

STEERING COMMITTEE AGENDA

October 18, 2018



**Bay Area
Courtyard Oakland
Emeryville**

5555 Shellmound St.
Emeryville, CA 94608

10:00 a.m. – 2:30 p.m.

TOPIC

SPEAKER

Welcome & Introductions

Federal and State News

- Department of Rehabilitation Student Services* Scott Tauber & Synary Be
- Youth Leadership Forum* Ginese Quann
- Commission on Teacher Credentialing*
- Legislative Bills Update
- Office of Special Education and Rehabilitative Services (OSERS)*
- Orientation and Mobility*
- Student Mental Health Guide*
- Disability Employment Publications
- Differentiated Assistance for California's System of Support FAQ's*
- English Language Proficiency Assessments for California (ELPAC)* Meredith Akers
- Quality Assurance Process (QAP)* Heidi Hata

SELPA Updates

- Educational Related Mental Health Services (ERMHS) Level 2 Support Alison Rose
- SELPA Resource Documents
 - Alternative Dispute Resolution (ADR) Guidelines*
- CASEMIS to CALPADS Webinar
- Program Quarterly Newsletter Ginese Quann
- Legal Forum*

Date: September 20, 2018

Subject: Official Message from the State Director of Special Education

As we reflect on the longstanding collaboration between the California Department of Education (CDE) and the Department of Rehabilitation (DOR), we celebrate the impact we make in the lives of students with disabilities as they transition into successful, independent adults.

The statewide framework for this collaboration is outlined in our joint Interagency Agreement, which has been in place for over 20 years. We want you to know that this agreement is currently being revised to include pre-employment transition services through DOR. These services focus on job exploration and preparation and can now be provided as school transition services, DOR Student Services, or through our combined efforts.

DOR Student Services are available to students in need of such services, ages 16–21, who have an Individualized Education Program (IEP), a 504 Plan (per the Rehabilitation Act of 1973), or a disability. Referrals are simple to make, and there is no cost to the school or the student. DOR Student Services consist of five fundamental activities:

1. Job Exploration Counseling
2. Work-Based Learning Experiences
3. Postsecondary Education Counseling
4. Workplace Readiness Training
5. Instruction in Self-Advocacy

As our Departments move forward with this effort, we want to focus on local collaboration. Our common work is only possible through the local conversations that allow us to coordinate our efforts.

We invite schools and DOR districts to meet and discuss how we can make DOR Student Services available to students with disabilities. Together we can support students with disabilities as they transition into positive, powerful citizens and advocates for our future.

If you have any questions regarding this subject, please contact Barbara Boyd, Education Programs Consultant, Special Education Division, by phone at 916-319-0756 or by email at BaBoyd@cde.ca.gov.

CALIFORNIA



2019

YOUTH
LEADERSHIP
FORUM

JULY 15-19*

SACRAMENTO, CA

LOCATED ON THE
CSUS CAMPUS

FOR STUDENTS WITH DISABILITIES

Develop your leadership skills, and learn how to reach your academic, career, and independence goals.

LIVE ON THE CALIFORNIA STATE UNIVERSITY SACRAMENTO (CSUS) CAMPUS FOR A WEEK... AND MAKE NEW LIFETIME FRIENDS!

Talk with policy makers and educate them on ways they can improve the lives of young people with disabilities.

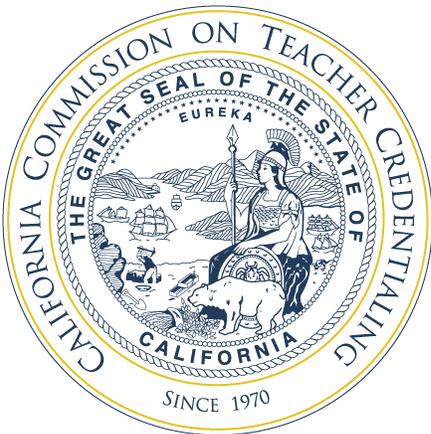
APPLICATION INFORMATION
AVAILABLE AT:

WWW.DOR.CA.GOV/YLF

For additional information and how to complete the application, please email or call us at:

ylf@dor.ca.gov / 855.894.3436**

*Date subject to change. ** Dial 711 for California Relay Service.



PROGRAM SPONSOR ALERT

Date: August 24, 2018

Number: 18-03

Subject: Commission Adoption of Preliminary Education Specialist Program Standards and Teaching Performance Expectations

Summary

Over the past several years, the Commission has taken action to significantly update and strengthen the preparation educators receive to serve students with disabilities. The actions taken include identifying a common trunk of preparation for all teachers (general education and Education Specialists), restructuring the number and type of preliminary Education Specialist credentials, identifying new Teaching Performance Expectations (TPEs) for each credential area, and planning for the development of a teaching performance assessment.

This PSA provides information on the 2018 Preliminary Education Specialist Program Standards and Teaching Performance Expectations, as well as providing directions regarding the process required for transitioning to these new standards. New Preliminary Education Specialist Standards were adopted at the [August 2, 2018 Commission meeting](#) as part of the comprehensive effort to strengthen and streamline the Commission's accreditation system.

The Commission approved standards for the following credentials:

1. Mild to Moderate Support Needs
2. Extensive Support Needs
3. Deaf and Hard of Hearing
4. Visual Impairments

2018 Preliminary Education Specialist Transition Plan

5. Early Childhood Special Education.

The new program standards are intended to ensure the successful implementation of an Education Specialist preparation program irrespective of the type of Education Specialist credential sought. The Preliminary Education Specialist Program Standards define the expectations for content and pedagogy that must be provided to candidates including learning about, practicing, and demonstrating the TPEs, and set forth the requirements for field experiences that each candidate must complete.

At this time, programs will be responsible for assessing each candidate on the TPEs prior to recommending a candidate for the preliminary teaching credential. In the future, once a teaching performance assessment (TPA) has been developed and adopted by the Commission, passage of the TPA along with assessment by the program for the TPEs not assessed by the TPA will be required prior to recommendation for the preliminary teaching credential. Until then, programs will determine whether candidates have met the TPEs using their own assessments.

Technical assistance will be provided beginning in fall of 2018 and continue through 2019-20 to assist programs with understanding the 2018 program standards and to facilitate the transition planning. Updates on future technical assistance activities will be announced in the [PSD E-News](#). All programs must be aligned to the 2018 Preliminary Education Specialist Program Standards by September 1, 2020.

2018 Education Specialist Program Standards

The standards now focus on what programs must offer to candidates including clearly defined expectations for clinical practice while the TPEs define the knowledge and skills each candidate must have prior to recommendation for the preliminary teaching credential. TPEs for each of the five preliminary Education Specialist credential areas (Mild to Moderate Support Needs, Intensive Support Needs, Deaf and Hard of Hearing, Visual Impairments and Early Childhood Special Education) have also been adopted. A summary of the Program Standards is provided below in addition to the following link to the full text of the [2018 Education Specialist Program Standards](#) and TPEs for each of the five initial credentials.

