 Deténgase con frecuencia y proporcione suficiente tiempo de espera para permitir preguntas y comentarios.



Schedule Planner Template for Version 1

Use the template in [Table 9](#) to aid in scheduling testing for your student(s) based on when the related content will be taught.

Test Examiner: _____

School: _____

Grade: _____

Table 9. 2020–21 CAA for Science Grade Five Testing Planner Template

Associated Science Connectors	Date(s) Related Instructional Content Will Be Taught	Scheduled Testing Date(s)
Earth and Space Sciences: 4-ESS1-1: Fossils 5-ESS3-1: Protecting Earth	Add date(s) here:	Add date(s) here:
Life Sciences: 4-LS1-1: Survival Structures 3-LS3-1: Inherited Traits	Add date(s) here:	Add date(s) here:
Physical Sciences A: 3-PS2-1: Force Directions 5-PS1-3: Material Properties	Add date(s) here:	Add date(s) here:
Physical Sciences B: 3-PS2-1: Motion 4-PS3-2: Energy	Add date(s) here:	Add date(s) here:



California Assessment Accessibility Resources Matrix

The California Assessment Accessibility Resources Matrix (Accessibility Matrix) displays the embedded and non-embedded universal tools, designated supports, and accommodations (UDAs) allowed as part of the California Assessment of Student Performance and Progress (CAASPP) and English Language Proficiency Assessments for California (ELPAC) Systems for 2020–21.

To determine the use of resources for individual students, this document should be used in conjunction with the following:

- *Smarter Balanced Consortium: Usability, Accessibility, and Accommodations Guidelines* (<https://portal.smarterbalanced.org/library/en/usability-accessibility-and-accommodations-guidelines.pdf>)
- *California Science Test Accessibility Supports for Operational Testing* (<https://www.cde.ca.gov/ta/tg/ca/documents/castaccesssupt.pdf>)
- *California Spanish Assessment Accessibility Supports for Operational Testing* (<http://www.caaspp.org/rsc/pdfs/CSA.accessibility-considerations.2018.pdf>)
- *English Language Proficiency Assessments for California Accessibility Resources for Operational Testing* (<https://www.cde.ca.gov/ta/tg/ep/documents/accessibilityresources.docx>)
- *California Code of Regulations* (<http://bit.ly/2eHz72b>), Title 5 (5 CCR), sections 850 through 864 of the CAASPP regulations and sections 11517.6 through 11519.5 of the ELPAC regulations

The appropriate use of UDAs on CAASPP computer-based tests and ELPAC computer-based and paper-based tests are restricted to only those identified in this document. For UDAs for CAASPP special-form tests, please visit caaspp.org. Embedded resources are digitally delivered as part of the technology platform for the computer-based tests. Non-embedded resources are available when provided by the local educational agency (LEA) for either computer-administered or special-form tests. Keep the following in mind:

- Some embedded UDAs are available only for specific items (i.e., test questions) or specific domains for which they are allowed.
- If a non-embedded resource is shown to be available for “allowed items,” it may be used only for the specific items for which the embedded version of the resource is available.
- The accessibility resources in the Accessibility Matrix identified as UDAs are available for the listed, approved assessments and do not change the construct of what is being assessed. Students who receive these accessibility resources will receive a valid score.

The Accessibility Matrix contains five parts:

Part 1—[Universal Tools](#)

Part 2—[Designated Supports](#)

Part 3—[Accommodations](#)

Part 4—[Instructional Supports and Resources for the Alternate Assessments](#)

Part 5—[Unlisted Resources](#)

Note that Part 5—Unlisted Resources includes a list of pre-identified unlisted resources that have been determined to change the construct being measured.

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 (EM) and non-embedded (Non-EM) universal tools for the following California tests: Smarter Balanced and California Alternate Assessment (CAA) for English language arts/literacy (ELA), mathematics, and science; California Science Test (CAST); the California Spanish Assessment (CSA); the computer-based ELPAC (ELPAC-CBA); and the paper-based ELPAC (ELPAC-P).

Universal Tool	EM	Non-EM	ELA	Math	CAST	CSA	ELPAC-CBA	ELPAC-P	Description
Breaks	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	<p>For CAASPP the number of items per session can be flexibly defined based on the student’s need. Students may take a break when needed. Students may require extra time to complete the assessment if using this resource.</p> <p>For the ELPAC, breaks, including those during testing over more than one day, between the domains are permitted. Breaks may be permitted for students who need additional time to finish testing in a domain to allow for rescheduling. However breaks in the middle of a domain as identified in the students individualized education program (IEP) are allowed as an accommodation. Refer to the breaks accommodation.</p>

