

California Association of Health and Education Linked Professions  
Joint Powers Authority (CAHELP JPA)  
**DESERT/MOUNTAIN SELPA STEERING and FINANCE COMMITTEE MEETING**  
*December 16, 2022 – 9:00 a.m.*  
Desert Mountain Educational Service Center, 17800 Highway 18, Apple Valley CA 92307

## **AGENDA**

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**NOTICE:** This meeting will be held as a hybrid committee meeting with some committee members participating in person and others participating via Web Ex. 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 Meeting Number: 2466 207 6743

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](mailto:jamie.adkins@cahelp.org). Please include your name, contact information and which item you want to address.

### **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 SELPA Steering and Finance 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 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 December 16, 2022 Desert/Mountain SELPA Steering and Finance Committee Meeting Agenda be approved as presented.

### **5.0 INFORMATION/ACTION**

5.1 Assembly Bill 361 Exemptions to Brown Act Virtual Meeting Requirements

Assembly Bill (AB) 361 requires local agencies to consider the circumstances of the state of emergency and make the following findings by a majority vote: 1) the state of emergency continues to directly impact the ability of the members to meet safely in person; or 2) state or local officials continue to impose or recommend measures to promote social distancing.

5.1.1 **BE IT RESOLVED** that the Assembly Bill 361 Exemptions to Brown Act Virtual Meeting Requirements be approved as presented.

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5.2 Form D/M 68F (formerly 68L) Testing Matrix for California Assessment of Student Performance & Progress (CAASPP) (**ACTION**)

Forms used in the operations of special education programs within the Desert/Mountain 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 SELPA Steering Committee for consideration and approval.

5.2.1 **BE IT RESOLVED** that the Form D/M 68F (formerly 68L) Testing Matrix for California Assessment of Student Performance & Progress (CAASPP) be approved as presented.

### **6.0 CONSENT ITEMS**

It is recommended that the Steering and Finance 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 the following Consent Item be approved as presented:

6.1.1 Approve the November 18, 2022 Desert/Mountain SELPA Steering and Finance Committee Meeting Minutes.

### **7.0 CHIEF EXECUTIVE OFFICER AND STAFF REPORTS**

7.1 Legislative Updates from State SELPA Administrators

Pam Bender will provide legislative updates from State SELPA Administrators Meeting.

7.2 Alternative Diploma Update

Pam Bender will provide an update on the alternative diploma.

7.3 Desert Mountain Operations Update

Rich Frederick will provide a Desert Mountain Operations Update.

7.4 Early Start Individualized Family Service Plan (IFSP)

Rich Frederick will provide information on an update to the Early Start Individualized Family Service Plan (IFSP) form.

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7.5 Desert/Mountain Children’s Center Client Services Reports and Update

Linda Llamas will present the Desert/Mountain Children’s Center Client Services monthly reports and update.

7.6 Desert/Mountain Children’s Center Mental Health Research Article

Linda Llamas will share the Desert/Mountain Children’s Center Mental Health Research Article.

7.7 Professional Learning Summary and Update

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

7.8 Resolution Support Services Summary and Update

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

7.9 Compliance Update

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

7.10 Nonpublic School/Nonpublic Agency Update

Peggy Dunn will provide a nonpublic school/nonpublic agency update.

**8.0 FINANCE COMMITTEE REPORTS**

8.1 Learning Recovery Support, Dispute Prevention and Resolution Claim Status

**9.0 INFORMATION ITEMS**

9.1 Monthly Audiological Services Reports

9.2 Monthly Occupational & Physical Therapy Services Reports

9.3 Monthly Nonpublic School Placement Report

9.4 Upcoming Professional Learning Opportunities

**10.0 STEERING COMMITTEE MEMBERS COMMENTS / REPORTS**

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**11.0 CEO COMMENTS**

**12.0 MATTERS BROUGHT BY THE PUBLIC**

This is the time during the agenda when the Desert/Mountain SELPA Steering and Finance Committee is again prepared to receive the comments of the public regarding items on this agenda or any school related special education issue. Speakers are requested to give their name and limit their remarks to five minutes.

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

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

**13.0 ADJOURNMENT**

The next regular meeting of the Desert/Mountain SELPA Steering and Finance Committee will be held on Friday, January 27, 2023, at 9:00 a.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.*



**AB-361 Open meetings: state and local agencies: teleconferences.** (2021-2022)

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Date Published: 09/17/2021 09:00 PM

## Assembly Bill No. 361

### CHAPTER 165

An act to add and repeal Section 89305.6 of the Education Code, and to amend, repeal, and add Section 54953 of, and to add and repeal Section 11133 of, the Government Code, relating to open meetings, and declaring the urgency thereof, to take effect immediately.

[ Approved by Governor September 16, 2021. Filed with Secretary of State September 16, 2021. ]

#### LEGISLATIVE COUNSEL'S DIGEST

AB 361, Robert Rivas. Open meetings: state and local agencies: teleconferences.

(1) Existing law, the Ralph M. Brown Act requires, with specified exceptions, that all meetings of a legislative body of a local agency, as those terms are defined, be open and public and that all persons be permitted to attend and participate. The act contains specified provisions regarding the timelines for posting an agenda and providing for the ability of the public to directly address the legislative body on any item of interest to the public. The act generally requires all regular and special meetings of the legislative body be held within the boundaries of the territory over which the local agency exercises jurisdiction, subject to certain exceptions. The act allows for meetings to occur via teleconferencing subject to certain requirements, particularly that the legislative body notice each teleconference location of each member that will be participating in the public meeting, that each teleconference location be accessible to the public, that members of the public be allowed to address the legislative body at each teleconference location, that the legislative body post an agenda at each teleconference location, and that at least a quorum of the legislative body participate from locations within the boundaries of the local agency's jurisdiction. The act provides an exemption to the jurisdictional requirement for health authorities, as defined. The act authorizes the district attorney or any interested person, subject to certain provisions, to commence an action by mandamus or injunction for the purpose of obtaining a judicial determination that specified actions taken by a legislative body are null and void.

Existing law, the California Emergency Services Act, authorizes the Governor, or the Director of Emergency Services when the governor is inaccessible, to proclaim a state of emergency under specified circumstances.

Executive Order No. N-29-20 suspends the Ralph M. Brown Act's requirements for teleconferencing during the COVID-19 pandemic provided that notice and accessibility requirements are met, the public members are allowed to observe and address the legislative body at the meeting, and that a legislative body of a local agency has a procedure for receiving and swiftly resolving requests for reasonable accommodation for individuals with disabilities, as specified.

This bill, until January 1, 2024, would authorize a local agency to use teleconferencing without complying with the teleconferencing requirements imposed by the Ralph M. Brown Act when a legislative body of a local agency holds a meeting during a declared state of emergency, as that term is defined, when state or local health officials have imposed or recommended measures to promote social distancing, during a proclaimed state of emergency held

for the purpose of determining, by majority vote, whether meeting in person would present imminent risks to the health or safety of attendees, and during a proclaimed state of emergency when the legislative body has determined that meeting in person would present imminent risks to the health or safety of attendees, as provided.

This bill would require legislative bodies that hold teleconferenced meetings under these abbreviated teleconferencing procedures to give notice of the meeting and post agendas, as described, to allow members of the public to access the meeting and address the legislative body, to give notice of the means by which members of the public may access the meeting and offer public comment, including an opportunity for all persons to attend via a call-in option or an internet-based service option, and to conduct the meeting in a manner that protects the statutory and constitutional rights of the parties and the public appearing before the legislative body. The bill would require the legislative body to take no further action on agenda items when there is a disruption which prevents the public agency from broadcasting the meeting, or in the event of a disruption within the local agency's control which prevents members of the public from offering public comments, until public access is restored. The bill would specify that actions taken during the disruption are subject to challenge proceedings, as specified.

This bill would prohibit the legislative body from requiring public comments to be submitted in advance of the meeting and would specify that the legislative body must provide an opportunity for the public to address the legislative body and offer comment in real time. The bill would prohibit the legislative body from closing the public comment period and the opportunity to register to provide public comment, until the public comment period has elapsed or until a reasonable amount of time has elapsed, as specified. When there is a continuing state of emergency, or when state or local officials have imposed or recommended measures to promote social distancing, the bill would require a legislative body to make specified findings not later than 30 days after the first teleconferenced meeting pursuant to these provisions, and to make those findings every 30 days thereafter, in order to continue to meet under these abbreviated teleconferencing procedures.

Existing law prohibits a legislative body from requiring, as a condition to attend a meeting, a person to register the person's name, or to provide other information, or to fulfill any condition precedent to the person's attendance.

This bill would exclude from that prohibition, a registration requirement imposed by a third-party internet website or other online platform not under the control of the legislative body.

(2) Existing law, the Bagley-Keene Open Meeting Act, requires, with specified exceptions, that all meetings of a state body be open and public and all persons be permitted to attend any meeting of a state body. The act requires at least one member of the state body to be physically present at the location specified in the notice of the meeting.

The Governor's Executive Order No. N-29-20 suspends the requirements of the Bagley-Keene Open Meeting Act for teleconferencing during the COVID-19 pandemic, provided that notice and accessibility requirements are met, the public members are allowed to observe and address the state body at the meeting, and that a state body has a procedure for receiving and swiftly resolving requests for reasonable accommodation for individuals with disabilities, as specified.

This bill, until January 31, 2022, would authorize, subject to specified notice and accessibility requirements, a state body to hold public meetings through teleconferencing and to make public meetings accessible telephonically, or otherwise electronically, to all members of the public seeking to observe and to address the state body. With respect to a state body holding a public meeting pursuant to these provisions, the bill would suspend certain requirements of existing law, including the requirements that each teleconference location be accessible to the public and that members of the public be able to address the state body at each teleconference location. Under the bill, a state body that holds a meeting through teleconferencing and allows members of the public to observe and address the meeting telephonically or otherwise electronically would satisfy any requirement that the state body allow members of the public to attend the meeting and offer public comment. The bill would require that each state body that holds a meeting through teleconferencing provide notice of the meeting, and post the agenda, as provided. The bill would urge state bodies utilizing these teleconferencing procedures in the bill to use sound discretion and to make reasonable efforts to adhere as closely as reasonably possible to existing law, as provided.

(3) Existing law establishes the various campuses of the California State University under the administration of the Trustees of the California State University, and authorizes the establishment of student body organizations in connection with the operations of California State University campuses.

The Gloria Romero Open Meetings Act of 2000 generally requires a legislative body, as defined, of a student body organization to conduct its business in a meeting that is open and public. The act authorizes the legislative body to use teleconferencing, as defined, for the benefit of the public and the legislative body in connection with any meeting or proceeding authorized by law.

This bill, until January 31, 2022, would authorize, subject to specified notice and accessibility requirements, a legislative body, as defined for purposes of the act, to hold public meetings through teleconferencing and to make public meetings accessible telephonically, or otherwise electronically, to all members of the public seeking to observe and to address the legislative body. With respect to a legislative body holding a public meeting pursuant to these provisions, the bill would suspend certain requirements of existing law, including the requirements that each teleconference location be accessible to the public and that members of the public be able to address the legislative body at each teleconference location. Under the bill, a legislative body that holds a meeting through teleconferencing and allows members of the public to observe and address the meeting telephonically or otherwise electronically would satisfy any requirement that the legislative body allow members of the public to attend the meeting and offer public comment. The bill would require that each legislative body that holds a meeting through teleconferencing provide notice of the meeting, and post the agenda, as provided. The bill would urge legislative bodies utilizing these teleconferencing procedures in the bill to use sound discretion and to make reasonable efforts to adhere as closely as reasonably possible to existing law, as provided.

(4) This bill would declare the Legislature's intent, consistent with the Governor's Executive Order No. N-29-20, to improve and enhance public access to state and local agency meetings during the COVID-19 pandemic and future emergencies by allowing broader access through teleconferencing options.

(5) This bill would incorporate additional changes to Section 54953 of the Government Code proposed by AB 339 to be operative only if this bill and AB 339 are enacted and this bill is enacted last.

(6) The California Constitution requires local agencies, for the purpose of ensuring public access to the meetings of public bodies and the writings of public officials and agencies, to comply with a statutory enactment that amends or enacts laws relating to public records or open meetings and contains findings demonstrating that the enactment furthers the constitutional requirements relating to this purpose.

This bill would make legislative findings to that effect.

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

This bill would make legislative findings to that effect.

(8) This bill would declare that it is to take effect immediately as an urgency statute.

Vote: 2/3 Appropriation: no Fiscal Committee: yes Local Program: no

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

**SECTION 1.** Section 89305.6 is added to the Education Code, to read:

**89305.6.** (a) Notwithstanding any other provision of this article, and subject to the notice and accessibility requirements in subdivisions (d) and (e), a legislative body may hold public meetings through teleconferencing and make public meetings accessible telephonically, or otherwise electronically, to all members of the public seeking to observe and to address the legislative body.

(b) (1) For a legislative body holding a public meeting through teleconferencing pursuant to this section, all requirements in this article requiring the physical presence of members, the clerk or other personnel of the legislative body, or the public, as a condition of participation in or quorum for a public meeting, are hereby suspended.

(2) For a legislative body holding a public meeting through teleconferencing pursuant to this section, all of the following requirements in this article are suspended:

(A) Each teleconference location from which a member will be participating in a public meeting or proceeding be identified in the notice and agenda of the public meeting or proceeding.

(B) Each teleconference location be accessible to the public.

(C) Members of the public may address the legislative body at each teleconference conference location.

(D) Post agendas at all teleconference locations.

(E) At least one member of the legislative body be physically present at the location specified in the notice of the meeting.

(c) A legislative body that holds a meeting through teleconferencing and allows members of the public to observe and address the meeting telephonically or otherwise electronically, consistent with the notice and accessibility requirements in subdivisions (d) and (e), shall have satisfied any requirement that the legislative body allow members of the public to attend the meeting and offer public comment. A legislative body need not make available any physical location from which members of the public may observe the meeting and offer public comment.

(d) If a legislative body holds a meeting through teleconferencing pursuant to this section and allows members of the public to observe and address the meeting telephonically or otherwise electronically, the legislative body shall also do both of the following:

(1) Implement a procedure for receiving and swiftly resolving requests for reasonable modification or accommodation from individuals with disabilities, consistent with the federal Americans with Disabilities Act of 1990 (42 U.S.C. Sec. 12101 et seq.), and resolving any doubt whatsoever in favor of accessibility.

(2) Advertise that procedure each time notice is given of the means by which members of the public may observe the meeting and offer public comment, pursuant to paragraph (2) of subdivision (e).

(e) Except to the extent this section provides otherwise, each legislative body that holds a meeting through teleconferencing pursuant to this section shall do both of the following:

(1) Give advance notice of the time of, and post the agenda for, each public meeting according to the timeframes otherwise prescribed by this article, and using the means otherwise prescribed by this article, as applicable.

(2) In each instance in which notice of the time of the meeting is otherwise given or the agenda for the meeting is otherwise posted, also give notice of the means by which members of the public may observe the meeting and offer public comment. As to any instance in which there is a change in the means of public observation and comment, or any instance prior to the effective date of this section in which the time of the meeting has been noticed or the agenda for the meeting has been posted without also including notice of the means of public observation and comment, a legislative body may satisfy this requirement by advertising the means of public observation and comment using the most rapid means of communication available at the time. Advertising the means of public observation and comment using the most rapid means of communication available at the time shall include, but need not be limited to, posting such means on the legislative body's internet website.

(f) All legislative bodies utilizing the teleconferencing procedures in this section are urged to use sound discretion and to make reasonable efforts to adhere as closely as reasonably possible to the otherwise applicable provisions of this article, in order to maximize transparency and provide the public access to legislative body meetings.

(g) This section shall remain in effect only until January 31, 2022, and as of that date is repealed.

**SEC. 2.** Section 11133 is added to the Government Code, to read:

**11133.** (a) Notwithstanding any other provision of this article, and subject to the notice and accessibility requirements in subdivisions (d) and (e), a state body may hold public meetings through teleconferencing and make public meetings accessible telephonically, or otherwise electronically, to all members of the public seeking to observe and to address the state body.

(b) (1) For a state body holding a public meeting through teleconferencing pursuant to this section, all requirements in this article requiring the physical presence of members, the clerk or other personnel of the state body, or the public, as a condition of participation in or quorum for a public meeting, are hereby suspended.

(2) For a state body holding a public meeting through teleconferencing pursuant to this section, all of the following requirements in this article are suspended:

(A) Each teleconference location from which a member will be participating in a public meeting or proceeding be identified in the notice and agenda of the public meeting or proceeding.

(B) Each teleconference location be accessible to the public.

(C) Members of the public may address the state body at each teleconference conference location.

(D) Post agendas at all teleconference locations.

(E) At least one member of the state body be physically present at the location specified in the notice of the meeting.

(c) A state body that holds a meeting through teleconferencing and allows members of the public to observe and address the meeting telephonically or otherwise electronically, consistent with the notice and accessibility requirements in subdivisions (d) and (e), shall have satisfied any requirement that the state body allow members of the public to attend the meeting and offer public comment. A state body need not make available any physical location from which members of the public may observe the meeting and offer public comment.

(d) If a state body holds a meeting through teleconferencing pursuant to this section and allows members of the public to observe and address the meeting telephonically or otherwise electronically, the state body shall also do both of the following:

(1) Implement a procedure for receiving and swiftly resolving requests for reasonable modification or accommodation from individuals with disabilities, consistent with the federal Americans with Disabilities Act of 1990 (42 U.S.C. Sec. 12101 et seq.), and resolving any doubt whatsoever in favor of accessibility.

(2) Advertise that procedure each time notice is given of the means by which members of the public may observe the meeting and offer public comment, pursuant to paragraph (2) of subdivision (e).

(e) Except to the extent this section provides otherwise, each state body that holds a meeting through teleconferencing pursuant to this section shall do both of the following:

(1) Give advance notice of the time of, and post the agenda for, each public meeting according to the timeframes otherwise prescribed by this article, and using the means otherwise prescribed by this article, as applicable.

(2) In each instance in which notice of the time of the meeting is otherwise given or the agenda for the meeting is otherwise posted, also give notice of the means by which members of the public may observe the meeting and offer public comment. As to any instance in which there is a change in the means of public observation and comment, or any instance prior to the effective date of this section in which the time of the meeting has been noticed or the agenda for the meeting has been posted without also including notice of the means of public observation and comment, a state body may satisfy this requirement by advertising the means of public observation and comment using the most rapid means of communication available at the time. Advertising the means of public observation and comment using the most rapid means of communication available at the time shall include, but need not be limited to, posting such means on the state body's internet website.

(f) All state bodies utilizing the teleconferencing procedures in this section are urged to use sound discretion and to make reasonable efforts to adhere as closely as reasonably possible to the otherwise applicable provisions of this article, in order to maximize transparency and provide the public access to state body meetings.

(g) This section shall remain in effect only until January 31, 2022, and as of that date is repealed.

**SEC. 3.** Section 54953 of the Government Code is amended to read:

**54953.** (a) All meetings of the legislative body of a local agency shall be open and public, and all persons shall be permitted to attend any meeting of the legislative body of a local agency, except as otherwise provided in this chapter.

(b) (1) Notwithstanding any other provision of law, the legislative body of a local agency may use teleconferencing for the benefit of the public and the legislative body of a local agency in connection with any meeting or proceeding authorized by law. The teleconferenced meeting or proceeding shall comply with all otherwise applicable requirements of this chapter and all otherwise applicable provisions of law relating to a specific type of meeting or proceeding.

(2) Teleconferencing, as authorized by this section, may be used for all purposes in connection with any meeting within the subject matter jurisdiction of the legislative body. All votes taken during a teleconferenced meeting shall be by rollcall.

(3) If the legislative body of a local agency elects to use teleconferencing, it shall post agendas at all teleconference locations and conduct teleconference meetings in a manner that protects the statutory and constitutional rights of the parties or the public appearing before the legislative body of a local agency. Each

teleconference location shall be identified in the notice and agenda of the meeting or proceeding, and each teleconference location shall be accessible to the public. During the teleconference, at least a quorum of the members of the legislative body shall participate from locations within the boundaries of the territory over which the local agency exercises jurisdiction, except as provided in subdivisions (d) and (e). The agenda shall provide an opportunity for members of the public to address the legislative body directly pursuant to Section 54954.3 at each teleconference location.

(4) For the purposes of this section, "teleconference" means a meeting of a legislative body, the members of which are in different locations, connected by electronic means, through either audio or video, or both. Nothing in this section shall prohibit a local agency from providing the public with additional teleconference locations.