Standard One: Program Design and Curriculum

Standard Two: Preparing Candidates to Master the Teaching Performance Expectations

Standard Three: Clinical Practice

- A. Organization of Clinical Practice Experiences
- B. Preparation of Faculty and/or Site Supervisors and/or Program Directors
- C. Criteria for School Placements
- D. Criteria for the Selection of District Employed Supervisors

Standard Four: Monitoring, Supporting, and Assessing Candidate Progress towards Meeting the Education Specialist Credential Requirements

Standard Five: Assessment of Candidate Competency/ Implementation of a Teaching Performance Assessment

Standard Six: Induction Individual Development Plan

Transition Plan for the new Program Standards

Transition Plans are due December 15, 2019. During the 2018-19 academic year, Commission staff will provide technical assistance to help institutions understand the requirements of the new standards. By September 1, 2020, all institutions must be aligned to the 2018 Education Specialist Standards. The chart below provides additional information.

Activity	Timeline
Commission adopts new Preliminary Education Specialist Program Standards	August 2018
Technical Assistance is provided to programs as they transition to the revised Preliminary Education Specialist Program Standards	September 2018-June 2019
All Commission-approved Education Specialist Preliminary Programs provide a Transition Plan to the Commission	December 15, 2019 (Early adopters must submit transition plans a minimum of 3 months prior to program's intended implementation date)
All programs are aligned with the new Education Specialist Preliminary Program Standards and have fully implemented the 2018 standards	September 1, 2020
No new candidates can be enrolled in PHI and LAD programs. These credential types will cease to exist as stand-alone credentials, pending approval of regulations	September 1, 2020
All new individuals enrolling in Preliminary Education Specialist Programs will be adhering to the 2018 Program Standards.	2020-2021 Academic Year

Transition Plan

Each institution must submit a transition plan for its Education Specialist educator preparation programs no later than December 15, 2019. The template for the transition plan will be available on the Commission's website in September 2018.

Transitioning to the new Education Specialist program standards and TPEs will require significant analysis on the part of the program. Therefore, the transition plan process has been divided into two parts. The first part of the transition plan process requires each approved Education Specialist educator preparation program to bring together a team to review the 2018 standards and accompanying TPEs and plan for the programs' transitions. Each standard must be reviewed to determine the program changes required and how significant those changes will be. Although the transition plan requires deep thought and discussion as well as the development of benchmark dates, it **does not require lengthy narrative**. The Commission does

not expect that all of the benchmarks described within the Transition Plan will have been completed by the time that it is submitted, however progress towards meeting those goals should be evident in the implementation dates that the institution's team provides.

The second requirement of the transition plan process, a course matrix, provides a more detailed analysis on how the program will ensure that candidates have the opportunity to learn, practice and demonstrate the TPEs for the credential they are seeking. Programs will need to identify where candidate competencies from the new TPEs are being addressed in coursework and fieldwork. Programs must use the matrix template provided in the Education Specialist Transition Plan posted on the Commission's website in September.

If you have any questions, please send your question to SpecialEducation@ctc.ca.gov. As questions are collected, responses will be posted on the Preliminary Special Education webpage as a reference for all programs.

At its February 2018 meeting, the Commission on Teacher Credentialing adopted a revised credential structure for Education Specialist teaching credentials.

At its June 2018 meeting, the Commission decided to continue the current content knowledge requirements by adopting option 1 below.

Table 1	Benefits to the Option	Challenges with the Option
<p>Option 1: Elementary plus 7 content areas</p>	<ul style="list-style-type: none"> This option is the most flexible in that a total of 8 content areas would be allowed. This is the current requirement so no regulations would need to be promulgated. 	<ul style="list-style-type: none"> If a candidate satisfies content in one single subject area, will the teacher be adequately prepared to teach and support student learning needs across the range of adopted content standards?
<p>Option 2: Elementary plus 4 core academic areas</p>	<ul style="list-style-type: none"> This option would ensure that all special education teachers have verified content knowledge in elementary education or one of the 4 core academic areas. 	<ul style="list-style-type: none"> If a candidate satisfied content in one single subject area, will the teacher be adequately prepared to teach and support student learning across the range of adopted content standards? Would need to amend regulations.
<p>Option 3: Elementary ONLY</p>	<ul style="list-style-type: none"> This option would ensure that all prospective special education teachers have verified content knowledge in all 4 core academic areas, human development, VAPA, and physical education. This is currently the most often used pathway for candidates seeking an Education Specialist Credential 	<ul style="list-style-type: none"> This is the most limited option in that only the Multiple Subject/Elementary content would be allowed. Would need to amend regulations.

In August, 2018, the Commission decided to change the proposed titles for the new Ed Specialist credentials to (1) Moderate Support Needs and (2) Extensive Support Needs.

Current & Former Titles	Previously Proposed Titles	Newly Suggested Titles
<ul style="list-style-type: none"> Mild/Moderate Disabilities Learning Handicapped (former) 	<p>1. Moderate Support Needs</p> <ul style="list-style-type: none"> Essential Support Needs Essential Academic Support Educational Support Needs 	<ul style="list-style-type: none"> General Support Needs Inclusive Support Needs Comprehensive Support Needs <ul style="list-style-type: none"> Low Support Extra Support Needs
<ul style="list-style-type: none"> Moderate/Severe Disabilities Severely Handicapped (former) 	<ul style="list-style-type: none"> Significant Support Needs Significant Academic Support Significant Educational Support Needs 	<p>D. Extensive Support Needs</p> <ul style="list-style-type: none"> Significant Support Needs High Support Needs

In August, 2018, the Commission also adopted program standards for the approved educator preparation programs and the proposed teaching performance expectations for the revised credentials.

Federal Disability Category	MMD (Current)	ESN (Proposed)	MSD (Current)	EXT (Proposed)	ECSE (Current)	ECSE (Proposed)	DHH (Current & Proposed)	VI (Current & Proposed)
Autism	✓	✓	✓	✓	✓	✓	✓	✓
Deaf-blindness			✓	✓			✓	✓
Deafness							✓	
Developmental Delay					✓	✓		
Emotional Disturbance	✓	✓	✓	✓	✓	✓		
Hearing Impairment							✓	
Intellectual Disability	✓	✓	✓	✓	✓	✓		
Multiple Disabilities		✓	✓	✓	✓	✓		
Orthopedic Impairment		✓		✓		✓		
Other Health Impairment	✓	✓		✓	✓	✓		
Specific Learning Disability	✓	✓		✓	✓	✓		
Speech or Language Impairment*								
Traumatic Brain Injury		✓		✓	✓	✓		
Visual impairment, including blindness								✓

MMD = Mild/Moderate Disabilities

ESN = Exceptional Support Needs (NOW MODERATE SUPPORT NEEDS)

MSD = Moderate Severe Disabilities

EXT = Extensive Support Needs

ECSE = Early Childhood Special Education

DHH = Deaf and Hard of Hearing

VI = Visual Impairments

OSERS

To improve early childhood, educational, and employment outcomes and raise expectations for all people with disabilities, their families, their communities, and the nation.