California Assessment Accessibility Resources Matrix

Universal Tool	EM	Non-EM	ELA	Math	CAST	CSA	ELPAC -CBA	ELPAC -P	Description
Calculator	Yes	No	No	Yes	Yes	No	No	No	<p>An embedded on-screen digital calculator can be accessed for calculator-allowed items when students select the calculator button.</p> <p>For mathematics, this tool is available only on the specific items for which the <i>Smarter Balanced Item Specifications</i> indicated as appropriate in grades 6–8 and grade 11.</p> <p>For science, this tool is available as a four-function calculator for grade 5 and a scientific calculator for grade 8 and high school.</p> <p>Because the CAAs are administered in a one-on-one setting, this resource is not applicable to the CAAs.</p>
Digital notepad	Yes	No	Yes	Yes	Yes	Yes	Yes	No	This tool is used for making notes about an item. It is item-specific and available through the end of the test segment.
English dictionary	Yes	Yes	Yes	No	No	No	No	No	An English dictionary is available for the full-write portion of an ELA performance task, but not for short paragraph responses. A full-write is the second part of a performance task.
English glossary	Yes	No	Yes	Yes	Yes	No	No	No	Grade- and context-appropriate definitions of specific construct-irrelevant terms are shown, in English, in a pop-up window on the screen.

California Assessment Accessibility Resources Matrix

Universal Tool	EM	Non-EM	ELA	Math	CAST	CSA	ELPAC -CBA	ELPAC -P	Description
English thesaurus	Yes	Yes	Yes	No	No	No	No	No	A thesaurus is available for the full-write portion of an ELA performance task, and not available for short-paragraph responses. A thesaurus contains synonyms of terms in the text with which a student interacts on the assessment. A full write is the second part of a performance task.
Expandable items	Yes	No	Yes	Yes	Yes	Yes	Yes	No	Each item can be expanded so it takes up a larger portion of the screen.
Expandable passages	Yes	No	Yes	Yes	Yes	Yes	Yes	No	Each passage or stimulus can be expanded so it takes up a larger portion of the screen.
Global notes	Yes	No	Yes	No	No	No	No	No	Global notes is a notepad that is available for ELA performance tasks in which students complete a full write; it is not for short-paragraph responses. A full write is the second part of a performance task. The student selects the notepad icon for the notepad to appear.
Highlighter (embedded)	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	The highlighter is a digital tool for marking desired text, item questions, and item answers or parts of them with a color.
Highlighter (non-embedded)	No	Yes	No	No	No	No	No	Yes	A highlighter may be used in the test book in grades two through twelve.
Keyboard navigation	Yes	No	Yes	Yes	Yes	Yes	Yes	No	Navigation through text can be accomplished by using a keyboard (using the function keys instead of a mouse).

California Assessment Accessibility Resources Matrix

Universal Tool	EM	Non-EM	ELA	Math	CAST	CSA	ELPAC -CBA	ELPAC -P	Description
Line reader (embedded)	Yes	No	Yes	Yes	Yes	Yes	Yes	No	The student uses an on-screen tool to assist in reading by raising and lowering the tool for each line of text on the screen.
Line reader (non-embedded)	No	Yes	No	No	No	No	No	Yes	The student may use a paper line reader.
Mark for review (embedded)	Yes	No	Yes	Yes	Yes	Yes	Yes	No	This tool allows the student to flag items for future review during the assessment.
Mark for review (non-embedded)	No	Yes	No	No	No	No	No	Yes	Students may mark in their test books, including noting items for review, using highlighters in grades 2–12. In grades 3–12, students may use other writing utensils in addition to a highlighter.
Math tools	Yes	No	No	Yes	Yes	No	No	No	These digital tools (i.e., embedded ruler, embedded protractor) are used for measurements related to specific items.
Oral clarification of test directions by the test examiner in English	No	Yes	No	No	No	No	Yes	Yes	The test examiner provides clarification of test directions to students in English.
Science charts	Yes	No	No	No	Yes	No	No	No	These digital tools (i.e., periodic table of the elements and reference sheets) are available for students in grade 8 and high school.

California Assessment Accessibility Resources Matrix

Universal Tool	EM	Non-EM	ELA	Math	CAST	CSA	ELPAC -CBA	ELPAC -P	Description
Science tools	Yes	No	No	No	Yes	No	No	No	These digital tools (i.e., analog clock, laboratory equipment) are available for all grade levels.
Scratch paper	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	<p>Students may use blank scratch paper to make notes, write computations, record responses, or create graphic organizers.</p> <p>Only plain paper or lined paper is appropriate for ELA and ELPAC.</p> <p>Graph paper is required beginning in grade 6 and can be used on all math assessments. A whiteboard with marker may be used as scratch paper.</p> <p>As long as the construct being measured is not impacted, assistive technology devices, including low-tech assistive technology (Math Window), are permitted to make notes, including the use of digital graph paper. The use of assistive devices without the internet is allowed.</p>
Spell check	Yes	No	Yes	No	No	No	No	No	The writing tool for checking the spelling of words in student-generated responses, spell check gives only an indication that a word is misspelled. It does not provide the correct spelling. This tool is available only on the specific items for which the <i>Smarter Balanced Item Specifications</i> indicated as appropriate.