(c) (1) No legislative body shall take action by secret ballot, whether preliminary or final.

(2) The legislative body of a local agency shall publicly report any action taken and the vote or abstention on that action of each member present for the action.

(3) Prior to taking final action, the legislative body shall orally report a summary of a recommendation for a final action on the salaries, salary schedules, or compensation paid in the form of fringe benefits of a local agency executive, as defined in subdivision (d) of Section 3511.1, during the open meeting in which the final action is to be taken. This paragraph shall not affect the public's right under the California Public Records Act (Chapter 3.5 (commencing with Section 6250) of Division 7 of Title 1) to inspect or copy records created or received in the process of developing the recommendation.

(d) (1) Notwithstanding the provisions relating to a quorum in paragraph (3) of subdivision (b), if a health authority conducts a teleconference meeting, members who are outside the jurisdiction of the authority may be counted toward the establishment of a quorum when participating in the teleconference if at least 50 percent of the number of members that would establish a quorum are present within the boundaries of the territory over which the authority exercises jurisdiction, and the health authority provides a teleconference number, and associated access codes, if any, that allows any person to call in to participate in the meeting and the number and access codes are identified in the notice and agenda of the meeting.

(2) Nothing in this subdivision shall be construed as discouraging health authority members from regularly meeting at a common physical site within the jurisdiction of the authority or from using teleconference locations within or near the jurisdiction of the authority. A teleconference meeting for which a quorum is established pursuant to this subdivision shall be subject to all other requirements of this section.

(3) For purposes of this subdivision, a health authority means any entity created pursuant to Sections 14018.7, 14087.31, 14087.35, 14087.36, 14087.38, and 14087.9605 of the Welfare and Institutions Code, any joint powers authority created pursuant to Article 1 (commencing with Section 6500) of Chapter 5 of Division 7 for the purpose of contracting pursuant to Section 14087.3 of the Welfare and Institutions Code, and any advisory committee to a county-sponsored health plan licensed pursuant to Chapter 2.2 (commencing with Section 1340) of Division 2 of the Health and Safety Code if the advisory committee has 12 or more members.

(e) (1) A local agency may use teleconferencing without complying with the requirements of paragraph (3) of subdivision (b) if the legislative body complies with the requirements of paragraph (2) of this subdivision in any of the following circumstances:

(A) The legislative body holds a meeting during a proclaimed state of emergency, and state or local officials have imposed or recommended measures to promote social distancing.

(B) The legislative body holds a meeting during a proclaimed state of emergency for the purpose of determining, by majority vote, whether as a result of the emergency, meeting in person would present imminent risks to the health or safety of attendees.

(C) The legislative body holds a meeting during a proclaimed state of emergency and has determined, by majority vote, pursuant to subparagraph (B), that, as a result of the emergency, meeting in person would present imminent risks to the health or safety of attendees.

(2) A legislative body that holds a meeting pursuant to this subdivision shall do all of the following:

(A) The legislative body shall give notice of the meeting and post agendas as otherwise required by this chapter.

(B) The legislative body shall allow members of the public to access the meeting and the agenda shall provide an opportunity for members of the public to address the legislative body directly pursuant to Section 54954.3. In each instance in which notice of the time of the teleconferenced meeting is otherwise given or the agenda for the

meeting is otherwise posted, the legislative body shall also give notice of the means by which members of the public may access the meeting and offer public comment. The agenda shall identify and include an opportunity for all persons to attend via a call-in option or an internet-based service option. This subparagraph shall not be construed to require the legislative body to provide a physical location from which the public may attend or comment.

(C) The legislative body shall conduct teleconference meetings in a manner that protects the statutory and constitutional rights of the parties and the public appearing before the legislative body of a local agency.

(D) In the event of a disruption which prevents the public agency from broadcasting the meeting to members of the public using the call-in option or internet-based service option, or in the event of a disruption within the local agency's control which prevents members of the public from offering public comments using the call-in option or internet-based service option, the body shall take no further action on items appearing on the meeting agenda until public access to the meeting via the call-in option or internet-based service option is restored. Actions taken on agenda items during a disruption which prevents the public agency from broadcasting the meeting may be challenged pursuant to Section 54960.1.

(E) The legislative body shall not require public comments to be submitted in advance of the meeting and must provide an opportunity for the public to address the legislative body and offer comment in real time. This subparagraph shall not be construed to require the legislative body to provide a physical location from which the public may attend or comment.

(F) Notwithstanding Section 54953.3, an individual desiring to provide public comment through the use of an internet website, or other online platform, not under the control of the local legislative body, that requires registration to log in to a teleconference may be required to register as required by the third-party internet website or online platform to participate.

(G) (i) A legislative body that provides a timed public comment period for each agenda item shall not close the public comment period for the agenda item, or the opportunity to register, pursuant to subparagraph (F), to provide public comment until that timed public comment period has elapsed.

(ii) A legislative body that does not provide a timed public comment period, but takes public comment separately on each agenda item, shall allow a reasonable amount of time per agenda item to allow public members the opportunity to provide public comment, including time for members of the public to register pursuant to subparagraph (F), or otherwise be recognized for the purpose of providing public comment.

(iii) A legislative body that provides a timed general public comment period that does not correspond to a specific agenda item shall not close the public comment period or the opportunity to register, pursuant to subparagraph (F), until the timed general public comment period has elapsed.

(3) If a state of emergency remains active, or state or local officials have imposed or recommended measures to promote social distancing, in order to continue to teleconference without compliance with paragraph (3) of subdivision (b), the legislative body shall, not later than 30 days after teleconferencing for the first time pursuant to subparagraph (A), (B), or (C) of paragraph (1), and every 30 days thereafter, make the following findings by majority vote:

(A) The legislative body has reconsidered the circumstances of the state of emergency.

(B) Any of the following circumstances exist:

(i) The state of emergency continues to directly impact the ability of the members to meet safely in person.

(ii) State or local officials continue to impose or recommend measures to promote social distancing.

(4) For the purposes of this subdivision, "state of emergency" means a state of emergency proclaimed pursuant to Section 8625 of the California Emergency Services Act (Article 1 (commencing with Section 8550) of Chapter 7 of Division 1 of Title 2).

(f) This section shall remain in effect only until January 1, 2024, and as of that date is repealed.

**SEC. 3.1.** Section 54953 of the Government Code is amended to read:

**54953.** (a) All meetings of the legislative body of a local agency shall be open and public, and all persons shall be permitted to attend any meeting of the legislative body of a local agency in person, except as otherwise provided in this chapter. Local agencies shall conduct meetings subject to this chapter consistent with applicable state and

federal civil rights laws, including, but not limited to, any applicable language access and other nondiscrimination obligations.

(b) (1) Notwithstanding any other provision of law, the legislative body of a local agency may use teleconferencing for the benefit of the public and the legislative body of a local agency in connection with any meeting or proceeding authorized by law. The teleconferenced meeting or proceeding shall comply with all otherwise applicable requirements of this chapter and all otherwise applicable provisions of law relating to a specific type of meeting or proceeding.

(2) Teleconferencing, as authorized by this section, may be used for all purposes in connection with any meeting within the subject matter jurisdiction of the legislative body. All votes taken during a teleconferenced meeting shall be by rollcall.

(3) If the legislative body of a local agency elects to use teleconferencing, it shall post agendas at all teleconference locations and conduct teleconference meetings in a manner that protects the statutory and constitutional rights of the parties or the public appearing before the legislative body of a local agency. Each teleconference location shall be identified in the notice and agenda of the meeting or proceeding, and each teleconference location shall be accessible to the public. During the teleconference, at least a quorum of the members of the legislative body shall participate from locations within the boundaries of the territory over which the local agency exercises jurisdiction, except as provided in subdivisions (d) and (e). The agenda shall provide an opportunity for members of the public to address the legislative body directly pursuant to Section 54954.3 at each teleconference location.

(4) For the purposes of this section, "teleconference" means a meeting of a legislative body, the members of which are in different locations, connected by electronic means, through either audio or video, or both. Nothing in this section shall prohibit a local agency from providing the public with additional teleconference locations.

(c) (1) No legislative body shall take action by secret ballot, whether preliminary or final.

(2) The legislative body of a local agency shall publicly report any action taken and the vote or abstention on that action of each member present for the action.

(3) Prior to taking final action, the legislative body shall orally report a summary of a recommendation for a final action on the salaries, salary schedules, or compensation paid in the form of fringe benefits of a local agency executive, as defined in subdivision (d) of Section 3511.1, during the open meeting in which the final action is to be taken. This paragraph shall not affect the public's right under the California Public Records Act (Chapter 3.5 (commencing with Section 6250) of Division 7 of Title 1) to inspect or copy records created or received in the process of developing the recommendation.

(d) (1) Notwithstanding the provisions relating to a quorum in paragraph (3) of subdivision (b), if a health authority conducts a teleconference meeting, members who are outside the jurisdiction of the authority may be counted toward the establishment of a quorum when participating in the teleconference if at least 50 percent of the number of members that would establish a quorum are present within the boundaries of the territory over which the authority exercises jurisdiction, and the health authority provides a teleconference number, and associated access codes, if any, that allows any person to call in to participate in the meeting and the number and access codes are identified in the notice and agenda of the meeting.

(2) Nothing in this subdivision shall be construed as discouraging health authority members from regularly meeting at a common physical site within the jurisdiction of the authority or from using teleconference locations within or near the jurisdiction of the authority. A teleconference meeting for which a quorum is established pursuant to this subdivision shall be subject to all other requirements of this section.

(3) For purposes of this subdivision, a health authority means any entity created pursuant to Sections 14018.7, 14087.31, 14087.35, 14087.36, 14087.38, and 14087.9605 of the Welfare and Institutions Code, any joint powers authority created pursuant to Article 1 (commencing with Section 6500) of Chapter 5 of Division 7 for the purpose of contracting pursuant to Section 14087.3 of the Welfare and Institutions Code, and any advisory committee to a county-sponsored health plan licensed pursuant to Chapter 2.2 (commencing with Section 1340) of Division 2 of the Health and Safety Code if the advisory committee has 12 or more members.

(e) (1) A local agency may use teleconferencing without complying with the requirements of paragraph (3) of subdivision (b) if the legislative body complies with the requirements of paragraph (2) of this subdivision in any of the following circumstances:

(A) The legislative body holds a meeting during a proclaimed state of emergency, and state or local officials have

imposed or recommended measures to promote social distancing.

(B) The legislative body holds a meeting during a proclaimed state of emergency for the purpose of determining, by majority vote, whether as a result of the emergency, meeting in person would present imminent risks to the health or safety of attendees.

(C) The legislative body holds a meeting during a proclaimed state of emergency and has determined, by majority vote, pursuant to subparagraph (B), that, as a result of the emergency, meeting in person would present imminent risks to the health or safety of attendees.

(2) A legislative body that holds a meeting pursuant to this subdivision shall do all of the following:

(A) The legislative body shall give notice of the meeting and post agendas as otherwise required by this chapter.

(B) The legislative body shall allow members of the public to access the meeting and the agenda shall provide an opportunity for members of the public to address the legislative body directly pursuant to Section 54954.3. In each instance in which notice of the time of the teleconferenced meeting is otherwise given or the agenda for the meeting is otherwise posted, the legislative body shall also give notice of the means by which members of the public may access the meeting and offer public comment. The agenda shall identify and include an opportunity for all persons to attend via a call-in option or an internet-based service option. This subparagraph shall not be construed to require the legislative body to provide a physical location from which the public may attend or comment.

(C) The legislative body shall conduct teleconference meetings in a manner that protects the statutory and constitutional rights of the parties and the public appearing before the legislative body of a local agency.

(D) In the event of a disruption which prevents the public agency from broadcasting the meeting to members of the public using the call-in option or internet-based service option, or in the event of a disruption within the local agency's control which prevents members of the public from offering public comments using the call-in option or internet-based service option, the body shall take no further action on items appearing on the meeting agenda until public access to the meeting via the call-in option or internet-based service option is restored. Actions taken on agenda items during a disruption which prevents the public agency from broadcasting the meeting may be challenged pursuant to Section 54960.1.

(E) The legislative body shall not require public comments to be submitted in advance of the meeting and must provide an opportunity for the public to address the legislative body and offer comment in real time. This subparagraph shall not be construed to require the legislative body to provide a physical location from which the public may attend or comment.

(F) Notwithstanding Section 54953.3, an individual desiring to provide public comment through the use of an internet website, or other online platform, not under the control of the local legislative body, that requires registration to log in to a teleconference may be required to register as required by the third-party internet website or online platform to participate.

(G) (i) A legislative body that provides a timed public comment period for each agenda item shall not close the public comment period for the agenda item, or the opportunity to register, pursuant to subparagraph (F), to provide public comment until that timed public comment period has elapsed.

(ii) A legislative body that does not provide a timed public comment period, but takes public comment separately on each agenda item, shall allow a reasonable amount of time per agenda item to allow public members the opportunity to provide public comment, including time for members of the public to register pursuant to subparagraph (F), or otherwise be recognized for the purpose of providing public comment.

(iii) A legislative body that provides a timed general public comment period that does not correspond to a specific agenda item shall not close the public comment period or the opportunity to register, pursuant to subparagraph (F), until the timed general public comment period has elapsed.

(3) If a state of emergency remains active, or state or local officials have imposed or recommended measures to promote social distancing, in order to continue to teleconference without compliance with paragraph (3) of subdivision (b), the legislative body shall, not later than 30 days after teleconferencing for the first time pursuant to subparagraph (A), (B), or (C) of paragraph (1), and every 30 days thereafter, make the following findings by majority vote:

(A) The legislative body has reconsidered the circumstances of the state of emergency.

(B) Any of the following circumstances exist:

(i) The state of emergency continues to directly impact the ability of the members to meet safely in person.

(ii) State or local officials continue to impose or recommend measures to promote social distancing.

(4) For the purposes of this subdivision, "state of emergency" means a state of emergency proclaimed pursuant to Section 8625 of the California Emergency Services Act (Article 1 (commencing with Section 8550) of Chapter 7 of Division 1 of Title 2).

(f) This section shall remain in effect only until January 1, 2024, and as of that date is repealed.

**SEC. 4.** Section 54953 is added to the Government Code, to read:

**54953.** (a) All meetings of the legislative body of a local agency shall be open and public, and all persons shall be permitted to attend any meeting of the legislative body of a local agency, except as otherwise provided in this chapter.

(b) (1) Notwithstanding any other provision of law, the legislative body of a local agency may use teleconferencing for the benefit of the public and the legislative body of a local agency in connection with any meeting or proceeding authorized by law. The teleconferenced meeting or proceeding shall comply with all requirements of this chapter and all otherwise applicable provisions of law relating to a specific type of meeting or proceeding.

(2) Teleconferencing, as authorized by this section, may be used for all purposes in connection with any meeting within the subject matter jurisdiction of the legislative body. All votes taken during a teleconferenced meeting shall be by rollcall.

(3) If the legislative body of a local agency elects to use teleconferencing, it shall post agendas at all teleconference locations and conduct teleconference meetings in a manner that protects the statutory and constitutional rights of the parties or the public appearing before the legislative body of a local agency. Each teleconference location shall be identified in the notice and agenda of the meeting or proceeding, and each teleconference location shall be accessible to the public. During the teleconference, at least a quorum of the members of the legislative body shall participate from locations within the boundaries of the territory over which the local agency exercises jurisdiction, except as provided in subdivision (d). The agenda shall provide an opportunity for members of the public to address the legislative body directly pursuant to Section 54954.3 at each teleconference location.

(4) For the purposes of this section, "teleconference" means a meeting of a legislative body, the members of which are in different locations, connected by electronic means, through either audio or video, or both. Nothing in this section shall prohibit a local agency from providing the public with additional teleconference locations

(c) (1) No legislative body shall take action by secret ballot, whether preliminary or final.

(2) The legislative body of a local agency shall publicly report any action taken and the vote or abstention on that action of each member present for the action.

(3) Prior to taking final action, the legislative body shall orally report a summary of a recommendation for a final action on the salaries, salary schedules, or compensation paid in the form of fringe benefits of a local agency executive, as defined in subdivision (d) of Section 3511.1, during the open meeting in which the final action is to be taken. This paragraph shall not affect the public's right under the California Public Records Act (Chapter 3.5 (commencing with Section 6250) of Division 7 of Title 1) to inspect or copy records created or received in the process of developing the recommendation.

(d) (1) Notwithstanding the provisions relating to a quorum in paragraph (3) of subdivision (b), if a health authority conducts a teleconference meeting, members who are outside the jurisdiction of the authority may be counted toward the establishment of a quorum when participating in the teleconference if at least 50 percent of the number of members that would establish a quorum are present within the boundaries of the territory over which the authority exercises jurisdiction, and the health authority provides a teleconference number, and associated access codes, if any, that allows any person to call in to participate in the meeting and the number and access codes are identified in the notice and agenda of the meeting.

(2) Nothing in this subdivision shall be construed as discouraging health authority members from regularly meeting at a common physical site within the jurisdiction of the authority or from using teleconference locations

within or near the jurisdiction of the authority. A teleconference meeting for which a quorum is established pursuant to this subdivision shall be subject to all other requirements of this section.

(3) For purposes of this subdivision, a health authority means any entity created pursuant to Sections 14018.7, 14087.31, 14087.35, 14087.36, 14087.38, and 14087.9605 of the Welfare and Institutions Code, any joint powers authority created pursuant to Article 1 (commencing with Section 6500) of Chapter 5 of Division 7 for the purpose of contracting pursuant to Section 14087.3 of the Welfare and Institutions Code, and any advisory committee to a county-sponsored health plan licensed pursuant to Chapter 2.2 (commencing with Section 1340) of Division 2 of the Health and Safety Code if the advisory committee has 12 or more members.

(e) This section shall become operative January 1, 2024.

**SEC. 4.1.** Section 54953 is added to the Government Code, to read:

**54953.** (a) All meetings of the legislative body of a local agency shall be open and public, and all persons shall be permitted to attend any meeting of the legislative body of a local agency, in person except as otherwise provided in this chapter. Local agencies shall conduct meetings subject to this chapter consistent with applicable state and federal civil rights laws, including, but not limited to, any applicable language access and other nondiscrimination obligations.

(b) (1) Notwithstanding any other provision of law, the legislative body of a local agency may use teleconferencing for the benefit of the public and the legislative body of a local agency in connection with any meeting or proceeding authorized by law. The teleconferenced meeting or proceeding shall comply with all requirements of this chapter and all otherwise applicable provisions of law relating to a specific type of meeting or proceeding.

(2) Teleconferencing, as authorized by this section, may be used for all purposes in connection with any meeting within the subject matter jurisdiction of the legislative body. All votes taken during a teleconferenced meeting shall be by rollcall.

(3) If the legislative body of a local agency elects to use teleconferencing, it shall post agendas at all teleconference locations and conduct teleconference meetings in a manner that protects the statutory and constitutional rights of the parties or the public appearing before the legislative body of a local agency. Each teleconference location shall be identified in the notice and agenda of the meeting or proceeding, and each teleconference location shall be accessible to the public. During the teleconference, at least a quorum of the members of the legislative body shall participate from locations within the boundaries of the territory over which the local agency exercises jurisdiction, except as provided in subdivision (d). The agenda shall provide an opportunity for members of the public to address the legislative body directly pursuant to Section 54954.3 at each teleconference location.

(4) For the purposes of this section, "teleconference" means a meeting of a legislative body, the members of which are in different locations, connected by electronic means, through either audio or video, or both. Nothing in this section shall prohibit a local agency from providing the public with additional teleconference locations.

(c) (1) No legislative body shall take action by secret ballot, whether preliminary or final.

(2) The legislative body of a local agency shall publicly report any action taken and the vote or abstention on that action of each member present for the action.

(3) Prior to taking final action, the legislative body shall orally report a summary of a recommendation for a final action on the salaries, salary schedules, or compensation paid in the form of fringe benefits of a local agency executive, as defined in subdivision (d) of Section 3511.1, during the open meeting in which the final action is to be taken. This paragraph shall not affect the public's right under the California Public Records Act (Chapter 3.5 (commencing with Section 6250) of Division 7 of Title 1) to inspect or copy records created or received in the process of developing the recommendation.

(d) (1) Notwithstanding the provisions relating to a quorum in paragraph (3) of subdivision (b), if a health authority conducts a teleconference meeting, members who are outside the jurisdiction of the authority may be counted toward the establishment of a quorum when participating in the teleconference if at least 50 percent of the number of members that would establish a quorum are present within the boundaries of the territory over which the authority exercises jurisdiction, and the health authority provides a teleconference number, and associated access codes, if any, that allows any person to call in to participate in the meeting and the number and access codes are identified in the notice and agenda of the meeting.