RETHINK

OSERS will rethink anything and everything to ensure that we are in the best position to achieve our mission.

- Address deeply embedded and complex issues
- Question systems that do not facilitate the kind of improvement we know is necessary
- Confront structures that limit opportunities for individuals with disabilities
- Change policies and practices that put the needs of a system over the needs of the individual
- Challenge mindsets that appear intent on preserving the status quo

OFFICE OF SPECIAL EDUCATION AND REHABILITATIVE SERVICES
U.S. DEPARTMENT OF EDUCATION

OSERS

To improve early childhood, educational, and employment outcomes and raise expectations for all people with disabilities, their families, their communities, and the nation.

[Image of circle divided into three parts: Support, Partnership, and Flexibility with Rethink in the center]

SUPPORT

OSERS will support states in their work to raise expectations and improve outcomes for individuals with disabilities:

- Demonstrate commitment to high expectations for each individual with a disability
- Provide differentiated support to states based on their particular needs
- Continuously improve our systems to support states

PARTNERSHIP

OSERS will partner with parents and families, and diverse stakeholders to raise expectations and improve outcomes for individuals with disabilities:

- Value the unique and diverse perspectives and expertise of parents and other stakeholders
- Engage with parents and other stakeholders through meaningful and effective collaboration
- Learn from individuals with disabilities and those closest to the individual as we rethink how to best serve them

FLEXIBILITY

OSERS will provide states flexibility, within the constructs of the law, in implementing their programs to raise expectations and improve outcomes for individuals with disabilities:

- Acknowledge that states are in the best position to determine implementation of their programs
- Empower states to implement allowable flexibilities and to pursue innovation
- Attend to our appropriate federal role and avoid overreach

OFFICE OF SPECIAL EDUCATION AND REHABILITATIVE SERVICES
U.S. DEPARTMENT OF EDUCATION

Office of Special Education and Rehabilitative Services Blog

U.S. Department of Education

Rethinking Special Education

Douglas, an 11-year-old 6th grader from Massachusetts, has dyslexia and Attention-Deficit/Hyperactivity Disorder (ADHD). He struggled in school from kindergarten through 4th grade, feeling frustrated in a learning environment that did not meet his individual needs and caused him to question his ability to succeed.

Douglas recently wrote President Trump and asked, “How can you as our president help kids like me get the right tools so they don’t get left behind?”

I met with Douglas and his parents on behalf of the president and the U.S. Department of Education this spring when his family visited Washington. We discussed his previous struggles and frustrations as well as his parents’ determination to get Douglas the help he needed to succeed in school.

We must rethink special education in America for students like Douglas. “Rethink” means everyone questions everything to ensure nothing limits any student from being prepared for what comes next. That begins with acknowledging the unique needs of each child and then finding the best ways to prepare each individual for successful careers and a meaningful life.

As a former high school special education teacher and state special education director, I have learned that delivering on the promises we have made to children and parents will not be achieved by merely tinkering around the edges.

Rethinking special education will require an unwavering commitment to address barriers that stand in the way of improving opportunities and outcomes for each child, and to make needed changes at the federal, state, and local levels. We must be willing to confront anything that does not facilitate needed improvement. That includes structures that limit opportunities for children with disabilities; practices that put the needs of “the system” over the individual needs of a child; policies that, no matter how well-intentioned, do not have the impact of improving outcomes for students; or laws and regulations that constrain innovation. We cannot ignore the challenges that students, parents, teachers and schools face.

Any policy that could deny education services to a student who needs them would be a failed policy. So we must root out anything that separates students from the individualized education they deserve.

The Office of Special Education and Rehabilitative Services is committed to confronting these—and any other issues—that stand in the way of a child’s success. We will partner with parents and families, individuals with disabilities—anyone and everyone who is focused on raising expectations and improving outcomes for individuals with disabilities.

This commitment means acknowledging that states, school districts, and parents know the needs of their students better than we do. Our goal is to provide them with as much flexibility and support as possible so that they can ensure their students' needs are being met.

Douglas' parents told me it wasn't until Douglas was tested, properly diagnosed, and enrolled in a school that understood his unique traits and addressed his needs that things began to get better for him. In a different school, Douglas told me he feels comfortable and confident. He said, "I'm getting the right tools I need and learning how my brain works."

Every student deserves the same opportunity and the same individualized attention that Douglas has. To be sure, this is and will continue to be hard work. However, it's not just about working hard. It's about working differently and more collaboratively, because meaningful and effective collaboration with all those who have a stake in the success of individuals with disabilities is critical to improving the outcomes that we envision.

The changes we need won't happen overnight or only through the commitment of a few; but the work is worth it, because at the heart of all our efforts are the individuals we serve and their futures.

It is unacceptable for us to watch another generation of kids fail to achieve the outcomes they could have achieved just because the adults around them would not commit to solving difficult issues. We must demonstrate the courage and persistence necessary to achieve the goals that we, and most importantly the individuals we serve, envision.

No two children are the same, so no two children's learning experiences should look the same. A personalized, student-centered education empowers students with disabilities and gives them the hope of living successful, independent lives, while a one-size-fits-all approach to education only limits students' potential. Each child's education should embrace his or her diverse traits and aspirations.

As we start this school year, I ask you to join me in rethinking special education in our country. While we all have a stake in the success of children with disabilities, no one has more of a stake in their success than they do.

The work is too important, the need is too urgent, and the stakes are too high for us to settle for anything less than whatever it takes to deliver on the promises we have made to children and families in our country.