California Assessment Accessibility Resources Matrix

Universal Tool	EM	Non-EM	ELA	Math	CAST	CSA	ELPAC -CBA	ELPAC -P	Description
Strikethrough (embedded)	Yes	No	Yes	Yes	Yes	Yes	Yes	No	This tool allows users to cross out answer options. If an answer option is an image, a strikethrough line will not appear, but the image will be grayed out.
Strikethrough (non-embedded)	No	Yes	No	No	No	No	No	Yes	Students may use pencils in their test books to strike through images or options.
Test navigation assistant	No	Yes	No	No	No	No	Yes	No	<p>New arrivals and students who are unfamiliar with the test delivery device or are technology novices and do not have the necessary computer skills to participate in the computer-based ELPAC may have a trained test examiner assist with the mouse point-and-click and scroll bar, onscreen tool or button navigation (i.e., back, next, submit, start and stop recording, play speaking, and recording), and keyboarding necessary for starting the test session. The test navigation assistant is allowed to assist <i>only</i> with the technology as indicated by the student. The test navigation assistant can be used during one-on-one or group administrations. The use of keyboarding assistance in the test is not permitted.</p> <p>The test navigation assistant must follow approved guidelines.</p>

California Assessment Accessibility Resources Matrix

Universal Tool	EM	Non-EM	ELA	Math	CAST	CSA	ELPAC -CBA	ELPAC -P	Description
Translations (glossary)	Yes	No	No	No	No	Yes	No	No	<p>Translated glossaries are a language support. The translated glossaries are provided for selected construct-irrelevant terms. Embedded translations for these terms appear on the computer screen when students select them. Students with the language glossary setting enabled can view the translated glossary. Students also can select the audio icon next to the glossary term and listen to the audio recording of the glossary.</p> <p>For the CSA, this resource is a universal tool. For math and science, refer to the translations (glossary) designated support.</p>
Writing tools	Yes	No	Yes	Yes	Yes	No	Yes	No	<p>Selected writing tools (i.e., bold, italic, bullets, undo, and redo) are available for all student-generated responses. For ELA and math, this resource is available for specific items only. For ELPAC this resource is available for grades 3–12.</p>
Zoom (in/out)	Yes	No	Yes	Yes	Yes	Yes	Yes	No	<p>The default font size for all tests is 14 point. The student can make text and graphics larger by selecting the [Zoom In] button. The student can select the [Zoom Out] button to return to the default or select a smaller font size.</p>

Part 2—Designated Supports

Designated supports are available to *all* students when determined for use by an educator or team of educators (with parent/guardian and student input, as appropriate) or specified in the student’s individualized education program (IEP) or Section 504 plan.

The table below shows the available embedded (EM) and non-embedded (Non-EM) designated supports for the following California tests: Smarter Balanced and California Alternate Assessment (CAA) for English language arts/literacy (ELA), mathematics, and science; California Science Test (CAST); the California Spanish Assessment (CSA); the computer-based ELPAC (ELPAC-CBA); and the paper-based ELPAC (ELPAC-P).

Designated Support	EM	Non-EM	ELA	Math	CAST	CSA	ELPAC-CBA	ELPAC-P	Description
100s number table (CAST only)	No	Yes	No	No	Yes	No	No	No	This is paper-based table for reference, listing numbers 1–100, available from Smarter Balanced (http://www.caaspp.org/rsc/pdfs/CAASPP_hundreds-number-table.pdf).
Amplification	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	The student adjusts the volume control beyond the computer’s built-in settings using headphones or other non-embedded devices.
Bilingual dictionary	No	Yes	Yes	No	No	No	No	No	A bilingual/dual language word-to-word dictionary is a language support. It can be provided for the full-write portion of an ELA/literacy performance task, but not for short-paragraph responses. A full write is the second part of a performance task.

California Assessment Accessibility Resources Matrix

Designated Support	EM	Non-EM	ELA	Math	CAST	CSA	ELPAC-CBA	ELPAC-P	Description
Calculator	No	Yes	No	No	Yes	No	No	No	<p>This science resource is a non-embedded calculator for students needing a special calculator, such as a braille calculator or a talking calculator, currently unavailable within the assessment platform.</p> <p>For science, the basic calculator is to be used for grade 5, and a scientific calculator is to be used for grade 8 and high school.</p>
Color contrast	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	<p>Students may adjust screen background or font color on their electronic device based on their needs or preferences. This may include reversing the colors for the entire interface or choosing the color of font and background.</p>
Color overlay	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	<p>Students with attention difficulties may need this resource to view test content. This resource may also be needed by some students with visual impairments or other print disabilities (including learning disabilities). Choice of color should be informed by evidence of those colors that meet the student’s needs.</p>

California Assessment Accessibility Resources Matrix

Designated Support	EM	Non-EM	ELA	Math	CAST	CSA	ELPAC-CBA	ELPAC-P	Description
Designated interface assistant	No	Yes	No	No	No	No	Yes	No	<p>This designated support is available to students who are technology novices and have limited keyboarding skills that prevent them from responding. The designated interface assistant is available to help the students interact with, or type, their handwritten responses on the test platform. The designated interface assistant should be used only during one-on-one administration.</p> <p>This role meets the needs of ELPAC technology novices and young test takers.</p>
Illustration glossaries	Yes	Yes	No	Yes	No	No	No	No	<p>Illustration glossaries are a language support provided for selected construct-irrelevant terms for math. Illustrations for these terms appear on the computer screen when students select them. For the non-embedded version, illustrations for these terms appear in a supplement to the paper-pencil test and are identified by item number.</p>