(2) Nothing in this subdivision shall be construed as discouraging health authority members from regularly meeting at a common physical site within the jurisdiction of the authority or from using teleconference locations within or near the jurisdiction of the authority. A teleconference meeting for which a quorum is established pursuant to this subdivision shall be subject to all other requirements of this section.

(3) For purposes of this subdivision, a health authority means any entity created pursuant to Sections 14018.7, 14087.31, 14087.35, 14087.36, 14087.38, and 14087.9605 of the Welfare and Institutions Code, any joint powers authority created pursuant to Article 1 (commencing with Section 6500) of Chapter 5 of Division 7 for the purpose of contracting pursuant to Section 14087.3 of the Welfare and Institutions Code, and any advisory committee to a county-sponsored health plan licensed pursuant to Chapter 2.2 (commencing with Section 1340) of Division 2 of the Health and Safety Code if the advisory committee has 12 or more members.

(e) This section shall become operative January 1, 2024.

**SEC. 5.** Sections 3.1 and 4.1 of this bill incorporate amendments to Section 54953 of the Government Code proposed by both this bill and Assembly Bill 339. Those sections of this bill shall only become operative if (1) both bills are enacted and become effective on or before January 1, 2022, but this bill becomes operative first, (2) each bill amends Section 54953 of the Government Code, and (3) this bill is enacted after Assembly Bill 339, in which case Section 54953 of the Government Code, as amended by Sections 3 and 4 of this bill, shall remain operative only until the operative date of Assembly Bill 339, at which time Sections 3.1 and 4.1 of this bill shall become operative.

**SEC. 6.** It is the intent of the Legislature in enacting this act to improve and enhance public access to state and local agency meetings during the COVID-19 pandemic and future applicable emergencies, by allowing broader access through teleconferencing options consistent with the Governor's Executive Order No. N-29-20 dated March 17, 2020, permitting expanded use of teleconferencing during the COVID-19 pandemic.

**SEC. 7.** The Legislature finds and declares that Sections 3 and 4 of this act, which amend, repeal, and add Section 54953 of the Government Code, further, within the meaning of paragraph (7) of subdivision (b) of Section 3 of Article I of the California Constitution, the purposes of that constitutional section as it relates to the right of public access to the meetings of local public bodies or the writings of local public officials and local agencies. Pursuant to paragraph (7) of subdivision (b) of Section 3 of Article I of the California Constitution, the Legislature makes the following findings:

This act is necessary to ensure minimum standards for public participation and notice requirements allowing for greater public participation in teleconference meetings during applicable emergencies.

**SEC. 8.** (a) The Legislature finds and declares that during the COVID-19 public health emergency, certain requirements of the Bagley-Keene Open Meeting Act (Article 9 (commencing with Section 11120) of Chapter 1 of Part 1 of Division 3 of Title 2 of the Government Code) were suspended by Executive Order N-29-20. Audio and video teleconference were widely used to conduct public meetings in lieu of physical location meetings, and public meetings conducted by teleconference during the COVID-19 public health emergency have been productive, have increased public participation by all members of the public regardless of their location in the state and ability to travel to physical meeting locations, have protected the health and safety of civil servants and the public, and have reduced travel costs incurred by members of state bodies and reduced work hours spent traveling to and from meetings.

(b) The Legislature finds and declares that Section 1 of this act, which adds and repeals Section 89305.6 of the Education Code, Section 2 of this act, which adds and repeals Section 11133 of the Government Code, and Sections 3 and 4 of this act, which amend, repeal, and add Section 54953 of the Government Code, all increase and potentially limit the public's right of access to the meetings of public bodies or the writings of public officials and agencies within the meaning of Section 3 of Article I of the California Constitution. Pursuant to that constitutional provision, the Legislature makes the following findings to demonstrate the interest protected by this limitation and the need for protecting that interest:

(1) By removing the requirement that public meetings be conducted at a primary physical location with a quorum of members present, this act protects the health and safety of civil servants and the public and does not preference the experience of members of the public who might be able to attend a meeting in a physical location over members of the public who cannot travel or attend that meeting in a physical location.

(2) By removing the requirement for agendas to be placed at the location of each public official participating in a public meeting remotely, including from the member's private home or hotel room, this act protects the personal, private information of public officials and their families while preserving the public's right to access information

concerning the conduct of the people's business.

**SEC. 9.** This act is an urgency statute necessary for the immediate preservation of the public peace, health, or safety within the meaning of Article IV of the California Constitution and shall go into immediate effect. The facts constituting the necessity are:

In order to ensure that state and local agencies can continue holding public meetings while providing essential services like water, power, and fire protection to their constituents during public health, wildfire, or other states of emergencies, it is necessary that this act take effect immediately.

Student Name: \_\_\_\_\_ DOB: \_\_\_\_\_ Date: \_\_\_\_\_

**TESTING MATRIX FOR CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE & PROGRESS (CAASPP)**

**PURPOSE AND USE:** This document should be used in conjunction with the Smarter Balanced Consortium: Usability, Accessibility, and Accommodations Guidelines, and California Code of Regulations, Title 5 (5 CCR) sections 850 through 864 of the California Assessment of Student Performance and Progress (CAASPP) regulations, to determine the use of resources for individual students. The appropriate use of universal tools, designated supports, and/or accommodations on CAASPP tests is restricted to only those identified in this document.

PART 1 EMBEDDED SUPPORTS	ENGLISH LANGUAGE ARTS (ELA)			MATHEMATICS	SCIENCE (CAST)	Spanish	ELPAC - CBA	ELPAC – PAPER	ELPAC – ALT.
	READING	WRITING	LISTENING						
American Sign Language (ASL) <i>(Does not apply to CAA)</i>	-	-	A	A	A	-	D (Test Directions Only)	D (Test Directions Only)	D (Test Directions Only)
							A (Listening Passages Only)	A (Listening Passages Only)	A (Listening Passages Only)
Audio Transcript (includes braille transcript)	A (For listening portions only)	A (For listening portions only)	A (For listening portions only)	-	-	A (Spanish for listening portions only)	A	A (3-12)	-
Braille <i>(Does not apply to CAA, nor ELPAC-Alt.)</i>	A	A	A	A	A	A	A	A (N Only)	-
Breaks	U	U	U	U	U	U	A (Extended breaks during domain administration)	A (Extended breaks during domain administration)	A (Extended breaks during domain administration)
Calculator <i>(Does not apply to CAA)</i>	-	-	-	U (Grades 6-8 & 11)	U (5, 8, & 10 – 12)	-	-	-	-
Closed Captioning <i>(Does not apply to CAA, nor ELPAC-Alt.)</i>	A (For listening portions only)	A (For listening portions only)	A (For listening portions only)	-	-	A (For listening portions only)	A	-	-
Color Contrast – Color Choice	D	D	D	D	D	D	D	-	D
Digital Notepad	U	U	U	U	U	U	U	-	U
English Dictionary	U (For ELA full write performance tasks, not short ¶ responses)	U (For ELA full write performance tasks, not short ¶ responses)	U (For ELA full write performance tasks, not short ¶ responses)	-	-	-	-	-	-
English Glossary <i>(Does not apply to CAA)</i>	U	U	U	U	U	-	-	-	-
English Thesaurus	U (For ELA full write performance tasks, not short ¶ responses)	U (For ELA full write performance tasks, not short ¶ responses)	U (For ELA full write performance tasks, not short ¶ responses)	-	-	-	-	-	-
Expandable Items	U	U	U	U	U	U	U	-	U
Expandable Passages	U	U	U	U	U	U	U	-	U
Global Notes	-	U	-	-	-	-	-	-	-

**EMBEDDED SUPPORTS:** Digitally-delivered features/settings available as part of the technology platform for the computer-administered CAASPP tests. These supports do not change or alter the construct being measured.

**NON-EMBEDDED SUPPORTS:** Supports available, when provided by the Local Educational Agency (LEA), for either computer-administered or special form CAASPP tests. These supports are not part of the technology platform for the computer-administered CAASPP tests. These supports do not change or alter the construct being measured.

**UNLISTED RESOURCE(S):** Instructional support(s) that a student regularly uses in daily instruction and/or assessment that has not been previously identified as a universal tool, designated support, or accommodation. It may or may not change the construct of the assessment.

**UNIVERSAL TOOLS (U):** Available to all students on the basis of student preference and selection.

**DESIGNATED SUPPORTS (D):** 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 IEP or Section 504 plan.

**ACCOMMODATIONS (A):** Must be permitted on CAASPP tests to all eligible students if specified in his/her IEP or Section 504 plan.

**UNLISTED RESOURCES (X):** Unlisted Resources that change the construct of the test being measured.

**\*NEW RESOURCE ADDED FOR THE 2022-23 SCHOOL YEAR**

Student Name: \_\_\_\_\_ DOB: \_\_\_\_\_ Date: \_\_\_\_\_

**TESTING MATRIX FOR CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE & PROGRESS (CAASPP)**

**PURPOSE AND USE:** This document should be used in conjunction with the Smarter Balanced Consortium: Usability, Accessibility, and Accommodations Guidelines, and California Code of Regulations, Title 5 (5 CCR) sections 850 through 864 of the California Assessment of Student Performance and Progress (CAASPP) regulations, to determine the use of resources for individual students. The appropriate use of universal tools, designated supports, and/or accommodations on CAASPP tests is restricted to only those identified in this document.

PART 1 EMBEDDED SUPPORTS	ENGLISH LANGUAGE ARTS (ELA)			MATHEMATICS	SCIENCE (CAST)	Spanish	ELPAC - CBA	ELPAC – PAPER	ELPAC – ALT.
	READING	WRITING	LISTENING						
		(For ELA full write performance tasks, not short ¶ responses)							
Highlighter	U	U	U	U	U	U	U	-	U
Illustration Glossaries	-	-	-	D	-	-	-	-	-
Keyboard Navigation	U	U	U	U	U	U	U	-	U
Line Reader	U	U	U	U	U	-	-	U (3-12)	U
Mark for Review	U	U	U	U	U	U	U (2-12)	-	U
Masking	D	D	D	D	D	D	D	-	D
Math Tools (i.e., embedded ruler, embedded protractor)	-	-	-	U (For specific items)	U	-	-	-	-
Mouse Pointer (size and color)	D	D	D	D	D	D	D	-	D
Pause or Replay Audio – Listening Domain	-	-	-	-	-	-	D	D	-
Pause or Replay – Speaking Domain	-	-	-	-	-	-	D	D	-
Print Size	D	D	D	D	D	D	D	-	D
Science Charts (i.e., reference sheet, periodic table of the elements also available in Spanish)	-	-	-	-	U	-	-	-	-
Science Tools (i.e., analog clock, laboratory equipment)	-	-	-	-	U	-	-	-	-
Spanish Glossary	-	-	-	-	-	U	-	-	-
Speech-to-text	A	A	A	A	A	-	A	-	-
Spell Check	U	U	U	U	U	-	-	-	-
Streamline	D	D	D	D	D	D	D	-	D
Strikethrough	U	U	U	U	U	U	U (3-12)	-	U

**EMBEDDED SUPPORTS:** Digitally-delivered features/settings available as part of the technology platform for the computer-administered CAASPP tests. These supports do not change or alter the construct being measured.

**NON-EMBEDDED SUPPORTS:** Supports available, when provided by the Local Educational Agency (LEA), for either computer-administered or special form CAASPP tests. These supports are not part of the technology platform for the computer-administered CAASPP tests. These supports do not change or alter the construct being measured.

**UNLISTED RESOURCE(S):** Instructional support(s) that a student regularly uses in daily instruction and/or assessment that has not been previously identified as a universal tool, designated support, or accommodation. It may or may not change the construct of the assessment.

**UNIVERSAL TOOLS (U):** Available to all students on the basis of student preference and selection.

**DESIGNATED SUPPORTS (D):** 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 IEP or Section 504 plan.

**ACCOMMODATIONS (A):** Must be permitted on CAASPP tests to all eligible students if specified in his/her IEP or Section 504 plan.

**UNLISTED RESOURCES (X):** Unlisted Resources that change the construct of the test being measured.

**\*NEW RESOURCE ADDED FOR THE 2022-23 SCHOOL YEAR**

Student Name: \_\_\_\_\_ DOB: \_\_\_\_\_ Date: \_\_\_\_\_

**TESTING MATRIX FOR CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE & PROGRESS (CAASPP)**

**PURPOSE AND USE:** This document should be used in conjunction with the Smarter Balanced Consortium: Usability, Accessibility, and Accommodations Guidelines, and California Code of Regulations, Title 5 (5 CCR) sections 850 through 864 of the California Assessment of Student Performance and Progress (CAASPP) regulations, to determine the use of resources for individual students. The appropriate use of universal tools, designated supports, and/or accommodations on CAASPP tests is restricted to only those identified in this document.

PART 1 EMBEDDED SUPPORTS	ENGLISH LANGUAGE ARTS (ELA)			MATHEMATICS	SCIENCE (CAST)	Spanish	ELPAC - CBA	ELPAC – PAPER	ELPAC – ALT.
	READING	WRITING	LISTENING						
Text-to-Speech (Does not apply to CAA)	D (for items)	D (for items)	D (for items)	D	D	D (for items)	A (for all domains)	-	-
	A (for ELA reading passages)	A (for ELA reading passages)	A (for ELA reading passages)			A (for ELA reading passages)			
Text-to-Speech in Spanish (Does not apply to CAA)	-	-	-	D (for items)	-	-	-	-	-
Translated Test Directions (Does not apply to CAA)	-	-	-	D	D	-	-	-	-
Translations (see <a href="#">Embedded Designated Support Glossaries</a> ) (Does not apply to CAA)	-	-	-	D	D (E Only)	-	-	-	-
Translations (Spanish Stacked) (Does not apply to CAA)	-	-	-	D	D	-	-	-	-
Turn Off Any Universal Tool	D	D	D	D	D	D	D	-	D
Writing Tools for Student-Generated Responses (i.e., bold, italic, bullets, undo/redo)	U (For specific items)	U (For specific items)	U (For specific items)	U (For specific items)	U	-	U (3-12)	-	-
Zoom (in/out)	U	U	U	U	U	U	U	-	U

PART 2 NON-EMBEDDED SUPPORTS	ENGLISH LANGUAGE ARTS (ELA)			MATHEMATICS	SCIENCE (CAST)	Spanish	ELPAC - CBA	ELPAC - PAPER	ELPAC-ALT.
	READING	WRITING	LISTENING						
100s Number Table ( <a href="http://www.caaspp.org/rsc/pdfs/CAASPP.hundreds-number-table.pdf">http://www.caaspp.org/rsc/pdfs/CAASPP.hundreds-number-table.pdf</a> )	-	-	-	A	D	-	-	-	-
					A				
Abacus	-	-	-	A	A	-	-	-	-
Alternate Response Options (i.e., adapted keyboards, large keyboards, StickyKeys, MouseKeys, FilterKeys, adapted mouse, touch screen, head wand, and switches)	A	A	A	A	A	A	A	A	A
American Sign Language	A	A	A	A	A	-	D (Test directions only)	D (Test directions only)	D (Test directions only)
							A		

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**\*NEW RESOURCE ADDED FOR THE 2022-23 SCHOOL YEAR**

Student Name: \_\_\_\_\_ DOB: \_\_\_\_\_ Date: \_\_\_\_\_

**TESTING MATRIX FOR CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE & PROGRESS (CAASPP)**

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PART 2 NON-EMBEDDED SUPPORTS	ENGLISH LANGUAGE ARTS (ELA)			MATHEMATICS	SCIENCE (CAST)	Spanish	ELPAC - CBA	ELPAC - PAPER	ELPAC-ALT.
	READING	WRITING	LISTENING						
							(Listening Domain Only)		
ASL or Manually Coded English	-	-	-	-	-	-	<b>A</b> (For listening and speaking domains only)	<b>A</b> (For listening and speaking domains only)	<b>A</b> (For listening and speaking domains only)
Amplification	<b>D</b>	<b>D</b>	<b>D</b>	<b>D</b>	<b>D</b>	<b>D</b>	<b>D</b>	<b>D</b>	-
Audio Transcript (Includes Braille Transcript)	-	-	-	-	-	-	-	<b>A</b> (3-12)	-
Bilingual Dictionary	<b>D</b> (For ELA full write performance tasks, no short ¶ responses)	-	-	-	-	-	-	-	-
Braille (special form)	<b>A</b>	<b>A</b>	<b>A</b>	<b>A</b>	<b>A</b>	<b>A</b>	<b>A</b>	<b>A</b> (N Only)	-
Breaks	<b>U</b>	<b>U</b>	<b>U</b>	<b>U</b>	<b>U</b>	<b>U</b>	<b>U</b>	<b>U</b>	<b>U</b>
							<b>A</b>	<b>A</b>	<b>A</b>
Calculator	-	-	-	<b>A</b> (Grades 6-8, and 11)	<b>D</b> (basic calculator for Grade 5; scientific calculator for Grade 8 and HS)	-	-	-	-
Color Overlay	<b>D</b>	<b>D</b>	<b>D</b>	<b>D</b>	<b>D</b>	-	-	<b>D</b>	-
Designated Interface Assistant	-	-	-	-	-	-	<b>D</b>	-	<b>D</b>
English Dictionary	<b>U</b> (For ELA full write performance tasks, not short ¶ responses)	<b>U</b> (For ELA full write performance tasks, not short ¶ responses)	<b>U</b> (For ELA full write performance tasks, not short ¶ responses)	-	-	-	-	-	-
English Thesaurus	<b>U</b> (For ELA full write performance tasks, not short ¶ responses)	<b>U</b> (For ELA full write performance tasks, not short ¶ responses)	<b>U</b> (For ELA full write performance tasks, not short ¶ responses)	-	-	-	-	-	-
Highlighter	-	-	-	-	-	-	-	<b>U</b> (2-12)	-

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**\*NEW RESOURCE ADDED FOR THE 2022-23 SCHOOL YEAR**

Student Name: \_\_\_\_\_ DOB: \_\_\_\_\_ Date: \_\_\_\_\_

**TESTING MATRIX FOR CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE & PROGRESS (CAASPP)**

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PART 2 NON-EMBEDDED SUPPORTS	ENGLISH LANGUAGE ARTS (ELA)			MATHEMATICS	SCIENCE (CAST)	Spanish	ELPAC - CBA	ELPAC - PAPER	ELPAC-ALT.
	READING	WRITING	LISTENING						
Illustration Glossaries	-	-	-	D	-	-	-	-	-
Large-Print Versions of a Paper-Pencil Test (as available)	A	A	A	A	A	-	-	A	-
Line Reader	-	-	-	-	-	-	-	U (3-12)	-
Masking	-	-	-	-	-	-	-	D	-
Magnification	D	D	D	D	D	D	D	D	D
Mark for Review	-	-	-	-	-	-	-	U (2-12)	-
Medical Supports (Device settings must restrict access to other applications or the test administrator must closely monitor the use of the device to maintain test security)	D	D	D	D	D	D	D	D	D
Multiplication Table ( <a href="http://www.caaspp.org/rsc/pdfs/CAASPP_multiplication-table.pdf">http://www.caaspp.org/rsc/pdfs/CAASPP_multiplication-table.pdf</a> )	-	-	-	A	D	-	-	-	-
Noise Buffers (e.g., individual carrel or study enclosure or noise-canceling headphones)	D	D	D	D	D	D	D	D	D
Pause or Replay Audio – Listening Domain	-	-	-	-	-	-	D	D	-
Pause or Replay Audio – Speaking Domain	-	-	-	-	-	-	D	D	-
Print on Demand (to set, e-mail <a href="mailto:caltac@ets.org">caltac@ets.org</a> )	A	A	A	A	A	A	D	-	D
Oral Clarification of Test Directions by the Test Examiner in English	-	-	-	-	-	-	U	U	U
Read Aloud (see <a href="#">Read Aloud Guidelines</a> )	D (For items only) A (For ELA reading passages)	D (For items only)	D (For items only)	D (For Spanish stacked translation, see Read Aloud Spanish Guidelines)	D	A	D (For items and writing)	D (For writing only)	D (For items only)
Read Aloud in Spanish	-	-	-	D	D	D	-	-	-
Science Charts (state-approved only; i.e., calendar, Periodic Table of the Elements, reference sheets)	-	-	-	-	D	-	-	-	-
Scratch Paper (blank, lined, graph, white board, digital graph paper, electronic assistive devices without Internet as allowed)	U	U	U	U	U	U	U	U	U