Posted by

[Johnny W. Collett](#)

Assistant Secretary Office of Special Education and Rehabilitative Services United States Department of Education

- [September 20, 2018](#)

Date: September 28, 2018

Subject: Information Sharing from the State Director of Special Education

The purpose of this message is to reiterate the importance of considering Orientation and Mobility as a related service for many students with visual impairments. There has been an increase in the number of educators and parents contacting the California Department of Education regarding issues related to these services. The issues reported are:

1. Orientation and Mobility instruction not being allowed to occur off the campus site
2. Orientation and Mobility specialists not being allowed to transport students off site
3. Orientation and Mobility instruction not being allowed to occur on public transportation

In addressing these issues, it is important to review the *Code of Federal Regulations (CFR)* related to Orientation and Mobility. *34 CFR* Section 300.24(b)(6) identifies the following:

(6) Orientation and mobility services--(i) Means services provided to blind or visually impaired students by qualified personnel to enable those students to attain systematic orientation to and safe movement within their environments in **school, home, and community**; and (ii) Includes teaching students the following, as appropriate: (A) Spatial and environmental concepts and use of information received by the senses (such as sound, temperature, and vibrations) to establish, maintain, or regain orientation and line of travel (e.g., using sound at a traffic light to cross the street); (B) To use the long cane to supplement visual travel skills or as a tool for safely negotiating the environment for students with no available travel vision; (C) To understand and use remaining vision and distance low vision aids; and (D) Other concepts, techniques, and tools.

It is also important for local educational agencies addressing these issues to consider options to make Orientation and Mobility a viable service. In doing so, the need for Orientation and Mobility as a related service must be documented on an Individualized Education Program (IEP) after qualified personnel have completed an assessment. Measurable goals that will indicate the extent of the services must be included on the IEP. It is critical that parents are involved in the decision-making about the extent of the services offered, as it is necessary for them to give permission for the students under the age of 18 to leave the campus site.

For any questions, contact Linda Wyatt, Special Education Consultant, Special Education Division, by phone at 916-322-3254 or by email at lw Wyatt@cde.ca.gov.

A Guide to Increase Mental Health Services for Students



Table of Contents

Introduction	1
Frequently Asked Questions	2
1. Is there a need to provide mental health services at schools?	2
2. What personnel groups can provide mental health services to students?	2
3. What is the best model of school-based mental health services?	5
4. Do I need to provide clinical supervision for mental health services providers?	5
5. What additional resources are required to support mental health services providers?	6
6. Is there funding available for mental health services at school?	6
7. How can the effectiveness of mental health services at my school be assessed?	7
8. How do I integrate mental health services within a Multi-tiered System of Supports framework?	8
9. Where can I find more information about mental health services for students?	9
Citations	10

Introduction

This guide is created by Project Cal-Well, with input from the Student Mental Health Policy Workgroup, to assist schools and districts to build capacity to better address mental health challenges among students. Project Cal-Well is funded by the “Now Is the Time” Project Advancing Wellness and Resilience in Education grant from the U.S. Department of Health and Human Services’ Substance Abuse and Mental Health Services Administration. Project Cal-Well is a consortium between the California Department of Education (CDE), ABC Unified School District (USD), Garden Grove USD, and San Diego County Office of Education. The University of California, San Francisco conducts the evaluation of Project Cal-Well’s impact on student mental health in California. You can find information about Project Cal-Well on the CDE Project Cal-Well web page at <https://www.cde.ca.gov/ls/cg/mh/projectcalwell.asp>.

Frequently Asked Questions

1. Is there a need to provide mental health services at schools?

- One in five school-aged youth in the United States experiences mental health issues that interfere with learning, and suicide is now the second leading cause of death for young people ages ten to twenty-four (see citations 1, 2, and 3 on page 10). Ninety percent of those who died by suicide had an underlying mental illness (see citation 11 on page 10).
- More than half of young people with mental health needs remain untreated or undertreated (see citation 4 on page 10). When not adequately addressed, mental illness is linked to reduced academic achievement, increased school suspensions, chronic school absences, and credit deficiency (see citations 5, 6, 7, 8, and 9 on page 10).
- Early intervention using evidence-based counseling supports can limit the progression of emotional distress and/or mental illness and improve students' social, behavioral, and academic functioning at school (see citation 10 on page 10).
- Many students who may not have mental health challenges of their own, have other key people in their lives who do. These students need adults in the schools who have appropriate knowledge and professional skills to notice and support the students who are experiencing stress and to respond to their questions and need for resources.
- Schools are typically the primary place where students interact. Families are much more likely to utilize mental/physical health services if those services are located on the school campus.

2. What personnel groups can provide mental health services to students?

- Listed below are the credentials and licenses that authorize staff to provide mental health and mental health related supports:
 - The California Commission on Teacher Credentialing (CTC) grants the Pupil Personnel Services (PPS) Credential. The PPS Credential authorizes the following four specializations: school counseling, school social work, school psychology, and school child welfare and attendance services. The CTC also grants the California School Nurse Services Credential. A brief description for each specialization is provided in the following table:

Area of Specialization	Description of Duties
School Counseling	The specialization in School Counseling authorizes the holder to perform the following duties: Develop, plan, implement, and evaluate a school counseling and guidance program that includes academic, career, personal, and social development; advocate for the high academic achievement and social development of all students; provide schoolwide prevention and intervention strategies and counseling services; provide consultation, training, and staff development to teachers and parents regarding students' needs; supervise a district-approved advisory program as described in California <i>Education Code (EC)</i> Section 49600
School Social Work	The specialization in School Social Work authorizes the holder to perform the following duties: Assess home, school, personal, and community factors that may affect a student's learning; identify and provide intervention strategies for children and their families, including counseling, case management, and crisis intervention; consult with teachers, administrators, and other school staff regarding social and emotional needs of students; coordinate family, school, and community resources on behalf of students
School Psychology	The specialization in School Psychology authorizes the holder to perform the following duties: Provide services that enhance academic performance; design strategies and programs to address problems of adjustment; consult with other educators and parents on issues of social development and behavioral and academic difficulties; conduct psycho-educational assessment for purposes of identifying special needs; provide psychological counseling for individuals, groups, and families; coordinate intervention strategies for management of individuals and schoolwide crises
Child Welfare and Attendance	The specialization in Child Welfare and Attendance authorizes the holder to perform the following duties: Access appropriate services from both public and private providers, including law enforcement and social services; provide staff development to school personnel regarding state and federal laws pertaining to due process and child welfare and attendance laws; address school policies and procedures that inhibit academic success; implement strategies to improve student attendance; participate in schoolwide reform efforts; promote understanding and appreciation of those factors that affect the attendance of culturally-diverse student populations

Area of Specialization	Description of Duties
School Nurse	<p>Holders of the School Nurse Services Credential shall be authorized to perform the following services: Conduct immunization programs pursuant to <i>EC</i> Section 49403, of the <i>California Code of Regulations</i>; assess and evaluate the health and developmental status of pupils; interpret the health and developmental assessment to parents, teachers, administrators, and other professionals directly concerned with the pupil; design and implement individual student health maintenance plans, incorporating plans directed by a physician; refer the pupil and parent or guardian to appropriate community resources for necessary services; maintain communication with parents and all involved community practitioners and agencies to promote needed treatment and secure reports of findings pertinent to educational planning; interpret medical and nursing findings appropriate to the student's individualized education program and make recommendations to professional personnel directly involved; consult with, conduct in-service training for, and serve as a resource person to teachers and administrators; develop and implement the health education curriculum; act as a participant in implementing a comprehensive health instruction curriculum for students; counsel and assist pupils and parents in health-related and school adjustment services; teach health-related subjects under the supervision of a classroom teacher</p>

For further information regarding these areas of specialization, please refer to the Pupil Personnel Services Credential for Individuals Prepared in California leaflet at https://www.ctc.ca.gov/docs/default-source/leaflets/cl606c.pdf?sfvrsn=48a2868d_0 and the School Nurse Services Credential leaflet at https://www.ctc.ca.gov/docs/default-source/leaflets/cl380.pdf?sfvrsn=4f3624f8_0.