Designated Support	EM	Non-EM	ELA	Math	CAST	CSA	ELPAC-CBA	ELPAC-P	Description
Magnification	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	The size of specific areas of the screen (e.g., text, formulas, tables, graphics, navigation buttons, and mouse pointer) may be adjusted by the student with an assistive technology device or software. Magnification allows for increasing the size and changing the color contrast, including the size and color of the mouse pointer, to a level not provided for by the zoom universal tool, color contrast designated support, and/or mouse pointer designated support.
Masking	Yes	No	Yes	Yes	Yes	Yes	Yes	No	Masking is a digital resource that involves blocking off content that is not of immediate need or that may be distracting to the student. The student is able to focus attention on a specific part of a test item by using the masking digital resource.
Masking	No	Yes	No	No	No	No	No	Yes	Masking is a non-embedded resource that involves blocking off content on the paper test that is not of immediate need or that may be distracting to the student. The student is able to focus attention on a specific part of a test item by using the masking non-embedded resource.

California Assessment Accessibility Resources Matrix

Designated Support	EM	Non-EM	ELA	Math	CAST	CSA	ELPAC-CBA	ELPAC-P	Description
Medical supports	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Students may have access to medical supports for medical purposes (e.g., glucose monitor). The medical support may include a cell phone; however, it is no longer limited to devices and should support the student during testing only for medical reasons. Either the device settings must restrict access to other applications or the test administrator or test examiner must closely monitor the use of the device to maintain test security.
Mouse pointer (size and color)	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	This embedded support allows the mouse pointer to be set to a larger size and for the color to be changed. A test administrator or test examiner sets the size and color of the mouse pointer prior to testing.
Multiplication table (CAST only)	No	Yes	No	No	Yes	No	No	No	A paper-based multiplication table (1–12) for reference will be available from Smarter Balanced at http://www.caaspp.org/rsc/pdfs/CAASPP.multiplication-table.pdf .
Noise buffers	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Noise buffers are ear muffers, white noise, and/or other equipment used to block external sounds.

California Assessment Accessibility Resources Matrix

Designated Support	EM	Non-EM	ELA	Math	CAST	CSA	ELPAC-CBA	ELPAC-P	Description
Pause or replay audio—Listening domain	Yes	Yes	No	No	No	No	Yes	Yes	<p>Students who may need the audio to slow down or stop momentarily may have the stimuli of the audio presentation in the Listening domain paused or replayed during the administration of the test questions.</p> <p>For CAASPP, when audio is present in an item, the ability to pause or replay audio is automatically provided.</p>
Pause or replay audio—Speaking domain	Yes	Yes	No	No	No	No	Yes	Yes	<p>Students who may need the audio to slow down or stop momentarily may have the audio presentation in the Speaking domain paused or replayed during the administration of the test questions in the Summarize an Academic Presentation task.</p>
Print on demand	No	Yes	No	No	No	No	Yes	No	<p>Paper copies of passages/stimuli and/or items are printed for students. To establish this setting, contact the California Technical Assistance Center (CaTAC) at caltac@ets.org.</p> <p>For ELPAC, this resource is a designated support. For CAASPP, refer to the Print on demand accommodation.</p>

California Assessment Accessibility Resources Matrix

Designated Support	EM	Non-EM	ELA	Math	CAST	CSA	ELPAC-CBA	ELPAC-P	Description
Read aloud	No	Yes	Yes (items)	Yes	Yes	Yes (items)	Yes (writing domain)	Yes (writing domain)	<p>Text is read aloud to the student by a trained and qualified person who follows the administration guidelines for the ELPAC or the read aloud protocol for the CAASPP (https://portal.smarterbalanced.org/library/en/read-aloud-guidelines.pdf). All or portions of the content may be read aloud.</p> <p>For math and science Spanish stacked translation, refer to Read Aloud Spanish Guidelines at https://portal.smarterbalanced.org/library/en/read-aloud-guidelines-in-spanish.pdf.</p> <p>This resource is a designated support for all ELA and CSA items, and not for reading passages. Refer to the read aloud accommodation for ELA and CSA reading passages.</p>
Science charts	No	Yes	No	No	Yes	No	No	No	Students receive state-approved paper versions of the science charts (i.e., periodic table of the elements and reference sheets), available for students in grade 8 and high school.

California Assessment Accessibility Resources Matrix

Designated Support	EM	Non-EM	ELA	Math	CAST	CSA	ELPAC-CBA	ELPAC-P	Description
Scribe	No	Yes	Yes	Yes	Yes	Yes	No	No	<p>Students dictate their responses to a person who records verbatim what they dictate. The scribe must be trained and qualified and must follow the scribing protocol at https://portal.smarterbalanced.org/library/en/scribing-protocol.pdf.</p> <p>This resource is a designated support for all items except the ELA performance task full write and the ELPAC. Refer to the scribe accommodation for ELA writing and the ELPAC.</p>
Separate setting	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	<p>Test location is altered so the student is tested in a setting different from that made available for most students. Separate setting may also include most beneficial time, special lighting or acoustics, and adaptive furniture.</p>
Simplified test directions	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	<p>The test administrator simplifies or paraphrases the test directions found in the <i>Test Administration Manual</i>. Refer to the <i>Guidelines for Simplified Test Directions</i> at https://portal.smarterbalanced.org/library/en/guidelines-for-simplified-test-directions.pdf.</p>
Streamline	Yes	No	Yes	Yes	Yes	Yes	Yes	No	<p>This designated support provides a streamlined interface of the test in an alternate, simplified format in which the items are displayed below the stimuli.</p>