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\*NEW RESOURCE ADDED FOR THE 2022-23 SCHOOL YEAR

Student Name: \_\_\_\_\_ DOB: \_\_\_\_\_ Date: \_\_\_\_\_

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PART 2 NON-EMBEDDED SUPPORTS	ENGLISH LANGUAGE ARTS (ELA)			MATHEMATICS	SCIENCE (CAST)	Spanish	ELPAC - CBA	ELPAC - PAPER	ELPAC-ALT.
	READING	WRITING	LISTENING						
Scribe (see <a href="#">Scribing Protocol</a> )	D <i>(For writing items)</i>	D <i>(For writing items)</i>	D <i>(For writing items)</i>	D	D	D <i>(For writing items)</i>	A	A	-
Separate setting (i.e., most beneficial time, special lighting or acoustics, adaptive furniture)	D	D	D	D	D	D	D	D	D
Simplified Test Directions (see <a href="#">Simplified Test Directions Guidelines</a> )	D	D	D	D	D	D	D	D	D
Speech-to-Text	A	A	A	A	A	-	A	-	-
Strikethrough	-	-	-	-	-	-	-	U <i>(3-12)</i>	-
Test Navigation Assistant	-	-	-	-	-	-	U	-	U
Translated Test Directions (see <a href="#">Accessibility Guide</a> )	D <i>(Consortium-provided PDFs for online test)</i>	D <i>(Consortium-provided PDFs for online test)</i>	D <i>(Consortium-provided PDFs for online test)</i>	D <i>(Consortium-provided PDFs for online test)</i>	D	-	D	D	D
Translations (glossary)	-	-	-	D <i>(Consortium-provided PDFs for paper-pencil tests only)</i>	D <i>(E Only)</i>	-	-	-	-
Word Prediction	A	A	A	A	A	-	-	-	-
Word Processor	-	-	-	-	-	-	-	A <i>(3-12, for writing domain only)</i>	-
Unlisted Resources	The LEA CAASPP coordinator or CAASPP testing site coordinator may submit a request through the Test Operations Management System (TOMS) for an unlisted resource. Requests must be received at least 10 business days before the student's first day of CAASPP testing. For more information about the unlisted resources and a list of the pre-identified unlisted resources, refer to Part 4 of the matrix)								

**PART 3  
CAA**      **INSTRUCTIONAL SUPPORTS AND RESOURCES**  
**CALIFORNIA ALTERNATE ASSESSMENT**

Most universal tools, designated supports, and accommodations listed in Parts 1 and 2 are available for the California Alternate Assessments (CAAs) for ELA and mathematics through the online testing interface, but because the CAAs are administered to students one-on-one by a test examiner and because they may also be administered in the "language of instruction," some embedded resources are not provided. For the CAA Science Field Test, due to the design, any instructional supports used in daily instruction may be used for the embedded performance tasks. The following are not available for CAA:

Embedded resources NOT available for CAA:

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**UNLISTED RESOURCES (X):** Unlisted Resources that change the construct of the test being measured.

**\*NEW RESOURCE ADDED FOR THE 2022-23 SCHOOL YEAR**

Student Name: \_\_\_\_\_ DOB: \_\_\_\_\_ Date: \_\_\_\_\_

### TESTING MATRIX FOR CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE & PROGRESS (CAASPP)

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<b>PART 3 CAA</b>	<b>INSTRUCTIONAL SUPPORTS AND RESOURCES</b>
	<b>CALIFORNIA ALTERNATE ASSESSMENT</b>
	<ul style="list-style-type: none"> <li>Braille (either by means of an embosser or a refreshable display) *</li> <li>Closed captioning</li> <li>Text-to-Speech</li> <li>American Sign Language videos (The test examiner is allowed to sign to the student as the language of instruction)</li> <li>Translation glossaries</li> </ul> <p>* Test examiner can request print-on-demand functionality to produce such 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 brailing the appropriate text.</p> <p>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 (<a href="http://www.caaspp.org/rsc/pdfs/CAASPP_online_tam.2016-17.pdf">http://www.caaspp.org/rsc/pdfs/CAASPP_online_tam.2016-17.pdf</a>), are inappropriate and not allowed. Examples of permissible instructional and physical supports include:</p> <p>(1) <b>INSTRUCTIONAL SUPPORTS:</b></p> <ul style="list-style-type: none"> <li>Allowing the student to use an augmentative communication device (e.g., Audiovox, switch)</li> <li>Allowing nonverbal students to respond with gestures, movements, or vocalization in place of speech</li> <li>Accepting eye gaze (<a href="http://www.caaspp.org/rsc/pdfs/CAASPP_eye-gaze-guidance.pdf">http://www.caaspp.org/rsc/pdfs/CAASPP_eye-gaze-guidance.pdf</a>) as a way of indicating a response</li> <li>Accepting a change in muscle tone or a change in facial expression as an observed behavior</li> <li>Allowing students to direct another person (aide or test examiner) in performing physical tasks</li> <li>Allowing use of the student’s calculator, 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.</li> </ul> <p>(2) <b>PHYSICAL SUPPORTS:</b></p> <ul style="list-style-type: none"> <li>Structuring the test environment to eliminate distractions for students who are particularly distractible</li> <li>Positioning and stabilizing the student to allow for the most controlled movement possible</li> </ul>

<b>PART 4 UNLISTED RESOURCES</b>	<b>INSTRUCTIONAL SUPPORTS AND RESOURCES</b>
	<b>CALIFORNIA ALTERNATE ASSESSMENT</b>
	<p>Unlisted resources <u>are not</u> universal tools, designated supports, or accommodations. Unlisted resources shall be made available if specified in the eligible student’s individualized education program (IEP) or Section 504 plan and <b>only on approval by the California Department of Education (CDE)</b>.</p> <p>To request the use of an unlisted resource, the LEA CAASPP coordinator or CAASPP test site coordinator may submit a request through the Test Operations Management System (TOMS) a minimum of 10 business days before the student’s first day of testing. The CDE will reply to the request within four business days.</p>

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**UNLISTED RESOURCES (X):** Unlisted Resources that change the construct of the test being measured.

**\*NEW RESOURCE ADDED FOR THE 2022-23 SCHOOL YEAR**

Student Name: \_\_\_\_\_ DOB: \_\_\_\_\_ Date: \_\_\_\_\_

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<b>PART 4 UNLISTED RESOURCES</b>	<b>INSTRUCTIONAL SUPPORTS AND RESOURCES</b>
	<b>CALIFORNIA ALTERNATE ASSESSMENT</b>

Approval of an unlisted resource that has not been previously identified (p.20) 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 changes the construct being measured after testing has been completed.

IEP teams should be made aware of the following regulation, although teams should not allow the impact of an LEA's accountability to outweigh the needs of the student in making decisions related to accessibility supports. If the CDE determines the unlisted resource changes the construct being measured, the unlisted resource will not be approved but may still be used by the student and the student will receive an individual score report. The student will not be counted as participating in statewide testing, which will impact the accountability participation rate indicator for the LEA." (Title 5 of the California Code of Regulations § 853.8)

The CDE and/or the Smarter Balanced Assessment Consortium has identified non-embedded unlisted resources for English language arts, mathematics, science, and primary language that change the construct being tested. The LEA may use the CAASPP Unlisted Resources Request form, available in TOMS (<http://bit.ly/2xOemJa>), to request the use unlisted resources required by a student's IEP or Section 504 plan.

<b>PART 4 NON-EMBEDDED RESOURCES</b>	<b>IDENTIFIED NON-EMBEDDED UNLISTED RESOURCES THAT CHANGE THE CONSTRUCT BEING MEASURED</b>					
	Reading	Writing	Listening	Mathematics	Science (CAST)	Primary Language Assessments in Spanish (CSA)
100s Number Table				X (grade 3)		
Bilingual Dictionary	X			X	X	X
Calculator (used on non-allowed items)				X (grades 6-8, and 11)		
Calculator				X (grades 3-5)		
English Dictionary	X		X	X	X	X
Math Tools (i.e., non-embedded ruler, non-embedded protractor)				X		
Multiplication Table				X (grade 3)		
Signed Exact English	X	X	X	X	X	X (for reading passages)
Thesaurus	X		X	X	X	
Translations (not provided by Smarter Balanced)	X	X	X	X	X	
Translated Word Lists	X	X	X	X	X	

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**\*NEW RESOURCE ADDED FOR THE 2022-23 SCHOOL YEAR**

California Association of Health and Education Linked Professions  
Joint Powers Authority (CAHELP JPA)  
**DESERT/MOUNTAIN SELPA STEERING and FINANCE COMMITTEE MEETING**  
*November 18, 2022 – 9:00 a.m.*  
Desert Mountain Educational Service Center, 17800 Highway 18, Apple Valley CA 92307

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## **MINUTES**

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

Academy for Academic Excellence – Marcelo Congo, Samantha Gonzalez, Adelanto SD – Michael Baird, Apple Valley USD – Priscilla Avila, Baker Valley USD – Cecil Edwards, Barstow USD - Heather Reid, Bear Valley USD – Lucinda Newton, Raven Uhler, Excelsior Charter Schools – Marie Silva, Helendale SD – Mike Esposito, Hesperia USD – Eric Land, Elaine Nelson, Lucerne Valley SD – Vici Miller, Oro Grande SD – Scott Heitman, Snowline JUSD – Pam DeRenard, Dennis Zimmerman, Trona JUSD – Nicole Yaeger, Victor Elementary SD – Melanie Arroyo, Tanya Benitez, and Victor Valley UHSD – Margaret Akinnusi.

### **GUESTS:**

Christina Leal – Options for Youth and Dr. Ron Powell.

### **CAHELP, SELPA, and DMCC STAFF PRESENT:**

Jamie Adkins, Sam Barker, Pam Bender, Ivan Campos, Heidi Chavez, Craig Cleveland, Danielle Cote, Peggy Dunn, Adrien Faamausili, Thomas Flores, Marina Gallegos, Renee Garcia, Colette Garland, Derek Hale, Angela Mgbeke, Sheila Parisian, Kathleen Peters, Karina Quezada, Veronica Rousseau, Adrienne Shepherd-Myles, Jennifer Sutton, Theresa Vaughan, 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 SELPA Steering and Finance Committee Meeting was called to order by Chairperson Pam Bender, at 9:05 a.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 Mike Esposito, seconded by Marie Silva, to approve the November 18, 2022 Desert/Mountain SELPA Steering and Finance Committee Meeting Agenda as presented. The motion carried on the following vote 15:0: Ayes: Akinnusi, Avila, Baird, Benitez, Congo, DeRenard, Edwards, Esposito, Heitman, Land, Miller, Newton, Reid, Silva, and Yaeger. Nays: None, Abstentions: None.

### **5.0 PRESENTATION**

#### **5.1 Fetal Alcohol Spectrum Disorder (FASD)**

Dr. Ron Powell presented information pertaining to Fetal Alcohol Spectrum Disorder (FASD).

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### **6.0 INFORMATION/ACTION**

#### **6.1 Assembly Bill 361 Exemptions to Brown Act Virtual Meeting Requirements**

Assembly Bill (AB) 361 requires local agencies to consider the circumstances of the state of emergency and make the following findings by a majority vote: 1) the state of emergency continues to directly impact the ability of the members to meet safely in person; or 2) state or local officials continue to impose or recommend measures to promote social distancing.

6.1.1 **BE IT RESOLVED** that a motion was made by Mike Esposito, seconded by Vici Miller, to approve the Assembly Bill 361 Exemptions to Brown Act Virtual Meeting Requirements as presented. The motion carried on the following vote 15:0: Ayes: Akinnusi, Avila, Baird, Benitez, Congo, DeRenard, Edwards, Esposito, Heitman, Land, Miller, Newton, Reid, Silva, and Yaeger. Nays: None, Abstentions: None.

### **7.0 CONSENT ITEMS**

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

7.1 **BE IT RESOLVED** that a motion was made by Mike Esposito, seconded by Margaret Akinnusi, to approve the following Consent Item as presented. The motion carried on the following vote 15:0: Ayes: Akinnusi, Avila, Baird, Benitez, Congo, DeRenard, Edwards, Esposito, Heitman, Land, Miller, Newton, Reid, Silva, and Yaeger. Nays: None, Abstentions: None.

7.1.1 Approve the October 21, 2022 Desert/Mountain SELPA Steering and Finance Committee Meeting Minutes.

### **8.0 CHIEF EXECUTIVE OFFICER AND STAFF REPORTS**

#### **8.1 Legislative Updates from State SELPA Administrators**

Pam Bender stated there were no legislative updates from State SELPA Administrators Meeting at this time as elections and voting had just taken place. She said there will be information shared at the December meeting of what to expect in January.

#### **8.2 Desert Mountain Operations Update**

Rich Frederick was not present to provide a Desert Mountain Operations Update.

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### 8.3 Desert/Mountain Children’s Center Client Services Reports and Update

Theresa Vaughan presented the Desert/Mountain Children’s Center Client Services monthly reports and update. Theresa asked for questions and changes to be directed to Linda Llamas.

### 8.4 Desert/Mountain Children’s Center Mental Health Research Article

Theresa Vaughan shared the Desert/Mountain Children’s Center Mental Health Research Article.

### 8.5 Professional Learning Summary and Update

Heidi Chavez presented the D/M SELPA’s Professional Learning Summary and update. Heidi asked to be contacted for any additional supports that might be needed.

Heidi reported on the Community Advisory Committee (CAC) meeting that was held on November 17, 2022 at Hesperia Unified School District Office with Hesperia Police Department presenting on social media and drug and alcohol abuse. She called on Eric Land who thanked the D/M SELPA team for coming to decorate and provide food. Eric shared the parents had questions and were very engaged with it being more of a discussion than presentation.

### 8.6 Resolution Support Services Summary and Update

Kathleen Peters presented the D/M SELPA’s Resolution Support Services Summary and update. She reported on a recent case published by Office of Administrative Hearing (OAH) regarding a student that was to be placed in residential treatment center. Because the LEA did not identify the location on the IEP, the judge deemed there was not a clear offer of free appropriate public education (FAPE).

Kathleen reported that Education Code requires nonpublic agency (NPA) staff members be trained in crisis intervention emergency procedures and evidence-based practices specific to the needs of the assigned child within 30 days of hire. She continued that a SELPA cannot require an NPA to use a certain model of intervention. Kathleen said when contracting with an NPA for a 1:1 aide, ensure the aide knows the degree of the student needs and confirm what interventions the aide has been trained to use. She reminded the committee members that CAHELP contracts with the NPA but does not screen the individual employees. Kathleen said it is the role of the special education director to put systems in place that to provide the best services to students with the best employees. She continued that it is acceptable for an NPS employee to be interviewed before they are placed with a student. If an NPS employee is not working out or meeting the needs of the LEA, they can be let go by contacting the agency.

Kathleen shared that David Dowling will be presenting Core Communication Skills on February 2, 2023 8:30am-3:30pm. The training will be in-person to allow face-to-face practice in enhancing active listening skills and questioning techniques.

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### 8.7 Compliance Update

Peggy Dunn presented an update on compliance items from the California Department of Education (CDE). She reported that for 2020-21 Annual Determination, everyone met the deadline of November 1, 2022 with a few LEAs having extensions. LEAs that were in Significant Disproportionality, Disproportionality, Targeted, and Intensive Monitoring have submitted all documentation.

Colette Garland reported the first CalPads certification will be December 16, 2022. She asked to be contacted with any CalPads questions.

### 8.8 Nonpublic School/Nonpublic Agency Update

Peggy Dunn provided a nonpublic school/nonpublic agency update. There are currently six students in residential treatment centers with six additional students pending. Peggy said it is best for children to be in the least restrictive environment.

Peggy said that there are ongoing issues with nurses due to most nonpublic agencies wanting full day assignments when IEPs only authorize half day services. Peggy shared she and her staff continue to meet all of the needs in the area of nonpublic agencies.

## **9.0 FINANCE COMMITTEE REPORTS**

### 9.1 2021-22 Federal Expenditure Summary

Marina Gallegos provided an update on the balances of the 2021-22 American Rescue Plan Local Assistance Entitlements. She said the next reporting period will be October 1-December 31, 2022 with claims being due to the SELPA in January. Marina continued that Sam Barker, the new fiscal analyst, emailed the expenditure report forms in October.

Marina said the grant award notifications have not yet been received but the data will be emailed once the Fall 1 count is finalized and the award letters have been received. She continued the first 2022-23 report for the period of July 1 through March 31, 2023 will be due approximately April 20, 2023.

### 9.2 Learning Recovery Support, Dispute Prevention and Resolution Claim Status

Marina Gallegos revisited the status of the Learning Recovery Support and Dispute Prevention and Resolution funding that remains available. She said funds must be encumbered by June 30 and paid by September 30. Marina continued that some of the LEAs are projecting increases in expenditures or contributions that are likely supported by unrestricted revenue contributions. She said in lieu of using the restricted revenue contribution, the LEAs should consider using their

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available Learning Recovery Support and/or Dispute Prevention and Resolution funding. Marina suggested reviewing the anticipated 2022-23 anticipated expenditures to see if they align with the approved activity plans. She referred any questions and requests for assistance to Heidi Chavez or Kathleen Peters.

### **9.3 2021-22 Subsequent Year Tracking Worksheet**

Marina Gallegos provided the 2021-22 Subsequent Year Tracking Worksheet. She recommended the Finance Committee members refer to the document as the year progresses to ensure the LEA is set to pass Maintenance of Effort (MOE) for 2022-23 based on the budget.

## **10.0 INFORMATION ITEMS**

### **10.1 Monthly Audiological Services Reports**

### **10.2 Monthly Occupational & Physical Therapy Services Reports**

### **10.3 Monthly Nonpublic School Placement Report**

### **10.4 Upcoming Professional Learning Opportunities**

## **11.0 STEERING COMMITTEE MEMBERS COMMENTS / REPORTS**

Marie Silva thanked D/M SELPA staff including Kathleen Peters, Karina Quezada, Linda Rodriguez, Bonnie Garcia, and Sheila Parisian for assisting in the past few weeks that have been stressful.

Mike Esposito thanked Colette Garland for her support and assistance during a challenging time.

## **12.0 CEO COMMENTS**

Pam Bender reported that she received legal opinion regarding Assembly Bill (AB) 2449 stating that when the state of emergency ends, legislative bodies can implement the provisions of AB 2449 or follow the traditional rules of the Brown Act, posting the meeting agenda at sites where there will be space for public participation due to virtual attendance of committee members. She continued this will require the JPA Administrative Services Assistant, currently Jamie Adkins, being notified of virtual attendance before the agenda is posted publicly.

Pam continued that Governance Council will be holding a special meeting in the next couple of weeks solely to vote on whether to transition to Special Education Information System (SEIS) from WebIEP. Pam anticipates they will go forward with moving to SEIS, allowing time for program specialists to be trained in the system before training LEA staff.

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Pam wished everyone a happy thanksgiving and expressed her gratefulness for the CAHELP team and the staff of the LEAs. She thanked Marie Silva and Mike Esposito for sharing out about the opportunities SELPA staff have had to assist them.

### **13.0 MATTERS BROUGHT BY THE PUBLIC**

None.

### **14.0 ADJOURNMENT**

Having no further business to discuss, a motion was made by Marie Silva, seconded by Vici Miller, to adjourn the meeting at 10:32am. The motion carried on the following vote 15:0: Ayes: Akinnusi, Avila, Baird, Benitez, Congo, DeRenard, Edwards, Esposito, Heitman, Land, Miller, Newton, Reid, Silva, and Yaeger. Nays: None, Abstentions: None.