- The California Board of Behavioral Sciences (BBS) grants the licensure for Marriage and Family Therapy, Professional Clinical Counseling, Clinical Social Work, and Licensed Educational Psychologist. For a detailed description of these licenses, please see the BBS Statutes and Regulations Booklet at <http://www.bbs.ca.gov/pdf/publications/lawsregs.pdf>
- The California Board of Psychology (BOP) grants a Psychologist license. For more information about this license, please see the California BOP Laws and Regulations at http://www.psychology.ca.gov/laws_regs/2018lawsregs.pdf
- While the licensed mental health services providers may have the training to provide mental health services, if they do not have a PPS Credential, they

must be supervised in their school-based activities by an individual holding a PPS Credential (*California Code of Regulations*, Title 5 [5 CCR], Section 80049.1, subdivision [c]).

3. What is the best model of school-based mental health services?

- There are many options for improving students' access to mental health services in the school setting. Districts and schools may employ full or part-time mental health staff credentialed in the specializations above, or they may elect to contract for services through community-based mental health organizations, county mental health agencies, and/or individual mental health services providers, and be supervised by an individual with a PPS Credential. Schools and districts must make their decisions based on the needs and resources available. Things to consider include funding streams, hiring policies, and partner agency policies and availability.
- Regardless of whether the school is using district or contracted staff, a good model to deliver school-based mental health services is through a Multi-tiered System of Support (MTSS). Please refer to Section 8 for more information on how to integrate mental health services within a MTSS framework.

4. Do I need to provide clinical supervision for mental health services providers?

- Supervision is always required for pre-licensed individuals including university trainees, interns, and post-graduate associates. A plan for providing supervision to pre-licensed individuals is necessary.
- Supervisor qualifications and supervision requirements vary across personnel groups and are defined by university training programs and state laws and regulations.
- Ensure that supervision matches trainee needs by consulting with personnel at the trainee's university training programs.
- Contracted licensed mental health services providers have to be supervised by an individual with a PPS Credential while performing school-based mental health services. Non-PPS Credentialed mental health personnel do not necessarily understand the public school system and the legal requirements governing student confidentiality. Good communication between the contracted agency and district would reduce misunderstandings between the parties involved. It is important that the district includes this information in the agency contract: communication practices, personnel clearances, identification badges, emergency procedures, provider liability insurance coverage, counseling expectations, and district and agency information sharing under the Family Educational Rights and Privacy Act and Health

Insurance Portability and Accountability Act (e.g., Releases of Information, email communications, and authority to access district student data systems etc.).

5. What additional resources are required to support mental health services providers?

- Most mental health personnel will need access to a safe and confidential space for meeting with students and their families and a locked file cabinet for any identifying records.
- In addition to adequate space and physical resources, mental health personnel will be able to better serve the school community if there is an effective system for managing referrals.
- Consult with your mental health personnel to better understand their personal preferences and needs.
- Depending on the situation and the age of the student, parental consent is either required or could be needed for services to be provided. Refer to California *Health and Safety Code*, Section 124260 and California Family Code, Section 6924 for more information.
- It takes a continuum of care and services to address student mental health. Mental health providers are best supported by an environment in which all school staff are trained in trauma-informed practices and/or Youth Mental Health First Aid (YMHFA), and play a role in creating a supportive school climate for all students.

For more information on trauma informed practices, please see the Trauma Informed Care Toolkits at <https://www.acesconnection.com/blog/trauma-informed-care-toolkits-1>

To request a free YMHFA training from the CDE, please visit the CDE Project Cal-Well web page at <https://www.cde.ca.gov/ls/cg/mh/projectcalwell.asp>.

6. Is there funding available for mental health services at school?

- Districts and schools have many options for funding school mental health supports. Examples of funding sources include, but are not limited to:
 - General education funding through the Local Control Funding Formula and student mental health services support State Priorities 5 (Pupil Engagement) and 6 (School Climate) in the Local Control and Accountability Plan.

- Categorical funding through the Every Student Succeeds Act Title II-A and IV-A funds.
- Federal grants such as Safe Schools/Healthy Students.
- Funds to implement the Individuals with Disabilities Education Act. Students with disabilities who have been assessed and deemed eligible for an Individualized Education Plan (IEP) have access to mental health related services as determined to be necessary by their IEP teams.
- National, state, and local private foundations.
- Leveraged resources with local partners such as county offices of education and county behavioral health, including involvement in the county mental health plans.
- Medi-Cal may reimburse for services provided to qualifying students. Please refer to the Local Educational Agency (LEA) Provider Manual for more information (see link below).

You can find information about funding school-based mental health services on the California School Based Health Alliance Funding School-Based Mental Health web page at <https://www.schoolhealthcenters.org/start-up-and-operations/funding/mental-health/>.

You can find information about Medi-Cal billing on the California Department of Health Care Services Medi-Cal/LEA Program Provider Manual web page at <http://www.dhcs.ca.gov/provgovpart/Pages/LEAProviderManual.aspx>.

7. How can the effectiveness of mental health services at my school be assessed?

- Studies show that school-based mental health services are associated with a wide variety of positive student outcomes, such as, but not limited to: improved attendance, improved academic achievement, increased graduation rates, reduced discipline referrals, decreased chronic absenteeism, and a decrease in student risk-taking behaviors. Positive staff outcomes such as increased teacher retention rates were also reported.
- When collecting data regarding student mental health services, it is important to consider how data are collected, analyzed, and shared. One way to protect student confidentiality, while also measuring the efficacy of services, is to share anonymous data in aggregate form. It may be helpful to consult mental health services providers to identify all relevant confidentiality guidelines.