California Assessment Accessibility Resources Matrix

Designated Support	EM	Non-EM	ELA	Math	CAST	CSA	ELPAC-CBA	ELPAC-P	Description
Text-to-speech	Yes	No	Yes (items)	Yes	Yes	Yes (items)	No	No	<p>Text is read aloud to the student via embedded text-to-speech technology. The student is able to control the speed as well as the volume of the voice.</p> <p>For ELA and the CSA, this resource is a designated support for stimuli and items, but not for reading passages.</p> <p>For ELA and CSA reading passages and the ELPAC listening, speaking and writing domains, refer to the text-to-speech accommodation.</p>
Translated test directions (embedded)	Yes	No	No	Yes	No	No	No	No	<p>Translation of test directions is a language support available prior to beginning the actual test items. Students are presented with test directions in a language other than English.</p> <p>As an embedded designated support, translated test directions are automatically a part of the stacked translations designated support.</p> <p>Because the CAAs are administered in a one-on-one setting, this resource is not applicable to the CAAs.</p>

Designated Support	EM	Non-EM	ELA	Math	CAST	CSA	ELPAC-CBA	ELPAC-P	Description
Translated test directions (non-embedded)	No	Yes	Yes	Yes	Yes	No	Yes	Yes	<p>Translation of test directions is a language support available prior to beginning the actual test items. Students are presented with test directions in a language other than English.</p> <p>As a non-embedded designated support, PDFs of directions translated in each of the languages currently supported are available. A bilingual adult can read to the student. (Refer to the <i>CAASPP Accessibility Guide</i> on the Student Accessibility Resources and Test Settings web page at http://www.caaspp.org/administration/accessibility/index.html).</p> <p>For ELPAC, students who are deaf or hard of hearing and who typically use ASL or Manually Coded English can have the test directions signed to them.</p>

California Assessment Accessibility Resources Matrix

Designated Support	EM	Non-EM	ELA	Math	CAST	CSA	ELPAC-CBA	ELPAC-P	Description
Translations (glossary)	Yes	Yes	No	Yes	Yes (EM only)	No	No	No	<p>Translated glossaries are a language support. The translated glossaries are provided for selected construct-irrelevant terms.</p> <p>Embedded translations for these terms appear on the computer screen when students select them. Students with the language glossary setting enabled can view the translated glossary. Students also can select the audio icon next to the glossary term and listen to the audio recording of the glossary.</p> <p>Non-embedded translation glossaries are available for math only through Consortium-provided PDFs, in which the glossary terms are listed by item and include the English term and its translated equivalent.</p> <p>Because the CAAs are administered in a one-on-one setting, this resource is not applicable to the CAAs.</p> <p>For math and science, this resource is a designated support. For CSA, refer to the translations (glossary) universal tool</p>

California Assessment Accessibility Resources Matrix

Designated Support	EM	Non-EM	ELA	Math	CAST	CSA	ELPAC-CBA	ELPAC-P	Description
Translations (Spanish stacked)	Yes	No	No	Yes	Yes	No	No	No	<p>Stacked translations are a language support. Stacked translations provide the full translation of each test item above the original item in English.</p> <p>For the CAST, some item responses are provided in either English only or Spanish only.</p> <p>Because the CAAs are administered in a one-on-one setting, this resource is not applicable to the CAAs.</p>
Turn off any universal tool(s)	Yes	No	Yes	Yes	Yes	Yes	Yes	No	<p>This designated support is the disabling of any universal tools that might be distracting or that students do not need to use or are unable to use.</p>

Part 3—Accommodations

Accommodations must be permitted on CAASPP and ELPAC tests to all eligible students if specified in the student’s IEP or Section 504 plan.

The table below shows the available embedded (EM) and non-embedded (Non-EM) accommodations for the following California tests: Smarter Balanced and California Alternate Assessment (CAA) for English language arts/literacy (ELA), mathematics (math), and science; California Science Test (CAST); the California Spanish Assessment (CSA); the computer-based ELPAC (ELPAC-CBA); and the paper-based ELPAC (ELPAC-P).

Accommodation	EM	Non-EM	ELA	Math	CAST	CSA	ELPAC-CBA	ELPAC-P	Description
100s number table (math only)	No	Yes	No	Yes	No	No	No	No	A paper-based number table (1–100) for reference in all grades is available from Smarter Balanced (http://www.caaspp.org/rsc/pdfs/CAASPP.hundreds-number-table.pdf).
Abacus	No	Yes	No	Yes	Yes	No	No	No	This accommodation may be used in place of scratch paper for students who typically use an abacus.
Alternate response options	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Alternate response options include, but are not limited to, adapted keyboards, large keyboards, Sticky Keys, Mouse Keys, FilterKeys, adapted mouse, touch screen, head wand, and switches. For the ELPAC-P, student responses must be transcribed in the Answer Book by the test examiner or scribe.