The next regular meeting of the Desert/Mountain SELPA Steering and Finance Committee will be held on Friday, December 16, 2022, at 9:00 a.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.*

## 7.1 Legislative Updates

Verbal report, no materials

## 7.2 Alternative Diploma Update

Verbal report, no materials

### 7.3 Desert Mountain Operations Update

Verbal report, no materials

# EARLY START IFSP

## Individualized Family Service Plan

Inland Regional Center (IRC)  
 Local Ed. Agency (LEA): \_\_\_\_\_  
 District of Residence: \_\_\_\_\_  
 Child's Name: \_\_\_\_\_

IFSP Meeting Date _____	<input type="checkbox"/> Initial <input type="checkbox"/> Annual
(Initial IFSP _____)	
Transition process discussed _____	
Projected Quarterly Review _____	
Projected 6 month Review _____	
Projected Annual Review _____	
Projected Quarterly Review _____	
Projected Transition Plan _____	
Projected 3 yr. Placement _____	
<input type="checkbox"/> ELIGIBLE	<input type="checkbox"/> NOT ELIGIBLE

UCI # \_\_\_\_\_ Gender: \_\_\_\_\_ DOB \_\_\_\_\_ Chron. Age \_\_\_\_\_ Adj. Age \_\_\_\_\_

Service Coordinator \_\_\_\_\_  Received School academic calendar

Established Risk \_\_\_\_\_  Solely Low Incidence \_\_\_\_\_

High Risk (factors) \_\_\_\_\_

CA Developmental Delay:  Cognitive  Expressive Language  Receptive Language  Fine Motor  Gross Motor  Social/Emotional  Adaptive/Self-Help

AA Developmental Delay:  Cognitive  Expressive Language  Receptive Language  Fine Motor  Gross Motor  Social/Emotional  Adaptive/Self-Help

Parent(s) or Guardian \_\_\_\_\_

Address \_\_\_\_\_ Mailing: \_\_\_\_\_  
 (List both Street & Mailing Address if different)

Phone \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_  
 (Primary) (Secondary) (E-Mail)

Ethnicity: \_\_\_\_\_ Home Language:  English  Spanish  Other \_\_\_\_\_

Interpreter Requested:  Yes  No Written Translation Requested:  Yes  No

### FAMILY APPROVAL / IFSP PARTICIPANTS

I/We consent to the evaluation & assessment, and  the development of this Individualized Family Service Plan (IFSP).

Parent/Guardian Signature(s) \_\_\_\_\_ Date \_\_\_\_\_

.....

\_\_\_\_\_ I/We have had an opportunity to participate in the development of this IFSP

\_\_\_\_\_ I/We have received/will receive\* a copy of this IFSP at no charge. \*IFSP will be sent ( mail  e-mail) within 15 days.

\_\_\_\_\_ I/We **DO agree** to implement the attached outcomes and **Consent** to the services in this IFSP.

\_\_\_\_\_ I/We have been informed of our rights and received a copy of the Parent's Rights and Procedural Safeguards.

\_\_\_\_\_ Early Start Family Resource Network services discussed. Consent for referral  Yes  Not at this time.

\_\_\_\_\_ I/We **DO NOT agree** with this entire plan and withhold my/our consent for: \_\_\_\_\_

Parent/Guardian Signature(s) \_\_\_\_\_ Date \_\_\_\_\_

.....

\_\_\_\_\_ I/We understand that my child **Does Not Qualify** for  IRC ES services  School/LEA ES services at this time.

\_\_\_\_\_ I/We have received a copy of the Early Start Complaint process, Mediation conference request and Due Process Hearing request.

Parent/Guardian Signature(s) \_\_\_\_\_ Date \_\_\_\_\_

Summary of Services (see IFSP for service details)					
Service Type	Frequency/Duration/Intensity			Provider	Start Date
Specialized Instruction	Min/hr	x/	1:		
	Min/hr	x/	1:		
	Min/hr	x/	1:		
	Min/hr	x/	1:		

OTHER IFSP TEAM PARTICIPANTS					
NAME / SIGNATURE	AGENCY / PHONE	Present	Phone	Consult	Report
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



**CHILD'S PRESENT LEVELS OF DEVELOPMENT**

CHILD'S NAME \_\_\_\_\_ UCI# \_\_\_\_\_ DATE \_\_\_\_\_

**C.A.** \_\_\_\_\_ **A.A.** \_\_\_\_\_ **Location:**    Home    Regional Center    School    Other \_\_\_\_\_  
 Location Justification (if not natural environment) \_\_\_\_\_ (25% delay at: \_\_\_\_\_ mo)  
**Date(s) evaluated/assessed** \_\_\_\_\_ **Evaluators** \_\_\_\_\_  
**Tool(s) Used:**    Michigan    Bayley \_\_\_\_\_    REEL    PLS    DAY-C    Hawaii  
 M-CHAT    Denver II    Peabody Dev. Motor Scales    ELAP    DRDP    Teacher observation  
 Parent report    Review of records    Informed Clinical Opinion    Other \_\_\_\_\_

**SOCIAL / EMOTIONAL**

**Age Level**

**ADAPTIVE / SELF-HELP**

**Age Level**

**FINE MOTOR**

**Age Level**

**COGNITIVE**

**Age Level**

**COMMUNICATION**

**Age Level**

REEL-III

- Expressive Raw: \_\_\_\_\_ Age: \_\_\_\_\_ mo

- Receptive Raw: \_\_\_\_\_ Age: \_\_\_\_\_ mo

Expressive \_\_\_\_\_

Receptive \_\_\_\_\_

**GROSS MOTOR**

**Age Level**

**CHILD'S OUTCOMES**

CHILD'S NAME \_\_\_\_\_ UCI# \_\_\_\_\_ DATE \_\_\_\_\_

<p># _____ <b>OUTCOME:</b></p>	<p><b>Timeline for achieving outcome:</b>                  Begin Date: _____                   Target Date: _____</p>
<p><b>CRITERIA FOR PROGRESS:</b></p>	<p><b>PROCEDURE FOR MEASUREMENT</b>  <input type="checkbox"/> Developmental Testing  <input type="checkbox"/> Clinical Opinion  <input type="checkbox"/> Parent Observation/report  <input type="checkbox"/> Teacher Observation/report  <input type="checkbox"/> Data Collection/Review of records  <input type="checkbox"/> IFSP team will review outcomes &amp; progress, eligibility &amp; service needs at least semi-annually</p>
<p># _____ <b>OUTCOME:</b></p>	<p><b>Timeline for achieving outcome:</b>                  Begin Date: _____                   Target Date: _____</p>
<p><b>CRITERIA FOR PROGRESS:</b></p>	<p><b>PROCEDURE FOR MEASUREMENT</b>  <input type="checkbox"/> Developmental Testing  <input type="checkbox"/> Clinical Opinion  <input type="checkbox"/> Parent Observation/report  <input type="checkbox"/> Teacher Observation/report  <input type="checkbox"/> Data Collection/Review of records  <input type="checkbox"/> IFSP team will review outcomes &amp; progress, eligibility &amp; service needs at least semi-annually</p>
<p># _____ <b>OUTCOME:</b></p>	<p><b>Timeline for achieving outcome:</b>                  Begin Date: _____                   Target Date: _____</p>
<p><b>CRITERIA FOR PROGRESS:</b></p>	<p><b>PROCEDURE FOR MEASUREMENT</b>  <input type="checkbox"/> Developmental Testing  <input type="checkbox"/> Clinical Opinion  <input type="checkbox"/> Parent Observation/report  <input type="checkbox"/> Teacher Observation/report  <input type="checkbox"/> Data Collection/Review of records  <input type="checkbox"/> IFSP team will review outcomes &amp; progress, eligibility &amp; service needs at least semi-annually</p>

## IFSP SERVICES

CHILD'S NAME \_\_\_\_\_ UCI# \_\_\_\_\_ DATE \_\_\_\_\_

<b>SERVICE MEETS OUTCOMES</b>	Specialized Instruction
SERVICE TYPE FUNDING AGENCY	<input type="checkbox"/> Required <span style="margin-left: 200px;"><input type="checkbox"/> Non-Required</span> <input type="checkbox"/> IRC <span style="margin-left: 180px;"><input type="checkbox"/> Private Insurance</span> <input type="checkbox"/> LEA <span style="margin-left: 180px;"><input type="checkbox"/> Generic: _____</span>
SERVICE LOCATION	<input type="checkbox"/> Home <span style="margin-left: 150px;"><input type="checkbox"/> Center-based</span> <input type="checkbox"/> Community <span style="margin-left: 120px;"><input type="checkbox"/> Other _____</span>
LOCATION JUSTIFICATION (if not natural environment)	
FREQUENCY/INTENSITY/DURATION <input type="checkbox"/> Per School Program Calendar	As part of _____ minutes / hour session(s) / _____ time(s) per _____ 1: _____ Begin Date: _____ End Date: _____
PROVIDER	

<b>SERVICE MEETS OUTCOMES</b>	Specialized Instruction
SERVICE TYPE FUNDING AGENCY	<input type="checkbox"/> Required <span style="margin-left: 200px;"><input type="checkbox"/> Non-Required</span> <input type="checkbox"/> IRC <span style="margin-left: 180px;"><input type="checkbox"/> Private Insurance</span> <input type="checkbox"/> LEA <span style="margin-left: 180px;"><input type="checkbox"/> Generic: _____</span>
SERVICE LOCATION	<input type="checkbox"/> Home <span style="margin-left: 150px;"><input type="checkbox"/> Center-based</span> <input type="checkbox"/> Community <span style="margin-left: 120px;"><input type="checkbox"/> Other _____</span>
LOCATION JUSTIFICATION (if not natural environment)	
FREQUENCY/INTENSITY/DURATION <input type="checkbox"/> Per School Program Calendar	As part of _____ minutes / hour session(s) / _____ time(s) per _____ 1: _____ Begin Date: _____ End Date: _____
PROVIDER	

<b>SERVICE MEETS OUTCOMES</b>	Specialized Instruction
SERVICE TYPE FUNDING AGENCY	<input type="checkbox"/> Required <span style="margin-left: 200px;"><input type="checkbox"/> Non-Required</span> <input type="checkbox"/> IRC <span style="margin-left: 180px;"><input type="checkbox"/> Private Insurance</span> <input type="checkbox"/> LEA <span style="margin-left: 180px;"><input type="checkbox"/> Generic: _____</span>
SERVICE LOCATION	<input type="checkbox"/> Home <span style="margin-left: 150px;"><input type="checkbox"/> Center-based</span> <input type="checkbox"/> Community <span style="margin-left: 120px;"><input type="checkbox"/> Other _____</span>
LOCATION JUSTIFICATION (if not natural environment)	
FREQUENCY/INTENSITY/DURATION <input type="checkbox"/> Per School Program Calendar	As part of _____ minutes / hour session(s) / _____ time(s) per _____ 1: _____ Begin Date: _____ End Date: _____
PROVIDER	

<b>SERVICE MEETS OUTCOMES</b>	Specialized Instruction
SERVICE TYPE FUNDING AGENCY	<input type="checkbox"/> Required <span style="margin-left: 200px;"><input type="checkbox"/> Non-Required</span> <input type="checkbox"/> IRC <span style="margin-left: 180px;"><input type="checkbox"/> Private Insurance</span> <input type="checkbox"/> LEA <span style="margin-left: 180px;"><input type="checkbox"/> Generic: _____</span>
SERVICE LOCATION	<input type="checkbox"/> Home <span style="margin-left: 150px;"><input type="checkbox"/> Center-based</span> <input type="checkbox"/> Community <span style="margin-left: 120px;"><input type="checkbox"/> Other _____</span>
LOCATION JUSTIFICATION (if not natural environment)	
FREQUENCY/INTENSITY/DURATION <input type="checkbox"/> Per School Program Calendar	As part of _____ minutes / hour session(s) / _____ time(s) per _____ 1: _____ Begin Date: _____ End Date: _____
PROVIDER	

# QUARTERLY REVIEW

IFSP MEETING NOTES

CHILD'S NAME \_\_\_\_\_ UCI# \_\_\_\_\_ DATE \_\_\_\_\_

Chronological Age: \_\_\_\_\_ Adjusted Age: \_\_\_\_\_ Male Female DOB: \_\_\_\_\_

Face-to-Face Visit Telephone Contact With

Mother / Father Date(s) of Contact:

Foster Parent Date(s) of Contact:

Other:

Additional Contacts:

FRN Consent for Referral: Yes No Signed consent on file

Family Situation / Financial Changes: No Changes

New Address:

New Phone Number:

Change in health coverage:

Other:

Medical Changes Since Last Visit:

Now healthy Ill Hospitalized No Change

Comments:

Developmental Changes Since Last Visit:

Progress Toward Outcomes:

Showing Progress No Progress Regressed

Comments:

Satisfied with current services: Yes No

Family is given developmental activities which can be incorporated into daily routine: Yes No N/A

Status of Services:

Infant Program:

Speech Therapy:

Occupational Therapy:

Physical Therapy:

Other:

Next Steps:

**IFSP MEETING NOTES**

CHILD'S NAME \_\_\_\_\_ UCI# \_\_\_\_\_ DATE \_\_\_\_\_

A large, empty rectangular box with a double-line border, intended for writing meeting notes.

**INDIVIDUALIZED FAMILY SERVICE PLAN - TRANSITION STEPS AND SERVICES**

CHILD'S NAME \_\_\_\_\_ UCI# \_\_\_\_\_ DATE \_\_\_\_\_

Gender: \_\_\_\_\_ DOB \_\_\_\_\_ Chron. Age. \_\_\_\_\_ Initial IFSP date \_\_\_\_\_  
 Service Coordinator \_\_\_\_\_  Late intake (<90 days before 3<sup>rd</sup> BD)  
**ELIGIBILITY:**  Solely Low Incidence  Established Risk  
 Developmental Delay:  Cognitive  Communication  Fine Motor  Gross Motor  Social/Emotional  Adaptive/Self-Help

**REFERRALS/SERVICES:**  Infant program  CCS  OT  PT  Speech  VI  DHH  EPSDT nursing  
 Other \_\_\_\_\_  
 Generic Services: \_\_\_\_\_  
**ADAPTIVE DEVICES/EQUIPMENT/PROCEDURES:** [ ] None **X=Has P=Pending R=Request**  
 [ ] GT [ ] AFO's/braces [ ] Hand splints [ ] Wheelchair [ ] Stander [ ] Walker [ ] Glasses [ ] Hearing aids  
 [ ] Nebulizer [ ] Oxygen [ ] Vent/Trach [ ] Suction [ ] Apnea Monitor [ ] Special diet [ ] Other: \_\_\_\_\_  
**STATUS:** \_\_\_\_\_

**PARENT CONCERNS & PRIORITIES:** \_\_\_\_\_  
 Your child will make a successful transition out of the Early Start Program on or before 3 years of age.  
**STEPS TO PREPARE YOUR CHILD:** \_\_\_\_\_

\_\_\_\_\_ Parent informed by the service coordinator that all Early Start services end on their child's 3<sup>rd</sup> birthday or sooner if child no longer meets eligibility criteria.  
 \_\_\_\_\_ Parent agrees that the following information be shared with the LEA by the service coordinator: \_\_\_\_\_  
 \_\_\_\_\_ Parent has given written permission to the service coordinator to share the above information with the Local School District or Local Education Agency (LEA). Date: \_\_\_\_\_  
 \_\_\_\_\_ Parent informed on: \_\_\_\_\_ by the service coordinator of the Transition process, differences between the IFSP and IEP, and other 3 year old options. Parent has received a copy of the  Transition plan  Transition Booklet  Early Start Procedural Safeguards.  Parent requests information about IEP orientation meetings.  
 School District invited to Transition Plan meeting by the service coordinator via  TC  E-Mail or FAX  Letter on: \_\_\_\_\_  
 Transition packet given to the LEA by the service coordinator  today or  to be forwarded before 33 months: \_\_\_\_\_

**INLAND REGIONAL CENTER (IRC) SERVICE COORDINATOR RESPONSIBILITIES**

\_\_\_\_\_ Lanterman eligibility criteria at age 3 were discussed with parent today.  
 \_\_\_\_\_ For Lanterman eligibility, parent  Agrees  Declines to have their child's records reviewed by IRC eligibility review team.  
 \_\_\_\_\_ For Lanterman eligibility, parent  Agrees  Declines to have their child assessed by an IRC  Psychologist  MD.  
 \_\_\_\_\_ Parent requests that their child's case be inactivated on their child's 3<sup>rd</sup> birthday (reason: \_\_\_\_\_)  
 \_\_\_\_\_ If Lanterman eligible, parent agrees to provide IRC with:  immunization record  copy of insurance card prior to 3<sup>rd</sup> birthday.  
 \_\_\_\_\_ If Lanterman eligible, parent is aware that their child's case will be transferred to the School Age Unit by the ISC.  
 \_\_\_\_\_ If Lanterman eligible, parent will be referred to and encouraged to attend IRC's Parent Orientation meeting.

SCHOOL DISTRICT  LEA **RESPONSIBILITIES**

Contact: \_\_\_\_\_ Phone: \_\_\_\_\_  
 Address: \_\_\_\_\_  
 \_\_\_\_\_ Parent requests an interpreter/translation for evaluations and Individual Education Program (IEP) meeting Approx. Dates \_\_\_\_\_  
 \_\_\_\_\_ School district to evaluate/assess for eligibility prior to age 3. Assessments will include areas of suspected disability. \_\_\_\_\_  
 \_\_\_\_\_ Parent will be notified of closing IFSP & agree to attend initial Individualized Education Program (IEP) meeting \_\_\_\_\_  
 \_\_\_\_\_ Parent agrees to provide the school district with:  enrollment forms  proof of residency \_\_\_\_\_  
 birth certificate  immunization record  medical clearance, as needed

**IFSP TEAM PARTICIPANTS**

NAME / SIGNATURE	AGENCY / PHONE	Present	Phone	Consult	Report
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# **PARENT'S RIGHTS UNDER THE EARLY START PROGRAM AND IRC PROCEDURAL SAFEGUARDS (INITIAL AND ANNUAL NOTICE)**

## **Evaluation and Initial Assessment**

Developing an individualized family services plan (IFSP) includes the performance of a timely, comprehensive, multidisciplinary evaluation and assessment of every child under age 3 who is referred for suspected developmental delay. If your child is determined to be eligible, you have the right to appropriate early intervention services. You have the right to provide information throughout the process and are encouraged to make decisions about your child's early intervention services. Procedural safeguards make certain that children and their parents or guardians are provided their rights under the law.

As a parent or guardian, you have the right to:

1. Be given the opportunity to begin the evaluation and initial assessment process.
2. Within 45 days after the referral of your child to regional center or a local education agency, the evaluation and assessment activities must be completed and an IFSP meeting must take place to develop the IFSP
3. Review the procedures and tests used in the assessment and evaluation.
4. Provide written permission before any evaluations or assessments are administered and refuse any evaluations, assessments, and early intervention services.
5. Be fully informed of the results of evaluations and assessments.
6. Have access to records, including the right to examine and obtain copies of records relating to your child and the right to request an amendment of records of any participating agency relating to your child.
7. Request a list of the types and locations of records collected or used by the Regional Center.
8. Have an advocate assist you in dealings with the early intervention system, including regional center and local education agencies.
9. Obtain independent assessments and evaluations.
10. Have personally identifiable information maintained in a confidential manner. All records are scanned and information is kept in a confidential network.
11. Request a due process hearing to challenge the findings of any evaluations or assessments.
12. Attend a meeting to develop an IFSP within 45 days from referral.

## **Evaluation**

Evaluation means the procedures used by appropriate, qualified personnel to determine your child's initial and continuing eligibility for early intervention services under the Early Start Program.

These procedures require that:

1. Evaluation and assessment materials are administered in the native language of a child's parent/family or other mode of communication, unless it is clearly not feasible to do so.
2. Evaluation and assessment procedures and materials are selected and administered so as not to be discriminatory by race, sex, culture, or disabling condition.
3. Evaluations and assessment materials shall be appropriate for the specific purposes for which they are being used.
4. Evaluation and assessments are conducted by qualified personnel.
5. Evaluations or assessments administered to individuals with known visual, hearing, or communication impairments shall be selected to accurately reflect the individual's aptitude or achievement level whichever factor is the subject of measurement.
6. Evaluation and assessment materials shall be designed to assess the specific areas of development and/or educational needs and not be designed to provide policy solely intelligence quotient measurement.
7. Assessments and evaluations are administered in the five developmental areas, including, health and development, vision, hearing, motor abilities, language functions, adaptive, and social and emotional status.

## **Individualized Family Service Plan (IFSP)**

If your child is determined to be eligible for early intervention, a meeting to develop your IFSP must take place within 45 days of your referral to one of those two agencies (IRC/LEA). You have the following rights in developing and implementing the IFSP. The right to:

1. Attend the meeting and participate in determining eligibility and developing the IFSP.
2. Request the attendance of other family members.
3. Request the attendance and participation of an advocate at the IFSP meeting.
4. Have the contents of the IFSP fully explained and IFSP related materials provided in your native language.
5. Give specific consent to each service listed on the IFSP. If you do not give consent to a service, it will not be provided. You may withdraw consent after initially receiving a service.
6. Provide concurrence to an assessment of your recourse, priorities, and concerns regarding enhancing the development of your child.
7. Be notified in your native language and in advance, before an agency or service provider proposes or refuses to initiate or change the identification, evaluation, assessment, or educational placement of your child, or the provision of appropriate early intervention services to your child or your family.