- You will want to collect both process and outcome data to ensure that you can communicate evidence of success. Specific process and outcome metrics will vary based on your site's needs and preferences.
- Process metrics are those that characterize the magnitude of the services provided (e.g., number of sessions provided, total number of students served).
- Outcome metrics are those that characterize the degree of change over the course of the counseling intervention. Individual outcome metrics are often collected using data from a valid and reliable pre-post measure relating to social-emotional well-being.
- To examine change over time for the entire school population, you may also use measures like the California Healthy Kids Survey (CHKS) to measure effectiveness over a longer period of time to track students' emotional well-being and overall school climate. The CHKS has supplemental modules on assessing students' social-emotional health (Social Emotional Health Module) and mental health (Cal-Well Module) that can be added to the CHKS Core Module.

You can find more information on the CHKS survey questions on student social emotional and mental health on the CHKS Survey Content & Download web page at <http://chks.wested.org/administer/download/>.

8. How do I integrate mental health services within a Multi-tiered System of Supports framework?

- School mental health services are best provided within a MTSS framework. A good example of how school mental health services can be integrated into a MTSS framework is through the Interconnected Systems Framework (see citation 12 on page 11).
- Project Cal-Well has the following model to increase student mental health services:
 - **Component 1: School Climate**—While most mental health services are provided in Tiers 2 and 3 of the MTSS framework, it is critical that schools offering school-based mental health services address school climate as 'universal interventions' in Tier 1. Schools having a positive school climate would reduce the need for mental health services, and schools offering mental health services are perceived by students to be more supportive. Some examples of strategies used by schools to promote a positive school climate include MTSS, Restorative Practices, Social Emotional Learning, and Trauma-Informed Practices.

Schools can also train their staff in YMHFA so more adults can play a part in supporting the social emotional needs of students at school.

- **Component 2: School Based Services**—For some students needing additional mental health services, schools would need to increase school-based mental health services by utilizing the various mental health professionals as listed in Section 2. Trained para-professionals, being supervised by a credentialed mental health professional, have also been used to deliver early mental health services to younger students under the Primary Intervention Program. Please see 5 CCR Section 80049.1(c) below regarding how non-credentialed individuals may be used to support school-based mental health services:

Nothing in this section shall be construed to preclude school districts from utilizing community-based service providers, including volunteers, individuals completing counseling-related internship programs, and state-licensed individuals and agencies to assist in providing pupil personnel services, provided that such individuals and agencies are supervised in their school-based activities by an individual holding a PPS credential.

- **Component 3: Community Collaborations**—For students needing more intensive and targeted interventions, it is important that schools develop and improve collaboration and partnerships with local community mental health agencies to expand access to community-based mental health services for students and families.

You can find more information on establishing effective school mental health pathways, on the Substance Abuse and Mental Health Services Administration School Mental Health Referral Pathways Toolkit web page at <https://knowledge.samhsa.gov/resources/school-mental-health-referral-pathways-toolkit>.

9. Where can I find more information about mental health services for students?

- California School Based Health Alliance web page at <https://www.schoolhealthcenters.org/>
- University of Maryland School of Medicine Center for School Mental Health web page at <http://csmh.umaryland.edu/>
- University of California, Los Angeles School Mental Health Project web page at <http://smhp.psych.ucla.edu/>
- A Guide to Student Mental Health and Wellness in California available for purchase on the Minnesota Association for Children's Mental Health Books web page at <http://www.macmh.org/books/>

Citations

1. Centers for Disease Control and Prevention. (2014). National Vital Statistics System. Retrieved from http://www.cdc.gov/injury/images/lc-charts/leading_causes_of_death_age_group_2014_1050w760h.gif
2. Perou, R., Bitsko, R., Blumberg, S., Pastor, P., Ghandoor, R., Gfoerer, J., Huang, L. (2013). Mental health surveillance among children—United States, 2005–2011. *Morbidity and Mortality Weekly Report*, 62, 1–35.
3. Kessler, R., Amminger, G., Aguilar-Gaxiola, S., Alonso, J., Lee, S., & Ustun, T. (2007). Age of onset of mental disorders: A review of recent literature. *Current Opinion in Psychiatry*, 20, 359–364. doi:10.1097/YCO.0b013e32816ebc8c
4. O'Malley, M., Wendt, S., & Pate, C. (2018). A view from the top: Superintendents' perceptions of mental health supports in rural school districts.
5. Centers for Disease Control and Prevention (CDC, 2016). Retrieved April 2016 from: <http://www.cdc.gov/mentalhealth/basics/mental-illness/depression.html>
6. Wood, J. J., Lynne-Landsman, S. D., Langer, D. A., Wood, P. A., Clark, S. L., Eddy, J. M., & Ialongo, N. (2012). School attendance problems and youth psychopathology: Structural cross-lagged regression models in three longitudinal data sets. *Child Development*, 83, 351–366. doi: 10.1111/j.1467-8624.2011.01677.x doi:10.1177/1087054711435411.
7. Kang-Yi CD, Mandell DS, Hadley T. (2013). School-based mental health program evaluation: children's school outcomes and acute mental health service use. *Journal of School Health*, 83, 463-472.
8. Krezmien, M. P., Leone, P. E., & Achilles, G. M. (2006). Suspension, race, and disability: Analysis of statewide practices and reporting. *Journal of Emotional and Behavioral Disorders*, 14, 217–226.
9. Gregory, A., Skiba, R. J., & Noguera, P. A. (2010). The achievement gap and the discipline gap: Two sides of the same coin? *Educational Researcher*, 39, 59–68.
10. Baskin, T. W., Slaten, C. D., Sorenson, C., Glover-Russell, J., & Merson, D. N. (2010). Does youth psychotherapy improve academically related outcomes? A meta-analysis. *Journal of Counseling Psychology*, 57, 290–296. doi:10.1037/a0019652
11. National Alliance on Mental Illness (NAMI): <https://www.nami.org/>
12. Interconnected Systems Framework (ISF): <https://www.pbis.org/school/school-mental-health/interconnected-systems>

DIFFERENTIATED ASSISTANCE FOR CALIFORNIA'S SYSTEM OF SUPPORT | FAQ's

1. What does differentiated assistance mean?

County superintendents, the California Department of Education, charter authorizers, and the California Collaborative for Educational Excellence provide differentiated assistance for LEAs and schools, in the form of individually designed assistance, to address identified performance issues, including significant disparities in performance among student groups.

California's new accountability and continuous improvement system is based on a three-tiered framework, with the first tier made up of resources and assistance that is made available to all local educational agencies. Differentiated assistance is the second tier of assistance that one or more agency is required by statute to provide to local educational agencies or schools that meet certain eligibility criteria. The third tier is intensive intervention, which is generally required based on persistent performance issues over a specified period of time.

2. How is eligibility for differentiated assistance determined?

Qualification for differentiated assistance under California's accountability system is based on criteria set by the State Board of Education. While this system continues to evolve, the overarching structure centers on the eight state priorities under the Local Control Funding Formula, which are measured by both the state (color-coded rating) and local (met, not met rating) indicators, reported annually in the California School Dashboard.