California Assessment Accessibility Resources Matrix

Accommodation	EM	Non-EM	ELA	Math	CAST	CSA	ELPAC-CBA	ELPAC-P	Description
American Sign Language (ASL)	Yes	No	Yes	Yes	Yes	Yes	Yes	No	<p>For the embedded resource, test content is translated into ASL video. A person who is an ASL signer and the signed test content are viewed on the same screen. The student may view portions of the ASL video as often as needed.</p> <p>Because the CAAs are administered in a one-on-one setting, this resource is not applicable to the CAAs.</p> <p>This resource is not available on the Alternate ELPAC as an embedded resource.</p>
American Sign Language (ASL) or Manually Coded English	No	Yes	No	No	No	No	No	Yes	<p>For the non-embedded ELPAC resource, ASL or Manually Coded English may be used for the presentation of and students' responses to the test questions.</p>

California Assessment Accessibility Resources Matrix

Accommodation	EM	Non-EM	ELA	Math	CAST	CSA	ELPAC -CBA	ELPAC -P	Description
Audio transcript (includes braille transcript)	Yes	No	Yes	No	Yes	Yes	Yes	No	<p>Some students who are deaf or hard of hearing (DHH) may have difficulty hearing the listening portion of the passage and may not have enough functional vision to read the closed captioning provided for the passage. These students, who are visually impaired or blind and DHH and who use braille, may have access to braille transcripts.</p> <p>For ELA, this resource is for listening portions of the test.</p> <p>The 2020–2021 CAST does not include any listening portion or audio.</p> <p>For CSA, this resource is in Spanish for listening passages.</p> <p>Because the CAAs are administered in a one-on-one setting, this resource is not applicable to the CAAs.</p>
Audio transcript (includes braille transcript)	No	Yes	No	No	No	No	No	Yes	<p>For the non-embedded ELPAC resource, this includes the use of written scripts by a test examiner for students for whom streamed audio is not available. The use of this accommodation may result in the need for additional overall time for the student to complete the assessment.</p>

Accommodation	EM	Non-EM	ELA	Math	CAST	CSA	ELPAC-CBA	ELPAC-P	Description
Braille	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes (Non-EM only)	<p>This resource is a raised-dot code that individuals read with the fingertips. Graphic material (e.g., maps, charts, graphs, diagrams, and illustrations) is presented in a raised format (paper or thermoform), called tactile graphics. Contracted and non-contracted braille is available; Nemeth and UEB Technical code(s) are available for math. The embedded resource is both embossed and refreshable.</p> <p>To request the CAST tactile package, or the braille hybrid adaptive test for math, email CalTAC at caltac@ets.org.</p> <p>Paper-pencil tests are available if students cannot access the needed assistive technology for refreshable braille presentation and embossers for the administration of the computer-based CAASPP or ELPAC tests.</p> <p>Because the CAAs are administered in a one-on-one setting, this resource is not applicable to the CAAs. In addition, this resource is not available on the Alternate ELPAC as an embedded resource.</p>

California Assessment Accessibility Resources Matrix

Accommodation	EM	Non-EM	ELA	Math	CAST	CSA	ELPAC-CBA	ELPAC-P	Description
Breaks	No	Yes	No	No	No	No	Yes	Yes	Extended breaks in the middle of a domain-level test administration are allowed as an accommodation for students with disabilities who have a documented need.
Calculator	No	Yes	No	Yes	No	No	No	No	For math, this resource is a non-embedded calculator for students needing a special calculator, such as a braille calculator or a talking calculator, currently unavailable within the assessment platform. This math accommodation is available for allowed items in grades 6–8 and grade 11.
Closed captioning	Yes	No	Yes	No	Yes	Yes	Yes	No	Printed text that appears on the computer screen as audio materials is presented. The 2020–21 CAST does not include any listening portion or audio. For ELA and CSA, this resource is available only for the listening portion. Because the CAAs are administered in a one-on-one setting, this resource is not applicable to the CAAs. In addition, this resource is not available with the Alternate ELPAC as an embedded resource.

California Assessment Accessibility Resources Matrix

Accommodation	EM	Non-EM	ELA	Math	CAST	CSA	ELPAC -CBA	ELPAC -P	Description
Large-print special form	No	Yes	Yes	Yes	Yes	No	Yes	Yes	Large-print special forms are available for ELA, math, CAST, and ELPAC. LEAs must request approval from the California Department of Education (CDE) to qualify for these printed materials.
Multiplication table	No	Yes	No	Yes	No	No	No	No	For math, a paper-based multiplication table (1–12) for all grades is available from Smarter Balanced for reference (http://www.caaspp.org/rsc/pdfs/CAASPP_multiplication-table.pdf).
Print on demand	No	Yes	Yes	Yes	Yes	Yes	No	No	Paper copies of passages/stimuli and/or items are printed for students. To establish this setting, email CalTAC at caltac@ets.org . For CAASPP, this resource is an accommodation. For ELPAC, refer to the print on demand designated support .
Read aloud	No	Yes	Yes	No	No	Yes	No	No	Text is read aloud to the student by a trained and qualified person who follows the administration guidelines and read aloud protocol (refer to https://portal.smarterbalanced.org/library/en/read-aloud-guidelines.pdf). All or portions of the content may be read aloud. This resource is an accommodation for ELA and CSA reading passages.