## **Protection Of Confidential Records**

Early Start records are stored electronically and protected from unauthorized use by the firewall built into the system. The Department of Developmental Services guidelines for storage/retention of records are followed and any discarded records are shredded.



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

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

## MEMORANDUM

DATE: December 14, 2022  
TO: Special Education Directors  
FROM: Linda Llamas, Director

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SUBJECT: Desert/Mountain Children's Center Client Reports

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

- Screening, Assessment, Referral and Treatment (SART)
- Early Identification Intervention Services (EIIS)
- School-Age Treatment Services (SATS)
- Student Assistance Program (SAP)
- Speech and occupational therapy

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



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**December 5, 2022**

**From: D/M Children's Center: Linda Llamas, LMFT; [Linda.Llamas@cahelp.org](mailto:Linda.Llamas@cahelp.org)**

**To: Steering Committee Members**

**Re: Mental Health Research Information Article**

In thinking about this month's topic, I realized that last month I mentioned ACEs and assumed that you would know what ACEs are and the body of research that has sprouted after the initial ACE study. So, let me back up a little bit, and let's talk about ACEs. ACEs are Adverse Childhood Experiences (ACEs), they are defined by the Centers for Disease Control (CDC) as "potentially traumatic events that occur in childhood." Interest in ACEs first started when a study conducted by the CDC and Kaiser Permanente, from 1995-1997, by Drs. Vincent J. Felitti and Robert F. Anda found that individuals who experienced more, of what came to be known as adverse childhood experiences, or ACEs, had higher incidences of negative health outcomes as adults. The study looked at the health outcomes of more than 17,000 individuals who were mostly white, college educated, had high socio-economic status, and had good jobs with health insurance. Drs. Anda and Felitti asked questions regarding childhood experiences focused on:

- Physical, sexual, and verbal abuse
- Physical and emotional neglect
- If a family member was:
  - depressed or diagnosed with other mental illness
  - addicted to alcohol or another substance
  - in prison
- If the person had witnessed their mother being abused

- If the person had lost a parent to separation, divorce, or other reason

The researchers developed a questionnaire consisting of ten questions which rendered a score between zero and ten. Each type of trauma counts as one, regardless of how many times it occurs. What they found was that the higher number of ACEs a person experienced the more likely they were to develop significant negative health outcomes as adults. The original study showed that nearly 64% of adults had at least one ACE in their lifetime, subsequent studies in the United States (US) and worldwide, have found that that 60+% stays consistent.

The original ACE Study revealed several additional discoveries, including that ACEs don't occur alone, if you have one, there's an 87% chance that you have two or more. The more ACEs you have, the greater the risk for chronic disease, mental illness, violence, and being a victim of violence. You can think of an ACE score as a cholesterol score for childhood trauma. For example, people with an ACE score of four are twice as likely to be smokers and seven times more likely to be alcoholics. Having an ACE score of four also increases the risk of emphysema or chronic bronchitis by nearly 400 percent, and attempted suicide by 1200 percent. People with high ACE scores are more likely to be violent, to have more marriages, more broken bones, more drug prescriptions, more depression, and more autoimmune diseases. People with an ACE score of six or higher are at risk of their lifespan being shortened by 20 years. ACEs are responsible for a big chunk of workplace absenteeism, and for high costs in health care, emergency response, mental health, and criminal justice. The original ACE study exposed childhood adversity as a contributor to most of the major chronic health, mental health, economic health, and social health issues in the US. On a population level, it does not matter which four ACEs a person has; the harmful consequences are the same. The brain cannot distinguish one type of toxic stress from another: it's all toxic stress, with the same impact.

As interest in the impact of ACEs has grown – many researchers and communities have begun to study additional adverse experiences outside of the initial ten studied by Drs. Anda and Felitti. The study of ACEs has begun to take into consideration that social

context matters; therefore, the field has expanded to study adverse community environments and adverse climate experiences. Adverse community environments include things like poverty, poor housing quality and availability, racism, discrimination, lack of access to healthy foods, and safe outdoor experiences. Adverse climate experiences include things like natural disasters, record heat, drought, severe storms, wildfires, and smoke. Social context matters because we do not live our lives in a vacuum.

ACEs science has also furthered the study of:

- The epidemiology of childhood adversity, or how many people experience different types of childhood trauma, to what degree, and what happens as a result.
- How toxic stress from these childhood experiences damages children's developing brains, and shapes adult brains.
- How toxic stress from ACEs affects our short- and long-term health.
- Epigenetics – sometimes referred to as the study of historical trauma or generational trauma – or how we pass this toxic stress and thus, ACEs from generation to generation in our genes and from mother to fetus. Toxic stress can turn genes on and off and these changes can be transferred from parent to child.
- How resilience research is showing that our brains are plastic, and our bodies can heal through implementing trauma-informed and resilience-building practices based on ACEs science.

Why should you care? Because ACEs disrupt attachment, and we know that relationships are developed through the emotional bond between a child and their primary caregiver.

It is through this relationship that a child learns to:

- Regulate emotions
- Develop trust in others
- Freely explore their environment
- Understand themselves and others
- Understand that they can impact the world around them

If attachment is disrupted a child may not develop the secure base needed to form and support relationships throughout their life. The significance of higher ACE scores and the potential for disrupted attachment in children is highlighted by how it affects their experience in school as studies have shown that students with higher ACE scores:

- Struggle with receptive and expressive language
- Have decreased attention and executive function levels
- Avoid challenging tasks in school
- Have increased antisocial behavior and aggression
- Exhibit more withdrawal and defiance
- Utilize increased special education services
- Require increased disciplinary referrals and suspensions
- Have lower grades – they are four times more likely to get Fs than students without ACEs
- Have lower standardized test scores
- Are more likely to repeat a grade and drop out

This body of knowledge is fueling an ACEs movement, which now has pediatricians, schools, and juvenile detention centers integrating ACEs science into their practices. There are more than a dozen states whose legislatures have passed everything from resolutions acknowledging the importance of ACEs science and trauma-informed practices to legislation integrating trauma-informed practices in schools. There are hundreds of cities, counties, and regions launching local ACEs initiatives, and one state, Wisconsin, whose governor directed the seven largest state agencies to engage in a two-year trauma-informed learning collaborative. In California, we have a statewide initiative launched by our first ever state surgeon general, ACES Aware, that trains health care providers to screen, recognize, and respond to ACEs and toxic stress. In San Bernardino County, we are collecting ACE data to inform the programs and services made available to children and families most at risk for ACEs.

Conversely, the study of ACEs has also sparked a body of research around positive childhood experiences and what resiliency factors are needed to counter ACEs. It is important to acknowledge that the relationship between ACEs and negative health outcomes in adults is *correlational, not causal*. In other words, ACEs do not cause those negative outcomes, as many other factors play a role too, including genetics, relationships, access to care, etc. Risk does not define destiny, there is always hope for a positive outcome. We know that protective factors, conditions or attributes in individuals, families, and communities that promote the well-being of children and families, mitigate the effects of ACEs. By ensuring that we help build these protective factors in our clients/students and their families we can assist them in overcoming ACEs and any other factors that put them at risk of not leading healthy, productive lives. One of those protective factors we can help build in our clients/students is resiliency. Resiliency is the ability to thrive, adapt, and cope despite tough and stressful times. Resiliency generally describes the bounce-back ability of individuals who return to the similar shape, form, and condition after misfortune, harm, or injury. Resilience is a natural counterweight to ACEs. The more resilient a child is, the more likely they are to deal with negative situations in a healthy way that will not have prolonged and unfavorable outcomes. Resilience is not an innate characteristic, but rather is a skill that can be taught, learned, and practiced. Everybody can become resilient when surrounded by the right environments and people. Research tells us that just one caring, safe relationship early in life gives any child a much better shot at growing up healthy. It is our responsibility to ensure that the children and families we serve have access to the supports they need to become resilient and help them thrive, despite the challenges they may face.

## REFERENCES:

- Felitti VJ, Anda RF, Nordenberg D, et al. Relationship of childhood abuse and household dysfunction to many of the leading causes of death in adults. The Adverse Childhood Experiences (ACE) Study. Am J Prev Med 1998;14(4): 245–58.
- “A Hidden Crisis: Findings on Adverse Childhood Experiences in California.” Center for Youth Wellness Data Report in partnership with Public Health Institute, November 6, 2014.
- Rodriguez, D., et al. (2016). Prevalence of adverse childhood experiences by county, California Behavioral Risk Factor Surveillance System 2008, 2009, 2011, and 2013. Public Health Institute, Survey Research Group.
- Child and Adolescent Health Measurement Initiative (2013). “Overview of Adverse Child and Family Experiences among US Children.” Data Resource Center, supported by Cooperative Agreement 1-U59-MC06980-01 from the U.S. Department of Health and Human Services, Health Resources and Services Administration (HRSA), Maternal and Child Health Bureau (MCHB).
- Agosti, J., MPP, Connors, K., MSW, LCSW-C, Hisle, B., MSW, Kiser, L., PhD, Streider, F., PhD, Thompson, E., PhD. Baltimore: A Trauma and Resilience Informed City for Children and Families – Breakthrough Series Collaborative Final Report. The Baltimore Partnership for Family and Trauma-Informed Care (2016).

## RESOURCES:

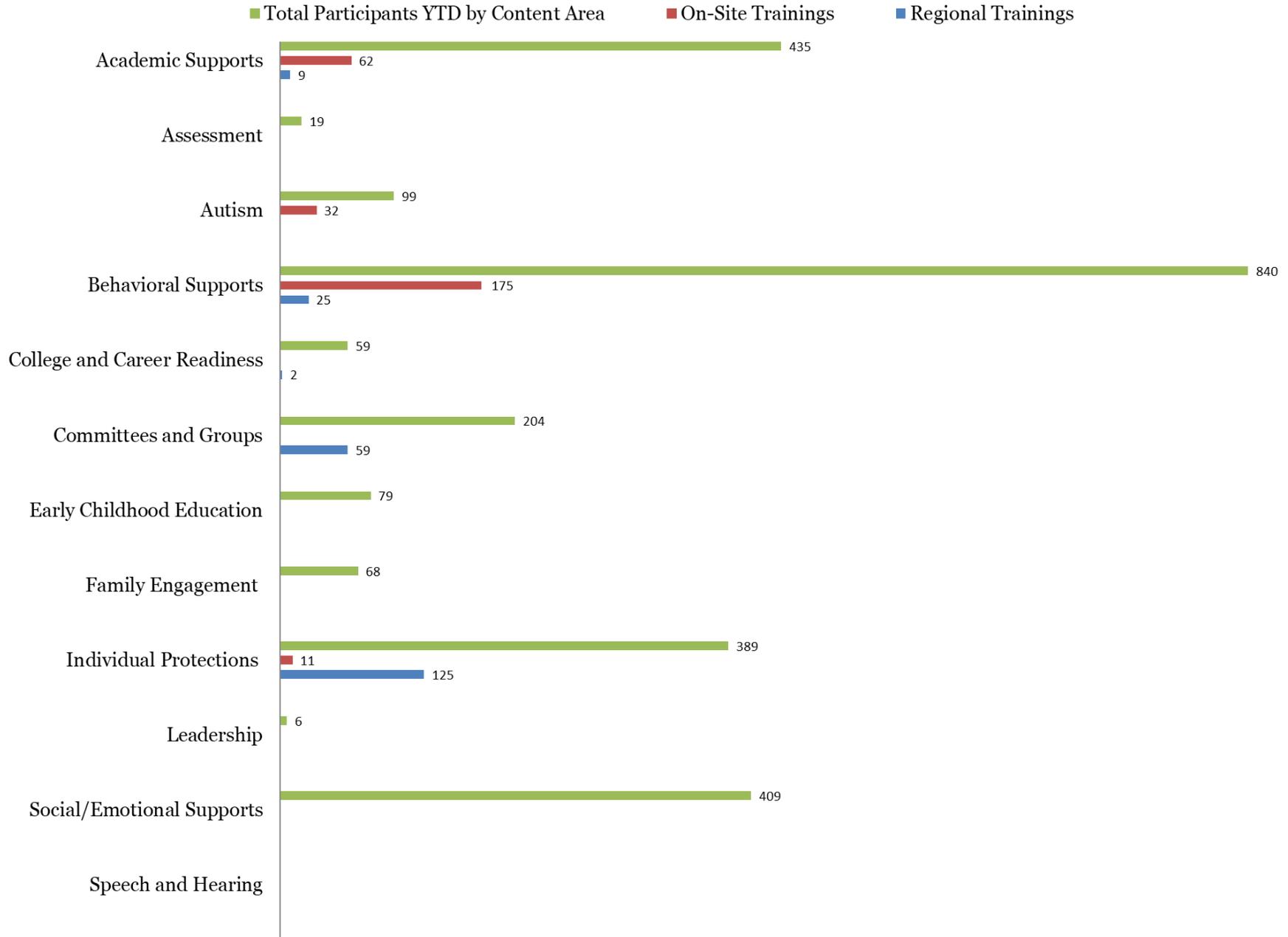
- <https://www.cdc.gov/violenceprevention/aces/fastfact.html>
- <https://developingchild.harvard.edu/>
- <https://www.acesaware.org/>
- <https://www.pacesconnection.com/>
- <https://acestoohigh.com/aces-101/>
- <https://centerforyouthwellness.org/>
- <https://www.kidsdata.org/>

- <https://www.childhealthdata.org/>
- <https://www.rwjf.org/en/library/research/2016/06/self-healing-communities.html>
- <https://letsgethealthy.ca.gov/goals/healthy-beginnings/adverse-childhood-experiences/>
- <https://publichealth.gwu.edu/redstone-center>

# DM SELPA PROFESSIONAL LEARNING PARTICIPATION SUMMARY

NOVEMBER 2022 PARTICIPANTS - 500

2,607 YEAR-TO-DATE PARTICIPANTS



Desert/Mountain SELPA  
Due Process Summary  
July 1, 2022- November 30, 2022

DISTRICT								CASE ACTIVITY FOR CURRENT YEAR					Hearing	Filed on Parent
	17/18	18/19	19/20	20/21	21/22	22/23	Total	D/W	Resolution Active	Resolution Settled	Mediation Active	Mediation Settled		
Adelanto SD	3	3.5	3	3.5	4	3	20	0	2	0	0	1	0	0
Apple Valley USD	0	3.5	10	5	5	2	25.5	0	0	0	0	2	0	1
Baker USD	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Barstow USD	0	2	0	1	1	0	4	0	0	0	0	0	0	0
Bear Valley USD	2	0	0	1	1	0	4	0	0	0	0	0	0	0
Helendale SD	1	0	0	0	0	0	1	0	0	0	0	0	0	0
Hesperia USD	6	7	17.5	7	12	1	50.5	0	0	0	0	1	0	0
Lucerne Valley USD	0	1.5	0	0	0	0	1.5	0	0	0	0	0	0	0
Needles USD	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Oro Grande SD	0	0	2	0	1	0	3	0	0	0	0	0	0	0
Silver Valley USD	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Snowline USD	2	8.5	7	2	3	0	22.5	0	0	0	0	0	0	0
Trona USD	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Victor Elementary SD	6.5	0	7	1	6	5	25.5	2	2	0	1	1	0	1
Victor Valley Union High SD	4	8.5	6.5	10	6	1	36	0	1	0	0	0	0	0
Academy for Academic Excellenc	2	1	1	1	0	1	6	0	0	0	1	0	0	1
CA Charter Academy	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Desert/Mountain OPS	1.5	3	2	1	0	0	7.5	0	0	0	0	0	0	0
Excelsior Education Center	0	0.5	2	0	1	0	3.5	0	0	0	0	0	0	0
Health Sciences HS & MS	0	0	1	1	0	0	2	0	0	0	0	0	0	0
<b>SELPA-WIDE TOTALS</b>	<b>28</b>	<b>39</b>	<b>59</b>	<b>33.5</b>	<b>40</b>	<b>13</b>	<b>212.50</b>	<b>2</b>	<b>5</b>	<b>0</b>	<b>2</b>	<b>5</b>	<b>0</b>	<b>3</b>

Districts showing a value of .50 above indicates that the district is a co-respondent with another district.  
\*Number accounts for High Tech High but has exited from CAHELP. Actual count for 2019-20 is 67.

Desert/Mountain SELPA  
Due Process Activity Summary  
July 1, 2022–November 30, 2022

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Due Process Hearing	Status	IEE	Comp Ed
1. Adelanto Elementary SD Case No 2022070569	Denial of FAPE 1. Placement 2. ERICS/ERMHS 3. Parent Participation	7/19/2022	<del>8/4/2022</del> <del>8/9/2022</del> 8/23/2022	9/13/2022	<del>9/7-8/2022</del> 10/24/2022	8/23/22 - Student not in school; parent wants virtual; mental, physical health concerns. 9/22/22 - Case settled to include district assessments and parent ordered to cooperate with doctor audio-gram and IS placement for this year only. <b>CLOSED</b>		ERMHS 30 hrs  Academic 42 hrs
2. Apple Valley USD Case No 2022070781	Denial of FAPE 1. Deficient psycho ed assessment. 2. Deficient functional communication assessment 3. Deficient OT assessment 4. Deficient PT assessment 5. Inadequate placement 6. Inadequate SPL services 7. Inadequate OT services 8. Inadequate PT services 9. Inadequate communication program	7/25/2022	8/5/2022	10/3/2022	9/20-22/2022	8/5/22 - Parent seeking NPS. Not available in our region. Demanding private placement; moving to mediation. Consolidated with case # 2022080051. 10/3/22 - Mediation - Will not agree to placement based on single assessors recommendations 11/2/22 - Placement agreed to - Stu to return to school. <b>CLOSED</b>	Psycho Ed Dr. Simun	SPL, OT, PI, SAI \$40,000  1:1 Aide in home 720min.
3. Apple Valley USD Case No 2022080051  Filing on parent	District filed to defend assessments	8/1/2022	N/A	10/3/2022	11/1-3/2022	*OAH Consolidated Case # 22022070781 with Case # 2022080051 Moving to mediation. 10/03/22 - Mediation held and unsuccessful. Parent seeks private home placement with 1:1 behavioral aide 6 hours at home and District seeks to return student to in-school program 11/2/22 - See above <b>CLOSED</b>	N/A	N/A

Desert/Mountain SELPA  
Due Process Activity Summary  
July 1, 2022–November 30, 2022

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Due Process Hearing	Status	IEE	Comp Ed
4. HUSD Case no. 2022080186	Denial of FAPE 1. Failure to assess 2. Inadequate assessment Failure to provide emergency interventions.	8/5/2022	8/17/2022	10/31/2022	<del>9/20-22/2022</del> 11/9-11/2022	8/17/22 - Student not in school; seeking 1:1 for "global supervision; district provided NPS; student no show. 8/29/22 - Interim settlement for placement during assessments. 09/22 - Addendum scheduled to review the results of FBA IEEs completed first week of Nov. 11/9/22 - SPL,OT, Behavior increased in the IEP. Settlement <b>CLOSED</b>	OT	SPL - 50 hrs Behavior - 25 hrs
5. VESD Case no. 2022080379	Denial of FAPE 1. Failure to provide 1:1 2. SPL 3. OT 4. AAC	8/12/2022	<del>8/24/2022</del> 8/29/2022	10/6/2022	9/27-29/2022	8/29/22 - No agreement on 1:1; analyzing records to determine next steps. 10/05/22 - Negotiations for settlement (provide 1:1 support for portion of the day rather than full day, add OT, AAC training and AAC device) 10/10/22 - Settlement agreement <b>CLOSED</b>	Psycho Ed	Speech - 50 hrs Academic - 200 hrs
6. VESD Case no. 2022080518  Filing on parent	Permission to implement IEP; placement	8/17/2022	N/A	9/26/2022 - cancelled by parent	<del>9/13-15/2022</del> 11/01-03/2022	Student not in school. Parent seeking alternate placement. 10/17/22 - Case withdrawn. Parent signed IEP <b>CLOSED</b>	N/A	N/A
7. AAE Case no. 2022090499  Filing on parent	District filed for appropriate placement			<del>Proposed</del> 10/26/2022	<del>10/18-20/2022</del> <del>11/15-17/2022</del> 1/24-26/2022	Parent not in agreement with a district placement in school of residence 10/4/22 - Complaint amended to include IEP update of 10/4/22 10/28/22 - Parent obtained new attorney who was granted a continuance		