3. What are the eligibility criteria for differentiated assistance?

In brief, the statute describes using the evaluation rubrics (California School Dashboard) as a tool to determine the qualification for assistance at different levels:

- County offices of education must offer differentiated assistance to a school district if any student group met the criteria for two or more LCFF priorities. EC 52071(b), 52071.5(b).
- As the accountability system moves forward, the Superintendent of Public Instruction, with approval of the State Board of Education, may intervene in a school district if three or more student groups (or all the student groups if there are less than three) met the criteria for two or more LCFF priorities in three out of four consecutive years. EC 52072, 52072.5.
- Charter school authorizers must offer differentiated assistance to a charter school, and may refer the charter school to the California Collaborative for Educational Excellence, if three or more student groups (or all the student groups if there are less than three student groups) met the criteria for one or more state or school priority identified in the charter for three out of four consecutive school years. EC 47607.3.

CRITERIA FOR DIFFERENTIATED ASSISTANCE

Basics (LCFF Priority 1)

- Not Met for Two or More Years on Local Performance Indicator

Implementation of State Academic Standards (LCFF Priority 2)

- Not Met for Two or More Years on Local Performance Indicator

Parent Engagement (LCFF Priority 3)

- Not Met for Two or More Years on Local Performance Indicator

Pupil Achievement (LCFF Priority 4)

- Red on both English Language Arts and Math tests OR
- Red on English Language Arts or Math tests AND orange on the other test OR
- Red on the English Language Indicator (English Learner Student Group only)

Pupil Engagement (LCFF Priority 5)

- Red on Graduation Rate Indicator OR
- Red on Chronic Absence Indicator

School Climate (LCFF Priority 6)

- Red on Suspension Rate Indicator OR
- Not Met for Two or More Years on Local Performance Indicator

Access to and Outcomes in a Broad Course of Study (LCFF Priorities 7 & 8)

- Red on College/Career Indicator

4. How does my school district get out of differentiated assistance?

The Dashboard results are updated every fall based on the most recent year of data available. The criteria are applied each year. Improving the performance of the student group(s) that met the criteria will mean that in future years the student group will no longer meet the criteria and the school district will no longer be eligible for differentiated assistance.

5. Will the state post information about school districts identified for differentiated assistance?

Yes. We anticipate making that information available with the Fall 2017 Dashboard release. It will show the assistance status of all school districts, organized by county. For those school districts receiving differentiated assistance, it will also identify how the school district met the eligibility criteria (i.e., the student group(s) and relevant indicators).

6. Is there an opportunity to review the data for accuracy before it is publicly released?

Yes. Every fall, local educational agencies will have an opportunity to preview the Dashboard data prior to the public release.

7. How am I expected to communicate this information to local stakeholders?

A communications toolkit, which includes resources about the Dashboard and differentiated assistance, is available at www.cde.ca.gov/dashboard. Your county office of education can also support you in determining the best way to communicate with your local stakeholders.

8. What will differentiated assistance include? Will there be additional resources or funding?

The statute describes what differentiated assistance may entail through three examples but explicitly notes that these three examples are “among other things” that differentiated assistance may include. This definition reflects an intent that differentiated assistance be flexible and context-specific.

Consistent with the intent under the Local Control Funding Formula that differentiated assistance be tailored to locally identified needs, rather than imposed as a one-size-fits all solution, the approach to providing differentiated assistance has the following features:

- Support providers work alongside LEAs and their schools to identify key challenges and opportunities;
- Systemic approach tailored to locally identified needs and strengths; and
- Engaging with local educators and communities as part of decision making.

Additional information on this topic, including specific examples of what differentiated assistance may entail based on local circumstances, is provided in a November 2017 State Board of Education agenda item available at: <https://www.cde.ca.gov/be/ag/ag/yr17/documents/nov17item04.doc>.

CALIFORNIA ASSESSMENT SYSTEM UPDATES

English Language Proficiency Assessment For California (ELPAC)

The ELPAC is the test used to measure how well students in kindergarten through grade twelve understand English when it is not their primary language. The ELPAC replaces the California English Language Development Test (CELDT). The ELPAC has two parts; Initial and Summative. The Initial is used to identify a student as either an English learner who needs support to learn English, or as proficient in English. Students are given the Initial ELPAC within 30 days of when they enroll in school. Students who are English Learners are given the Summative ELPAC every spring between February and May, until they are reclassified as proficient in English.

Parent Notification

Each local educational agency (LEA) using funds under this part (Title I), or Title III, to provide a language instruction educational program as determined under Title III shall, not later than 30 days after the beginning of the school year, inform parents of an English learner identified for participation or participating in such a program. (20 United States Code [U.S.C.] Section 6312) The Annual Parent Notification Letter in Spanish is updated and includes state and federal legislation. The revised letter is posted on the CDE Parent Notification web page <https://www.cde.ca.gov/sp/el/t3/lepparent.asp>

Summary Reports

The Summative ELPAC electronic summary reports are available in TOMS.

Transfer of student ELPAC results

Per *California Code of Regulations*, Title 5, Section 11518.80(b), if a student transfers from one LEA to another, the student's results must be transferred to the sending LEA within 10 calendar days from the date of a request from the receiving LEA where the student is now enrolled. If your LEA receives a request for a student's ELPAC results, please send the student's score report to the requesting LEA within the required 10-day timeline. This will assist the receiving LEA in meeting the 30 calendar day requirement for sending the federal Title I/Title III Annual Parent Notification Letter.

Amended Emergency ELPAC Regulations

The State Board of Education adopted amended emergency ELPAC regulations at the July 2018 SBE meeting. Included was language allowing a disability exemption in subsection 11518.25(c) and (c)(1).

The following includes specific language regarding the amended emergency regulations:

- When a pupil's IEP or Section 504 plan specifies that the pupil has a disability that precludes assessment such that there are no appropriate accommodations for assessment in one or more of the listening, speaking, reading, and writing domains, the pupil shall be assessed in the remaining domains in which it is possible to assess the pupil.
- A pupil may be assigned an overall score only if assessed in both oral and written language. To be considered assessed in oral language, the student must have been assessed in either listening or speaking. To be considered assessed in written language, the student must have been assessed in either reading or writing.

For questions about disability exemptions, please contact the English Language Proficiency and Spanish Assessments Office by phone at 916-319-0784 or by email at elpac@cde.ca.gov.