California Assessment Accessibility Resources Matrix

Accommodation	EM	Non-EM	ELA	Math	CAST	CSA	ELPAC -CBA	ELPAC -P	Description
Scribe	No	Yes	Yes	No	No	Yes	Yes	Yes	<p>Students dictate their responses to a person who records verbatim what they dictate. The scribe must be trained and qualified and must follow the scribing protocol at https://portal.smarterbalanced.org/library/en/scribing-protocol.pdf.</p> <p>This resource is an accommodation for the ELA performance task full write.</p> <p>For ELPAC, a trained scribe may transcribe the students' responses in the Answer Book or testing interface. The scribe must follow the scribing protocol.</p>
Speech-to-text	No	Yes	Yes	Yes	Yes	No	Yes	No	<p>Voice recognition allows students to use their voices as input devices to the computer to dictate responses or give commands (e.g., opening application programs, pulling down menus, and saving work). Voice recognition software generally can recognize speech up to 160 words per minute. Students may use their own assistive technology devices.</p>

California Assessment Accessibility Resources Matrix

Accommodation	EM	Non-EM	ELA	Math	CAST	CSA	ELPAC-CBA	ELPAC-P	Description
Text-to-speech	Yes	No	Yes	No	No	Yes	Yes	No	<p>Text is read aloud to the student via embedded text-to-speech technology. The student is able to control the speed as well as the volume of the voice.</p> <p>For ELA and the CSA, this resource is an accommodation for reading passages.</p> <p>For ELPAC, this resource is an accommodation for the Listening, Speaking, and Writing domains.</p> <p>Because the CAAs are administered in a one-on-one setting, this resource is not applicable to the CAAs. In addition, this resource is not available with the Alternate ELPAC as an embedded resource.</p>

Accommodation	EM	Non-EM	ELA	Math	CAST	CSA	ELPAC-CBA	ELPAC-P	Description
Word prediction	No	Yes	Yes	Yes	Yes	No	No	No	Word prediction allows students to begin writing a word and choose from a list of words that have been predicted from word frequency and syntax rules. Word prediction is delivered via a non-embedded software program. The program must use only single word prediction. Functionality such as phrase prediction, predict ahead, or next word must be deactivated. The program must have settings that allow only a basic dictionary. Expanded dictionaries, such as topic dictionaries and word banks, must be deactivated. Phonetic spelling functionality may be used, as well as speech output built into the program that reads back the information the student has written.
Word processor	No	Yes	No	No	No	No	No	Yes	For the ELPAC-P, students may use word processing software for their responses in the Writing domain; in grades 3–12, the spelling and grammar check must be turned off. Student responses must be transcribed into the answer book.

Part 4—Instructional Supports and Resources for Alternate Assessments

The California Alternate Assessments (CAAs) are administered to students one-on-one by a test examiner. The operational field test Alternate ELPAC will begin in January 2021. It, too, will be administered to students one-on-one by a test examiner. Although most universal tools, designated supports, and accommodations listed thus far in this matrix are available for the CAAs and will be available for the Alternate ELPAC through the online testing interface (with the exceptions noted below), students taking the CAAs and Alternate ELPAC may also need additional instructional supports, including the administration of the alternate assessments in the language of instruction, physical supports, and resources documented in the student’s IEP or Section 504 plan. For the CAA Science, because of its design, any instructional supports specified in the student’s IEP and used in daily instruction may be used for the embedded performance tasks.

The following embedded resources are ***not available for alternate assessments***:

- American Sign Language videos
- Audio transcript
- Braille
- Calculator
- Closed captioning
- Text-to-speech
- Translated test directions
- Translation glossaries
- Translations (Spanish stacked)

For braille, however, the test examiner can request print-on-demand functionality to produce braille documents. For a handful of ELA items in grades three and four that have decoding as part of the construct, support and guidance will be available to LEAs for brailleing the appropriate text.

The “language of instruction” may include instructional or physical supports needed for communication and instruction. Some test practices (e.g., hand-over-hand), as noted in the *Test Administration Manual*, found on the Manuals and Instructions web page at <http://www.caaspp.org/administration/instructions/index.html>, are inappropriate and not allowed on the CAAs and the Alternate ELPAC. Examples of permissible non-embedded instructional and physical supports are provided below.