Desert/Mountain SELPA  
Due Process Activity Summary  
July 1, 2022–November 30, 2022

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Due Process Hearing	Status	IEE	Comp Ed
8. VESD Case no. 2022100187	Denial of FAPE 1. Failed to find eligible SPED under category of OT. 2. Failed to conduct ERMHS. 3. Abused student causing physical harm.	10/7/2022	<del>10/19/2022</del> 10/26/2022		<del>11/22-23/2022</del> 12/6-8/2022	10/26/22 - Parent attorney unprepared. Asking for eligibility under OT, not possible. 11/28/22 - Preparing for hearing 11/28/22 - Parent withdrew case. We expect it to be refiled	N/A	N/A
9. VESD DMOPS Case no. 2022100788	Denial of FAPE 1. Failure to provide appropriate placement and program  a.) Academics b.) SPL c.) OT d.) BIP	10/25/2022	11/9/2022	12/19/2022	<del>12/13-15/2022</del> 1/31-2/3/2022	11/9/22 - Offered county placement and FBA in a new setting. Going to mediation.		
10. AESD Case no. 2022100867	Denial of FAPE 1. Failure to evaluate prior to placement change 2. Failure to assess FBA, ERMHS 3. Failure to offer 1:1 4. Failure to offer OT consult	10/28/2022	<del>11/9/2022</del> <del>1:30-2:30</del> 11/14/2022		12/13-15/2022	11/18/22 - No progress.		
11. VESD Case no. 2022100869	Denial of FAPE 1. Failure to assess FBA 2. Failure to offer 1:1 aide	10/28/2022	<del>11/9/2022</del> <del>12:30-1:30</del> 11/14/2022		12/20-22/2022	11/18/22 - No progress.		
12. VESD Case no. 202210080	Denial of FAPE 1. Failure to follow timeliness for ERMHS assessment. 2. Failure to provide Ed benefit  a.) Reading goals b.) Writing goals c.) Math goals	11/4/2022	<del>11/18/2022</del> <del>11:00</del> 12/05/2022		12/20-22/2022			

Desert/Mountain SELPA  
 Due Process Activity Summary  
 July 1, 2022–November 30, 2022

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Due Process Hearing	Status	IEE	Comp Ed
13. AESD Case no. 2022110480	Child Find Denial of FAPE 1. Failure to provide positive behavior supports 2. Failed to provide comprehensive assessment 3. Failed to provide a.) FBA b.) ERMHS c.) LAS d.) OT	11/17/2022	11/29/2022		1/4-5/2023	11/28/22 - Resolution postponed.		
13. VESD Case no. 2022-	Child Find Denial of FAPE 1. Failure to assess at parent request a.) 8/29/2022 b.) 10/5/2022	11/29/2022	12/5/2022					

Desert /Mountain SELPA  
Legal Expense Summary  
As Reported at Steering November 18, 2022

2000-2001	\$39,301.51
2001-2002	\$97,094.90
2002-2003	\$37,695.13
2003-2004	\$100,013.02
2004-2005	\$136,514.09
2005-2006	\$191,605.08
2006-2007	\$140,793.00
2007-2008	\$171,614.04
2008-2009	\$263,390.71
2009-2010	\$114,076.96
2010-2011	\$293,578.50
2011-2012	\$567,958.10
2012-2013	\$321,646.04
2013-2014	\$250,372.65
2014-2015	\$297,277.76
2015-2016	\$204,756.26
2016-2017	\$233,130.03
2017-2018	\$247,459.52
2018-2019	\$314,479.71
2019-2020	\$475,930.79
2020-2021	\$354,582.16
2021-2022	\$401,072.52
2022-2023	\$147,798.03

## 4-hour school week for behavioral reasons hinders student's progress

**Case name:** *Reynolds v. George County Sch. Dist.*, 81 IDELR 282 (S.D. Miss. 2022).

**Ruling:** A Mississippi district denied FAPE to a preteen boy with autism and an intellectual disability when it responded to his escalating behavioral problems by reducing his instructional time to just four hours a week. The U.S. District Court, Southern District of Missouri vacated an independent hearing officer's finding that the revised IEP for SY 2017-18 was appropriate.

**What it means:** A district's inability to manage an IDEA-eligible student's aggressive or violent behaviors does not allow it to provide a bare-bones special education program. If behavioral interventions and supports prove ineffective, the IEP team should discuss whether the student would benefit from a more specialized placement outside of the public school system. This district had evidence that the student's behaviors were impeding his progress toward his IEP goals even after the significant reduction in instructional time. That lack of progress, coupled with the student's escalating behavioral problems, should have prompted the district to consider solutions other than a shortened school day.

**Summary:** The limited progress that a student with autism and an intellectual disability made after a Mississippi district reduced his time at school to just four hours a week undercut an IHO's finding that the district provided the student FAPE. The District Court vacated the IHO's decision in part, holding that the October 2017 IEP modification was not reasonably calculated to provide an educational benefit. U.S. District Judge Taylor B. McNeel acknowledged that the parent participated in the meeting to amend the student's IEP. As such, the judge agreed with the IHO that the October 2017 IEP was developed by key stakeholders. However, the judge identified multiple flaws with the revised IEP. For example, the judge observed that the district's decision to eliminate state-mandated instruction in PE meant the student's program was not sufficiently individualized. Judge McNeel further noted that the district did not implement the IEP in the least restrictive environment. The judge pointed out that the student attended school for one hour a day, four days a week, and that he received all instruction and services in an administrative office. "[The student's] educational environment often consisted of him sitting in a chair for one hour a day, secluded from other children, still wearing his backpack, with little academic instruction, and the focus was on redirecting negative behaviors," the judge wrote. Judge McNeel also cited progress reports stating that the student was unable to attempt certain IEP goals and was making little to no progress on others due to his escalating behavioral problems. Given the IEP's failure to address the student's individual needs and the student's lack of appropriate progress, the court held that the district denied the student FAPE. ■

# Core Communication Skills

Participants will develop and enhance active listening skills and questioning techniques. The program will teach the importance of feeling "heard" in difficult conversations. Additionally, participants will demonstrate an awareness of concerns and feelings in resolving disputes.

## Presented By

**David P. Dowling, JD, MDR**

Owner of Dowling Mediation Services  
Professor at the Straus Institute for Dispute Resolution at Pepperdine University, School of Law.

## Schedule

February 2, 2023

## Time

8:30 a.m. - 3:30 p.m.

## Location

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

## Audience

General education teachers, special education teachers, and administrators.



## Registration

Please register online at:

<https://sbcss.k12oms.org/52-228143>

## Cost

Desert/Mountain SELPA and Charter SELPA members  
\$0.00; Non-member participants \$50.00

## Special Accommodations

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

**\*All in-person trainings are subject to change based on health and safety orders.**

## Get in Touch

**Address :** 17800 Highway 18,  
Apple Valley, CA 92307  
**Phone :** (760) 955-3551

**Email :** [nicole.langley@cahelp.org](mailto:nicole.langley@cahelp.org)  
**Website :** [www.cahelp.org](http://www.cahelp.org)

## Conflict Prevention and Resolution Through IEP Meeting Facilitation

This workshop provides strategies for facilitating IEPs with an efficient and effective structure that leads to team agreement and preserved relationships. Participants learn and practice skills that allow them to facilitate IEP meetings, recognize and prevent conflict, and focus on constructive outcomes that promote student achievement. Participants will learn to: guide IEP teams to agree on appropriate, compliant, and effective IEPs; channel communication in order to build mutual understanding based on respect; create agreements based on full participation from all members; generate informed discussions, prevent, reduce, and resolve conflict. Participants will go through actual simulations of IEP meetings, so they have the chance to practice the skills presented in a safe learning environment.

### **Presented By**

Cassie Velasquez and Robin Oshea  
Co-Owners of Key2Ed., Inc.

### **Date**

March 13-14, 2023

### **Time**

8:30 a.m. - 3:30 p.m.

### **Location**

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



### **Audience**

Site administrators, school psychologists, district administrators, general education teachers, and special education teachers.

### **Cost**

Desert/Mountain SELPA and Charter SELPA Members  
\$0.00

Non-member participants \$50.00

### **Registration**

Please register online at:

<https://sbcss.k12oms.org/52-227389>

### **Special Accommodations**

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

**\*All in-person trainings are subject to change based on health and safety orders.**

## 7.9 Compliance Update

Verbal report, no materials

7.10 Nonpublic School/Nonpublic Agency  
Update Verbal report, no materials

Desert Mountain SELPA  
 Learning Recovery Support (Resource 6537) Claim Summary  
 December 5, 2022

Total Apportionment	8,176,491
Desert/Mountain SELPA Allocation (20%)	1,635,298
LEA Allocation	6,541,193

Funds must be encumbered no later than June 30, 2023 and expended by September 30, 2023.

A	B	C	D	E	F
LEA	Allocation	Actuals Claimed	Balance	FAR Actuals as of 12/5/2022	Actuals Unclaimed
Academy for Academic Excellence	63,117	-	63,117.00	-	-
Adelanto Elementary	598,653	-	598,653.00	284,761.80	284,761.80
Apple Valley Unified	810,477	-	810,477.00	-	-
Baker Valley Unified	7,651	-	7,651.00	109.99	109.99
Barstow Unified	488,199	-	488,199.00	-	-
Bear Valley Unified	156,357	-	156,357.00	-	-
Excelsior Charter	112,845	-	112,845.00	-	-
Excelsior Charter School Corona-Norco	2,869	-	2,869.00	-	-
Health Sciences High and Middle College	46,859	-	46,859.00	-	-
Helendale Elementary	77,461	-	77,461.00	-	-
Hesperia Unified	1,441,644	77,583.12	1,364,060.88	183,535.72	105,952.60
Lucerne Valley Unified	74,114	-	74,114.00	-	-
Needles Unified	97,066	-	97,066.00	-	-
Norton Science and Language Academy	44,947	-	44,947.00	-	-
Oro Grande	167,833	-	167,833.00	-	-
Silver Valley Unified	186,960	-	186,960.00	186,960.00	186,960.00
Snowline Joint Unified	551,794	-	551,794.00	180,651.22	180,651.22
Trona Joint Unified	33,949	-	33,949.00	985.50	985.50
Victor Elementary	849,686	-	849,686.00	-	-
Victor Valley Union High	728,712	-	728,712.00	-	-
DM SELPA	1,635,298	270,659.86	1,364,638.14	270,659.86	-
<b>Total</b>	<b>8,176,491</b>	<b>348,242.98</b>	<b>7,828,248.02</b>	<b>1,107,664.09</b>	<b>759,421.11</b>

## How to Use the Excel File to Access Learning Recovery Support (Resource 6537) and Dispute Prevention/Dispute Resolution (Resource 6536) Funding

### Activities

- ◆ Collaborate with LEA fiscal team to make sure expenditures and activities align and confirm expenditures are coded to the correct resource
- ◆ Select LEA from dropdown menu
- ◆ Select the service activity that most closely matches the SELPA plan from the dropdown menu (column D) for which you are seeking reimbursement
- ◆ Write a narrative describing the activities to support step 2 - see column headers for required information (column E) (Example: LEA will fund up to 60 hours each for 20 certificated staff to work before or after contracted work hours to assess and write overdue IEPs)
- ◆ Provide the number of students, disabilities, and demographics of pupils served with the supplemental funding
- ◆ Submit Learning Recovery Support Excel file to Heidi Chavez and for review and approval with a copy to Marina Gallegos  
Submit Dispute Prevention/Dispute Resolution Excel file to Kathleen Peters for review and approval with a copy to Marina Gallegos
- ◆ Retain fiscal and program records to support activities and claims

(Revised September 2021)

## Learning Recovery Plan

### Fiscal Year 2021–22

Due Date: **October 1, 2021**

As a condition of receiving funding, the special education local plan area shall, on or before October 1, 2021, work with its member local educational agencies to develop and submit a plan to the Superintendent of Public Instruction.

The requirement states the plan must include:

- how the special education local plan area and its member local educational agencies will implement the requirements;
- detailed proposed expenditure information broken down by eligible activity;
- the number, disabilities, and demographics of pupils proposed to be served.

If the SELPA has LEAs that are using their allocations in different ways due to the unique needs of the LEA, the SELPA submits a separate plan for LEAs that addresses their intent to use funds under one SELPA submission.

### SELPA Information

SELPA Name:	<b>Desert Mountain SELPA</b>
SELPA Code:	3601

### Plan Description

Applicable LEAs for this Plan **Academy for Academic Excellence, Adelanto Elementary SD, Apple Valley USD, Baker Valley USD, Barstow USD, Bear Valley USD,**

Impacted Areas	Learning Recovery Services for Pupils with Disabilities Related to Impacts of Learning Resulting from COVID-19 School Disruptions (Including Objectives and Metrics that will be used to measure success)	Students Served by Proposed Plan
<b>Additional Support and Services Needed to Address Identified Learning Needs</b>	Transportation services before school, after school, and summer camps outside of ESY to get students to campuses for additional supports and services.	TK - 12 students with disabilities, English learners, Homeless youth, Foster youth, and other California dashboard
<b>Positive Behavior Supports</b>	ABA or Psych led social skills groups offered before school, after school, Saturdays, or summer camps outside of ESY designated time	TK - 12 students with disabilities, English learners, Homeless youth, Foster youth, and other California dashboard

Impacted Areas	Learning Recovery Services for Pupils with Disabilities Related to Impacts of Learning Resulting from COVID-19 School Disruptions (Including Objectives and Metrics that will be used to measure success)	Students Served by Proposed Plan
<b>Assessing Learning and Academic Needs of Students</b>	Hiring additional staff: TOSA(s), academic coach(es), interns, lead teachers, tutoring agencies, or other positions. Purchase iReady program or other programs for Math & ELA to target gaps in <b>+</b>	TK - 12 students with disabilities, English learners, Homeless youth, Foster youth, and other California dashboard subcategories <b>+</b>
<b>Social Emotional Needs</b>	Hiring additional staff: school counselors, social workers, mental health clinicians - services, school psychologists, or other positions Tiered supports through MTSS framework <b>+</b>	TK - 12 students with disabilities, English learners, Homeless youth, Foster youth, and other California dashboard subcategories
<b>High Quality and Instruction</b>	UDL Training, Implementation, & Coaching Training on Evidence Based Practices Expand training for early education teachers and paraeducators Orton Gillingham (ELA) and Singapore Math <b>+</b>	TK - 12 students with disabilities, English learners, Homeless youth, Foster youth, and other California dashboard subcategories
<b>Supporting Students Return to In-Person Instruction</b>	Family events at the district or site level - nights and weekends Parent training through parent support centers Hiring Community Outreach Liaison <b>+</b>	TK - 12 students with disabilities, English learners, Homeless youth, Foster youth, and other California dashboard subcategories <b>+</b>
<b>Child Find</b>	Parent training/education Hiring a Community Outreach Liaison Response to Intervention (RtI) Programs developed and implemented Multi-tiered Systems of Support (MTSS) <b>+</b>	TK - 12 students with learning disabilities and general education students subject to "Child Find" regulations in order to meet Federal requirements of <b>+</b>
<b>Assessing Students who are Waiting of Initial IEPs</b>	Hiring additional qualified staff or contracting qualified personnel to provide psycho-education assessments and observations. Paying staff additional hours or contracted days outside their contract to hold IEPs, <b>+</b>	TK - 12 students with learning disabilities and general education students subject to "Child Find" regulations in order to meet Federal requirements of <b>+</b>
<b>Complete Overdue IEPs</b>	Hiring additional qualified staff or contracting qualified personnel to provide psycho-education assessments and observations. Paying staff additional hours or contracted days outside their contract to hold IEPs, <b>+</b>	TK - 12 students with learning disabilities and general education students subject to "Child Find" regulations in order to meet Federal requirements of <b>+</b>
<b>Other Impacted Areas (Identify the impacted Area and the plan for using the funds)</b>	Secondary Transition and graduation planning for students with disabilities age 15 to 22. Work-Based Learning(WBL) Placements Establish additional workability partners for <b>+</b>	Students with disabilities ages 15 - 22 transitioning from high school to adulthood to provide supports and services through their transition and meeting the <b>+</b>

## Implementation Timeline of Proposed Plan or Activities

Please describe your plan for implementation, including a timeline and milestones

It may take several years for full recovery of learning losses due to extended, repeated school closures, and traumatic events faced by students. The timeline will begin in September 2021 and will continue through September 2023. LEAs will address the following four (4) domains as we move through and address learning recovery. These domains may intertwine at times based on the need of each student. Domain 1: Leadership for rapid improvement; Prioritize improvement, Monitor goals, Customize supports. Domain 2: Talent management; Recruit, retain, and sustain talent, Target professional learning opportunities, Set performance expectations. Domain 3: Instructional Transformation; Diagnose student needs, Provide rigorous instruction, Remove barriers and provide supports. Domain 4: Culture and Climate

## Proposed Expenditures

Object Codes	Learning Recovery Funds (Expenditures)	Itemized Description and Justification
1. 1000–Certificated Salaries	\$4,600,000.00	Salary for certificated staff providing services directly related to LEA dispute prevention and resolution plans.
2. 2000–Classified Salaries	\$195,000.00	Salary for clerical staff providing support to staff carrying out dispute prevention and resolution plans.
3. 3000–Employee Benefits	\$1,731,916.00	Benefits for certificated and support staff.
4. 4000–Materials and Supplies (cannot exceed 10%)	\$300,000.00	Office supplies and materials for trainings, staff meetings, and parent engagement activities.
5. 5000–Services and other operating costs	\$754,439.00	Consultants, LEA participant stipends, and other services related to community outreach and the promotion of parent engagement.
<b>6. Total Direct Costs (Total of 1 through 5)</b>	<b>\$7,581,355.00</b>	
7. 6000–Capital Outlay (cannot exceed 10% of allocation or \$10,000 per purchase)	\$0.00	
8. 7300–Indirect Costs CDE approved rate: 0.0785 (Enter 7.5% as 0.075)	\$595,136.00	CDE approved 2021/22 indirect cost rate for San Bernardino County Superintendent of Schools.
<b>9. Total Grant Budget (Total 6 through 8)</b>	<b>\$8,176,491.00</b>	

## Assurance of Matching Funds

I am providing assurances that this plan will meet the grant cash match requirement required by Learning Recovery Plan Grant. To meet the cash match requirement, the SELPA will create a SELPA-level grant match. For multi-district SELPA's, the SELPA will collect/receive and review the grant match expenditure report for each member LEA.

These expenditure reports will be on file at the SELPA and will be made available upon CDE request. The grant match expenditure report will require the following items:

- Amount of grant allocation
- Amount of cash match
- List of expenditures for the amount (i.e. Purchase Order, Invoice, Payment Voucher, Journal Entry, Labor Report, etc.)
- Attestation or declaration that the amount qualified as a match for the purposes of the grant
- Agreement that the expenditures are subject to review

SELPA Name

**Desert Mountain SELPA**

SELPA Director Name

Jenae Holtz

Date

09/28/2021

How to Use the Excel File to Access Learning Recovery Support (Resource 6537)  
and Dispute Prevention/Dispute Resolution (Resource 6536) Funding

Assurances

- ◆ Collaborate with program team to make sure expenditures and activities align
- ◆ Create budgets with CDE-assigned resources and code expenditures accordingly
- ◆ Select LEA from dropdown menu at top of form
- ◆ Enter expenditure reporting dates (e.g. from 7/1/2022 to 12/31/2022)
- ◆ Review funding parameters and requirements
- ◆ Line 1 Enter amount allocated to LEA
- Line 2 Enter amount claimed on prior reports
- Enter actual expenditures by major object for reporting period - this should
- Lines 3-9 tie to the financial activity report for the same period
- Line 10 This field auto-calculates the total expenditures for the period
- Line 11 This field auto-calculates current and prior expenditures
- Line 12 Enter payments received for prior claims
- Line 13 This field auto-calculates total expenditures less payments
- Line 14 This field auto-calculates available funds
- ◆ Sign, date, and return form to Marina Gallegos
- ◆ Retain fiscal and program documentation to support claim

**LEA Name**

**Expenditure Reporting Dates** Enter Date to Enter Date

Funds appropriated to provide learning recovery support to pupils who experienced impacts to learning due to school disruptions stemming from the COVID-19 public health emergency during the period of March 13, 2020, to September 1, 2021, inclusive. Reference allocation plan for detail.