Examples of Permissible Instructional Supports

- Allowing the test examiner to sign to the student as the language of instruction.
- Allowing the student to use an augmentative communication device (e.g., Audiovox, switch)
- Allowing nonverbal students to respond with gestures, movements, or vocalization in place of speech
- Accepting eye gaze as a way of indicating a response (<http://www.caaspp.org/rsc/pdfs/CAASPP.eye-gaze-guidance.pdf>)
- Accepting a change in muscle tone or a change in facial expression as an observed behavior
- Allowing students to direct another person (an aide or a test examiner) in performing physical tasks
- Allowing the use of the student's calculator (except in grade three), 100s number table, or other instructional supports instead of the embedded supports provided through the testing platform as long as those supports do not impact the test construct

Examples of Permissible Physical Supports

- Structuring the test environment to eliminate distractions for students who are particularly distractible
- Positioning and stabilizing the student to allow for the most controlled movement possible as well as for student comfort and access to the test platform

Part 5—Unlisted Resources

Unlisted resources are not universal tools, designated supports, or accommodations. Unlisted resources shall be made available if specified in the eligible student’s IEP or Section 504 plan and only on approval by the California Department of Education (CDE).

The LEA may use the Unlisted Resources Request form, available in TOMS (<http://www.caaspp.org> or <http://www.elpac.org>), to request the use of unlisted resources required by a student’s IEP or Section 504 plan. The request must be made a minimum of ten business days before the student’s first day of testing. The CDE will reply to the request within four business days.

The CDE has pre-identified, on the following page, non-embedded unlisted resources for ELA, mathematics, science, primary language assessments, and the ELPAC that change the construct being measured. There are no pre-identified non-embedded resources for the alternate assessments. Approval of an unlisted resource that has not been pre-identified will be granted by the CDE on the basis of the IEP team’s and/or Section 504 plan’s designation and if the unlisted resource does not compromise the test’s security. The CDE shall make a determination of whether the requested unlisted resource that has not been pre-identified changes the construct being measured.

Unlisted resources that do not change the measured construct are not invalidated. IEP teams should not allow the impact of an LEA’s accountability to outweigh the needs of the student, per regulations (*5 California Code of Regulations* sections 854.9 and 11518.37). If the CDE determines the unlisted resource changes the measured construct:

- The student’s score and LEA participation rate indicator may be impacted.
- The student’s CAASPP score is invalidated and the student is not included in the participation rate indicator.
- The student’s ELPAC score will result in the lowest obtainable scale score for the domain.
- An individual score report will still be generated in both the CAASPP and ELPAC.

The following table lists pre-identified non-embedded unlisted resources that change the construct being measured for the following California tests: Smarter Balanced ELA, mathematics; California Science Test (CAST); California Spanish Assessment (CSA); and the ELPAC.

Non-Embedded Resource	ELA	Math	CAST	CSA	ELPAC
Bilingual dictionary	Yes (reading)	Yes	Yes	No	Yes
Calculator (used on non-allowed items)	No	Yes (grades 6–8 and grade 11)	No	No	No
Calculator	No	Yes (grades 3–5)	No	No	No
English dictionary	Yes (reading and listening)	Yes	Yes	Yes	Yes
Math tools (i.e., non-embedded ruler, non-embedded protractor)	No	Yes	No	No	No
Signed Exact English	Yes	Yes	Yes	No	Yes
Thesaurus	Yes (reading and listening)	Yes	Yes	No	Yes
Translated word lists	Yes	Yes	Yes	No	Yes
Translations (not provided by Smarter Balanced)	Yes	Yes	Yes	No	Yes



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 August 21, 2020
To: Directors of Special Education
From: Peggy Dunn, 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 peggy.dunn@cahelp.org

Upcoming Trainings

Date/Time	Event	Location
8/26/2020 3:00 PM - 4:30 PM	Special Education Teacher Academy	webinar
9/3/2020 8:30 AM - 3:30 PM	PBIS TK-12 TEAM TRAINING-TIER 1 IMPLEMENTATION-COHORT 12	DMESC
9/9/2020 8:30 AM - 2:30 PM	PBIS TK-12 COACH AND ADMINISTRATOR TRAINING - COHORT 12	DMESC
9/23/2020 8:30 AM - 3:30 PM	CO-TEACHING: POWER OF TWO	DMSELPA
9/29/2020 1:00 PM - 4:30 PM	ORTON-GILLINGHAM APPROACH	WEBINAR

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



Crisis Prevention Institute (CPI)
Flex-Blended Learning

Presented By
CPI Team Members

Date
Part 1: Complete the on-line CPI modules prior to the September 2, 2020 Q & A virtual session from 2:30 to 4:00 p.m.
Part 2: In Person Training- To Be Determined

Cost
\$40 Per Attendee

Description

The Non-Violent Crisis Prevention Institute (CPI) is a two-part course focusing on crisis prevention and intervention. With a core philosophy of care, welfare, safety, and security and aligned with positive behavioral supports principles, it gives educators the skills to safely and effectively prevent, disengage, and physically withhold (as a last resort) dangerous situations.

Part 1: The self-paced on-line modules will take 2 - 4 hours, once completed the participants must print their certificate and bring it to the in-person training.

Part 2: The in-person training, participants should dress safely and must attend the entire course. Upon successfully demonstrating competency of disengagement skills, physical interventions, and passing of a written exam, they will receive CPI certification. The date for this training to be made available based on state and county guidelines.

Audience

Special education teachers, general education teachers, paraprofessionals, school psychologists, and administrators.

Special Accommodation

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

Registration
<https://sbcss.k12oms.org/52-188903>