**LEA Responsibilities:**

- LEAs must not use funds to supplant existing expenditures or obligations of the LEA.
- LEAs must ensure that all activities and expenditures align with the SELPA allocation plan and fall under at least one of the impact areas
- LEAs must provide quarterly expenditure reports to the SELPA. The final report is due on or before September 30, 2023.
- LEAs must submit a quarterly expenditure report to the SELPA within thirty days after the end of the period - the report should contain the following documentation:
  - Amount of grant allocation
  - Amount of cash match - per CDE the cash match is not a match with funds from other sources, but a match between the funds and services/supplies provided by the funds. Funds connect with the services provided
  - List of expenditures for the amount claimed (i.e., purchase order, invoice, payment voucher, journal entry, labor report, etc.)
  - Attestation or declaration that the amount qualified as a match for the purposes of the grant
  - Agreement that the expenditures are subject to review

Funds are available for encumbrance until June 30, 2023. LEAs may claim expenses incurred on or after March 13, 2020, but must work with Business Advisory representative to adjust financial records for prior year transactions.

1	Total Award Amount	-
2	Prior Cumulative Actual Expenditures Reported	-
	Current Actual Expenditures by Major Object	
3	1000 Certificated Salaries	-
4	2000 Classified Salaries	-
5	3000 Employee Benefits	-
6	4000 Materials and Supplies	-
7	5000 Services and Other Operating Costs	-
8	6000 Capital Outlay (cannot exceed 10% of allocation)	-
9	7300 Indirect Costs (CDE approved rate)	-
10	Total Current Actual Expenditures	-
11	Total Combined Expenditures	-
12	Payments Received	-
13	Reimbursement Claimed	-
14	Unused Balance	-

***I attest the expenditures reported above qualify as a match for the purposes of the grant. I agree to maintain related supporting documentation and to make the documentation available for review upon request.***

\_\_\_\_\_  
LEA Representative Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
LEA Representative Name

Desert Mountain SELPA  
 Dispute Prevention Dispute Resolution (Resource 6536) Claim Summary  
 December 5, 2022

Total Apportionment 1,816,998  
 Desert/Mountain SELPA Allocation 363,400  
 LEA Allocation 1,453,598

Funds must be encumbered no later than June 30, 2023 and expended by September 30, 2023.

A	B	C	D	E	F
LEA	Allocation	Amount Claimed	Balance	FAR Actuals as of 12/5/22	Actuals Unclaimed
Academy for Academic Excellence	14,026	-	14,026.00	-	-
Adelanto Elementary	133,034	-	133,034.00	-	-
Apple Valley Unified	180,106	-	180,106.00	39,271.59	39,271.59
Baker Valley Unified	1,700	-	1,700.00	-	-
Barstow Unified	108,489	-	108,489.00	14,207.31	14,207.31
Bear Valley Unified	34,746	-	34,746.00	-	-
Excelsior Charter	25,077	-	25,077.00	-	-
Excelsior Charter School Corona	638	-	638.00	-	-
Health Sciences High and Middle	10,413	-	10,413.00	-	-
Helendale Elementary	17,214	-	17,214.00	-	-
Hesperia Unified	320,364	25,920.00	294,444.00	25,920.00	-
Lucerne Valley Unified	16,470	-	16,470.00	-	-
Needles Unified	21,570	-	21,570.00	-	-
Norton Science and Language Arts	9,988	-	9,988.00	-	-
Oro Grande	37,296	-	37,296.00	-	-
Silver Valley Unified	41,547	-	41,547.00	-	-
Snowline Joint Unified	122,621	13,729.75	108,891.25	60,240.84	46,511.09
Trona Joint Unified	7,544	-	7,544.00	-	-
Victor Elementary	188,819	-	188,819.00	-	-
Victor Valley Union High	161,936	-	161,936.00	-	-
DM SELPA	363,400	2,153.86	361,246.14	2,153.86	0.00
<b>Total</b>	<b>1,816,998</b>	<b>41,803.61</b>	<b>1,775,194.39</b>	<b>141,793.60</b>	<b>99,989.99</b>

## How to Use the Excel File to Access Learning Recovery Support (Resource 6537) and Dispute Prevention/Dispute Resolution (Resource 6536) Funding

### Activities

- ◆ Collaborate with LEA fiscal team to make sure expenditures and activities align and confirm expenditures are coded to the correct resource
- ◆ Select LEA from dropdown menu
- ◆ Select the service activity that most closely matches the SELPA plan from the dropdown menu (column D) for which you are seeking reimbursement
- ◆ Write a narrative describing the activities to support step 2 - see column headers for required information (column E) (Example: LEA will fund up to 60 hours each for 20 certificated staff to work before or after contracted work hours to assess and write overdue IEPs)
- ◆ Provide the number of students, disabilities, and demographics of pupils served with the supplemental funding
- ◆ Submit Learning Recovery Support Excel file to Heidi Chavez and for review and approval with a copy to Marina Gallegos  
Submit Dispute Prevention/Dispute Resolution Excel file to Kathleen Peters for review and approval with a copy to Marina Gallegos
- ◆ Retain fiscal and program records to support activities and claims

(Revised September 2021)

## Alternative Dispute Resolution Allocation Plan Fiscal Year 2021–22

Due Date: **October 1, 2021**

As a condition of receiving these funds, the special education local plan areas shall, on or before October 1, 2021, develop and submit a plan to the Superintendent of Public Instruction detailing how they will support their member local educational agencies in conducting dispute prevention and voluntary alternative dispute resolution activities, including:

- detailed proposed expenditure information broken down by eligible activity;
- the number, disabilities;
- and demographics of pupils proposed to be served.

### SELPA Information

SELPA Name: **Desert/Mountain SELPA**

SELPA Code: **3601**

### Plan Description

Impacted Areas	Plans by the SELPA and LEA to Conduct Dispute Prevention and Voluntary Alternative Dispute Resolution to Prevent and Resolve Special Education Disputes	Students Served by Proposed Plan
<p><b>Early intervention to promote collaboration and positive relationships between families and schools and to prevent disputes through proactive communication, collaborative problem solving, and parent support activities.</b></p>	<p>Integrate outreach activities with existing parent advisory/action groups: SSC, ELAC, DLAC, PTA, CAC, parent resource centers, community liaisons, other. Provide training in cultural diversity, empathy, how to diffuse conflict, and promote "the best interest of the child."</p>	<p>TK-12 students with learning disabilities, English learners at risk of not graduating or reclassifying, students identifying as African American, students with Autism, students on the CDE Dashboard.</p>
<p><b>Parent education regarding special education processes and rights under the federal Individuals with Disabilities Education Act</b></p>	<p>Develop parent education modules: RTI, sped continuum, home supports, parent IEP role, advocacy, dispute resolution, transition, mental health, trauma other.</p>	<p>TK-12 students with learning disabilities, Autism, English learners at risk of not graduating or reclassifying, Af. Am. students, students on CDE Dashboard</p>
<p><b>Parent peer support</b></p>	<p>Implement local LEA CAC for parents of special needs students to develop parent peer support, connect to resources and provide information.</p>	<p>TK-12 students with learning disabilities and students subject to "Child-find" regulations.</p>

<b>Impacted Areas</b>	<b>Plans by the SELPA and LEA to Conduct Dispute Prevention and Voluntary Alternative Dispute Resolution to Prevent and Resolve Special Education Disputes</b>	<b>Students Served by Proposed Plan</b>
<b>Language access provided as a supplement pursuant to state and federal law</b>	Increase translation staff, translate all information docs to align with the LEA-ELL population, purchase translation equipment, train staff, plan for literacy needs of parents.	All English language learners identified with disabilities, who are at risk of not reclassifying or not graduating.
<b>Collaboration with family empowerment centers and other family support organizations.</b>	Connect liaisons to CAC, P&I, Celebrate Families; parent education and experiential learning; work with IRC, Rockin' Our Disabilities, CAPTAIN, Moses Ministry, other.	Students with Autism and other disabilities, those subject to "Child-find", identified in dispro data, ELL, African Am. students and with chronic absenteeism.
<b>Conduct voluntary alternative dispute resolution activities, including offering voluntary alternative dispute resolution for issues that are not resolved through the individualized education program process.</b>	Promote SELPA and LEA ADR services, support resolution skills with training and coaching, develop internal systems of ADR procedures, increase staff for ADR services, train stake holders in IDEA, provide educational materials.	Students with disabilities, students with Autism, and those subject to "Child-find". Students identified in dispro data, students with Autism, ELL students, and students identifying as African American.
<b>Partnership with family empowerment centers or other family support organizations, including by providing support to those organizations to assist in the activities specified in this subdivision to prevent and resolve disputes in a pupil-centered, collaborative, and equitable manner.</b>	Create outreach teams, develop local parent centers and hire staff; build relationships and partner with local parent support groups: IRC, IEHP, Autism Society, CAPTAIN, Moses Ministries and other regional parent resource groups. Provide training: IDEA rights, collaboration, building positive relationships. Provide child-care and vary the time of activities.	Students with disabilities including Autism and those subject to "Child-find". Students identified in dispro. data, ELL students, students identifying as African American and LGBTQ.
<b>Identify, and conduct outreach to, families who face language barriers and other challenges to participation in the special education process, and whose pupils have experienced significant disruption to their education as a result of the COVID-19 pandemic</b>	Campaign through multiple communication channels: social-media, video recordings, print, other. Provide transportation, incentives, food and other for activities to draw in parents. Create welcoming schools with empathy where parents are heard; staff is accessible.	Students with disabilities, with Autism, and those subject to "Child-find". Students identified in dispro. data, with Autism, ELL students, students identifying as African American, students, students with mental health needs and chronic absenteeism.
<b>Other impacted areas (Identify the impacted area and the plan for using the funds)</b>	Missing or late IEPs, assessments, supports services: provide additional staff, interns, coaches, lead teachers, subs, NPA staff, tutoring agencies, additional hours, other.	Students with outdated IEPs and assessments; students with need of make-up services, students not making progress towards goals.

## Proposed Expenditures

Object Codes	ADR Allocation Funds (Expenditures)	Itemized Description and Justification
1. 1000–Certified Salaries	\$800,000.00	Salary for certificated staff providing services directly related to LEA dispute prevention and resolution plans.
2. 2000–Classified Salaries	\$65,000.00	Salary for clerical staff providing support to staff carrying out dispute prevention and resolution plans.
3. 3000–Employee Benefits	\$318,512.00	Benefits for certificated and support staff.
4. 4000–Materials and Supplies (cannot exceed 10%)	\$101,234.00	Office supplies and materials for trainings, staff meetings, and parent engagement activities.
5. 5000–Services and other operating costs	\$400,000.00	Consultants, LEA participant stipends, and other services related to community outreach and the promotion of parent engagement.
<b>6. Total Direct Costs (Total of 1 through 5)</b>	<b>\$1,684,746.00</b>	
7. 6000–Capital Outlay (cannot exceed 10% of allocation or \$10,000 per purchase)	\$0.00	
8. 7300–Indirect Costs CDE approved rate: 0.0785 (Enter 7.5% as 0.075)	\$132,252.00	CDE approved 2021/22 indirect cost rate for San Bernardino County Superintendent of Schools.
<b>9. Total Grant Budget (Total 6 through 8)</b>	<b>\$1,816,998.00</b>	

How to Use the Excel File to Access Learning Recovery Support (Resource 6537)  
and Dispute Prevention/Dispute Resolution (Resource 6536) Funding

Assurances

- ◆ Collaborate with program team to make sure expenditures and activities align
- ◆ Create budgets with CDE-assigned resources and code expenditures accordingly
- ◆ Select LEA from dropdown menu at top of form
- ◆ Enter expenditure reporting dates (e.g. from 7/1/2022 to 12/31/2022)
- ◆ Review funding parameters and requirements
- ◆ Line 1 Enter amount allocated to LEA
- Line 2 Enter amount claimed on prior reports
- Enter actual expenditures by major object for reporting period - this should
- Lines 3-9 tie to the financial activity report for the same period
- Line 10 This field auto-calculates the total expenditures for the period
- Line 11 This field auto-calculates current and prior expenditures
- Line 12 Enter payments received for prior claims
- Line 13 This field auto-calculates total expenditures less payments
- Line 14 This field auto-calculates available funds
- ◆ Sign, date, and return form to Marina Gallegos
- ◆ Retain fiscal and program documentation to support claim

**Expenditure Reporting Dates** Enter Date to Enter Date

Funds appropriated for the purpose of supporting member LEAs in conducting dispute prevention and voluntary alternative dispute resolution activities to prevent and resolve special education disputes resulting from school disruptions stemming from the COVID-19 public health emergency during the period of March 13, 2020, to September 1, 2021, inclusive, in a collaborative and equitable manner. Reference allocation plan for detail.

**LEA Responsibilities:**

- LEAs must not use funds to supplant existing expenditures or obligations of the LEA.
- LEAs must ensure that all activities and expenditures align with the SELPA allocation plan and fall under at least one of the impact areas
- LEAs must provide quarterly expenditure reports to the SELPA. The final report is due on or before September 30, 2023.
- LEAs must submit a quarterly expenditure report to the SELPA within thirty days after the end of the period - the report should contain the following documentation:
  - Amount of grant allocation
  - Amount of cash match - per CDE the cash match is not a match with funds from other sources, but a match between the funds and services/supplies provided by the funds. Funds connect with the services provided
  - List of expenditures for the amount claimed (i.e., purchase order, invoice, payment voucher, journal entry, labor report, etc.)
  - Attestation or declaration that the amount qualified as a match for the purposes of the grant
  - Agreement that the expenditures are subject to review

Funds are available for encumbrance until June 30, 2023. LEAs may claim expenses incurred on or after March 13, 2020, but must work with Business Advisory representative to adjust financial records for prior year transactions.

1	Total Award Amount	-
2	Prior Cumulative Actual Expenditures Reported	-
	Current Actual Expenditures by Major Object	
3	1000 Certificated Salaries	-
4	2000 Classified Salaries	-
5	3000 Employee Benefits	-
6	4000 Materials and Supplies	-
7	5000 Services and Other Operating Costs	-
8	6000 Capital Outlay (cannot exceed 10% of allocation)	-
9	7300 Indirect Costs (CDE approved rate)	-
10	Total Current Actual Expenditures	-
11	Total Combined Expenditures	-
12	Payments Received	-
13	Reimbursement Claimed	-
14	Unused Balance	-

***I attest the expenditures reported above qualify as a match for the purposes of the grant. I agree to maintain related supporting documentation and to make the documentation available for review upon request.***

\_\_\_\_\_  
LEA Representative Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
LEA Representative Name



## MEMORANDUM

Date: December 1, 2022  
To: Directors of Special Education  
From: Richard Frederick, Area Director 

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**Subject: Audiological Service Reports**

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Attached are the Audiological Service Reports for the month of November 2022 by district.

If you have any questions concerning these reports, please contact Dale Folkens, Ed. D. Principal at (760) 244-6131 ext. 247 or via email at [dale.folkens@sbcss.net](mailto:dale.folkens@sbcss.net).



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](http://www.dmselpa.org)

## MEMORANDUM

Date: December 16, 2022  
To: Directors of Special Education  
From: Codi Andersen, Occupational/Physical Therapy Supervisor

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Subject: **Occupational and Physical Therapy Reports**

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Attached are the occupational and physical therapy Current Students Direct Services reports by district.

If you have any questions concerning either report, please contact me at (760) 955-3659 at [Codi.Andersen@cahelp.org](mailto:Codi.Andersen@cahelp.org)

Desert Mountain SELPA  
2022-2023 Non-Public School Placement Report

	July				August				September				October				November				December			
	District Placed	Residential Placed	LCI/Foster Placed	TOTAL	District Placed	Residential Placed	LCI/Foster Placed	TOTAL	District Placed	Residential Placed	LCI/Foster Placed	TOTAL	District Placed	Residential Placed	LCI/Foster Placed	TOTAL	District Placed	Residential Placed	LCI/Foster Placed	TOTAL	District Placed	Residential Placed	LCI/Foster Placed	TOTAL
Adelanto	5			5	5			5	2			2	3			3	4			4	3			3
Apple Valley	13	2	5	20	13	2	5	20	14	2	6	22	17	1	8	26	18	1	5	24	17	1	6	24
Baker																								
Barstow	4	2		6	4	2		6	5	2		7	5	2		7	4	2		6	5	1		6
Bear Valley																								
Helendale																								
Hesperia	17			17	17			17	20	1		21	22	1		23	21	1		22	21	1		22
High Tech High																								
Lucerne Valley																	1			1	1			1
Needles																								
Oro Grande																								
Silver Valley		1		1		1		1		1		1		2		2		2		2		2		2
Snowline	6			6	6			6	6			6	7			7	5			5	7			7
Trona																								
Victor Elem	6			6	6			6	3	1		4	3	1		4	4	1		5	4	1		5
VVUHSD	19		1	20	19		1	20	20		2	22	18		2	20	16		2	18	17		2	
<b>TOTALS</b>	<b>70</b>	<b>5</b>	<b>6</b>	<b>81</b>	<b>70</b>	<b>5</b>	<b>6</b>	<b>81</b>	<b>70</b>	<b>6</b>	<b>9</b>	<b>85</b>	<b>75</b>	<b>6</b>	<b>11</b>	<b>92</b>	<b>73</b>	<b>6</b>	<b>8</b>	<b>87</b>	<b>75</b>	<b>5</b>	<b>9</b>	<b>89</b>
2021-22 Totals	83	4	8	95	82	4	8	94	80	4	10	94	80	4	9	93	80	4	9	93	78	5	10	93
2020-21 Totals	78	6	16	100	69	6	15	90	81	4	18	103	80	4	18	102	80	4	17	101	83	4	17	104
2019-20 Totals	80	11	19	110	74	11	16	101	73	8	17	98	74	8	19	101	75	8	19	102	75	8	19	102
2018-19 Totals	56	18	10	84	63	15	10	88	66	15	13	94	76	13	15	103	81	12	17	110	82	12	17	111
2017-18 Totals	32	17	5	54	30	16	5	51	33	16	6	55	30	17	5	51	21	17	6	44	23	17	5	45

# California Association of Health and Education Linked Professions

## Upcoming Trainings

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Date/Time	Event	Location
1/1/2023 -	BEHAVIORAL INTERVENTION PLAN PRINCIPLES- THE BIP LEVEL 1	ONLINE
1/1/2023 -	DISABILITY AWARENESS	ONLINE
1/1/2023 -	STRUCTURED LITERACY: WHAT, WHY, WHO, AND HOW? (SELF-PACED COURSE)	VIRTUAL
1/3/2023 9:00 AM - 10:30 PM	REAL TALK AUTISM EDITION: RESOURCES, SUPPORT FOR FAMILIES	VIRTUAL
1/5/2023 8:30 AM - 4:30 PM	MANAGING SCHOOL CRISES: FROM THEORY TO APPLICATION	DMESC
1/10/2023 1:30 PM - 4:30 PM	LIFE-CHALLENGES: SOCIAL-EMOTIONAL DEVELOPMENT AND IMPACT OF TRAUMA AGES 0-5	DMESC
1/11/2023 8:00 AM - 2:00 PM	YOUTH MENTAL HEALTH FIRST AID	DMESC
1/17/2023 2:00 PM - 4:00 PM	USING ASSISTIVE TECHNOLOGY TO SUPPORT CHILDREN WITH DYSLEXIA AND EL STUDENTS	VIRTUAL
1/18/2023 8:30 AM - 3:30 PM	CPI	DMESC
1/18/2023 2:00 PM - 4:00 PM	LITERACY IMPROVEMENT NETWORK	DMESC

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

## Upcoming Trainings

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Date/Time	Event	Location
1/18/2023 8:30 AM - 12:45 PM	ORTON-GILLINGHAM APPROACH	VIRTUAL
1/19/2023 1:30 PM - 4:00 PM	UNDERSTANDING ACCESSIBILITY RESOURCES WITHIN THE CALIFORNIA ASSESSEMENT OF STUDENT PERFORMANCE AND PROGRESS (CAASPP)	VIRTUAL
1/20/2023 8:30 AM - 11:30 A	BUILDING EDUCATOR RESILIENCE IN AN EC CLASSROOM: KEEPING YOUR CUP FULL	DMESC
1/24/2023 9:00 AM - 12:00 PM	MIS USERS MEETING	DMESC
1/26/2023 1:30 PM - 4:30 PM	LIFE-CHALLENGES: SOCIAL-EMOTIONAL DEVELOPMENT AND IMPACT OF TRAUMA AGES K-12	DMESC

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