CALIFORNIA ASSESSMENT SYSTEM UPDATES

Question Corner

1. **Is American Sign Language (ASL) considered a language other than English?**
No. Per the US Department of Education, ASL is not considered a language other than English for ELPAC testing.
2. **If an LEA receives test results over the summer when school is not in session, how soon must each student’s parent or guardian be notified of the results?**
Per the amended emergency regulations, when test results are received from the testing contractor after the last day of instruction for the school year, the LEA shall notify each student’s parent or guardian of the student’s results within 15 working days of the of the start of the next school year.
3. **How can an LEA determine whether a newly enrolled student has been administered the Initial ELPAC?**
The LEA can locate the student’s score report in TOMS under the Local Scoring Tool (LST).
4. **Are there guidelines for the individualized education program (IEP) teams to determine the necessary accommodations for students with disabilities?**

Test Resources

Students may need testing resources in order to complete one or more domains of the ELPAC, such as universal tools, designated supports, accommodation(s), or an alternate assessment. IEP teams and Test Examiners who are accessing resources for test administration should refer to Matrix Four: Universal Tools, Designated Supports, and Accommodations for the ELPAC external icon, which is found on the California Department of Education (CDE) Assessment Information external icon web page.

Accommodations

Accommodations or alternate assessments should be noted in a student’s IEP or Section 504 plan and marked on the demographics page of the Answer Book if used for the appropriate domain.

5. **Is there an alternate assessment that is recommended by the state?**
IEP teams may determine that a student is unable to participate in one or more domains of the ELPAC, even with accommodations, due to short- or long-term disabilities. In this instance, the IEP team may determine that the student should be tested with an alternate assessment. At this time, the CDE does not provide a list of approved alternate assessments. If a student takes an alternate assessment, make sure to return a blank ELPAC Answer Book for the student with the demographic information completed and mark the *Alternate Assessment* bubble (box 11) for each domain in which an alternate assessment was administered. Also note: the Alternate Assessment bubble should not be filled in for students who take the braille version. The braille version of the ELPAC is not an alternate assessment. Students who take an alternate assessment will receive the Lowest Obtainable Scale Score (LOSS) for each domain marked as an alternate assessment. If a student takes an alternate assessment for all domains, the Overall Scale Score will also be the LOSS.
6. **Where can I locate additional information on ELPAC and CALPADS?**
The webinar “Understanding the California Longitudinal Pupil Achievement Data System’s (CALPADS) Role in the ELPAC” is now posted on the CDE ELPAC web page. This webinar explains how CALPADS data is used in the Local Scoring Tool for the Initial ELPAC in the

CALIFORNIA ASSESSMENT SYSTEM UPDATES

Test Operations Management System. It also provides in-depth details about the process for the correction of classification.

Student Accessibility Resources

ISAAP Tool

The 2018–19 Online Student Test Settings template and 2018–19 Individual Student Assessment Accessibility Profile (ISAAP) tool are now available on the Student Accessibility Resource and Test Settings web page. The template can be used to assign designated supports and accommodations for CAASPP testing. The ISAAP tool is for use in the ISAAP process, which represents a thoughtful and systematic approach to addressing student access needs concerning the CAASPP summative assessments. For more information on how to use the ISAAP tool, view the training video “TOMS Using the ISAAP Tool.” Use this link http://www.caaspp.org/rsc/videos/archived-training_using-the-isaap-tool.2018.html

Updated Accessibility Resources

Updated accessibility resources for the 2018–19 CAASPP administration are now available. The revised [Matrix One](#) displays the embedded and non-embedded universal tools, designated supports, and accommodations that are allowed as a part of the CAASPP System for 2018–19. Other changes include the following:

- Streamline accommodation is now a designated support.
- Medical device as a designated support has been added.
- Abacus includes expanded recommendations for use.
- Scratch paper includes the use of non-embedded digital graph paper.

Use this link view the revised Matrix: <https://www.cde.ca.gov/ta/tg/ai/caasppmatrix1.asp>

CAASPP

Summary Reports

The 2017–18 California Assessment of Student Performance and Progress (CAASPP) annual summary reports are available. Use this link <https://caaspp.cde.ca.gov/>. The 2017–18 CAASPP summary reports will include all results for the following:

- Smarter Balanced English language arts/literacy (ELA) and mathematics summative assessments in grades three through eight and grade eleven
- California Alternate Assessments (CAAs) for ELA and mathematics in grades three through eight and grade eleven
- Standards-based Tests in Spanish for reading/language arts in grades two through eleven
- The 2017–18 CAASPP summary reports will not include:
 - Preliminary indicator data for the California Science Test field test and the CAA for Science, year two pilot in grades five and eight and high school

Parent Resources

Resources for Communicating with Parents web pages provides parents and guardians information about the assessments and their child’s results. Use this link: <https://www.cde.ca.gov/Ta/Tg/ca/communicationskit.asp>

California Assessment System

- The 2018–19 California Assessment System listed by subject content, test name, test type, student participant groups, grade levels, and testing window timeframe is available for download using this link: <https://www.cde.ca.gov/ta/tg/ai/documents/calassesssystem.pdf>
- The Assessment development timeline for the 2018–19 and 2019–20 school years is available for download using this link: <https://www.cde.ca.gov/ta/tg/ai/documents/assessmentstimeline.pdf>

2017–18 California Student Assessment Accessibility for English Language Proficiency Assessments for California



Available to all students

Universal Tools*

Breaks, including testing over more than one day, between the test contractor-identified test sections

Oral Clarification of test directions by the test examiner in English

Scratch paper

Sufficient time to complete the test

Designated Supports*

Adjustments to setting, including:

- audio amplification equipment
- most beneficial time of day
- special lighting or acoustics
- special or adaptive furniture
- testing the student in a separate room provided that the student is directly supervised by an employee of the school district or nonpublic school who has signed the ELPAC Test Security Affidavit

Audio or oral presentation of test directions in English

Color overlay

Covered overlay, masks, or other means to maintain visual attention to the test consistent with the test contractor's test directions

Magnification

Manually Coded English or American Sign Language (ASL) to present test directions for administration (does not apply to test questions)

Noise buffers

Available to students with an individualized education program (IEP) or Section 504 plan

Accommodations*

Audio or oral presentation of test questions for the writing section in English (W)

Braille test materials provided by the test contractor

Dictation by the pupil of responses, including all spelling and language conventions, to a scribe, audio recorder, or speech-to-text converter (W)

Large print versions reformatted from regular print version

Presentation of questions using Manually Coded English or ASL (W)

Responses dictated to a scribe for selected response items, including multiple choice items (L, R, W)

Supervised breaks within a section of the test

Test questions enlarged through electronic means

Testing at home or in the hospital by a test examiner

Transfer of student responses marked in the test booklet to the answer document by a scribe who has signed an ELPAC Test Security Affidavit (L, R, W)

Use of an assistive device that does not interfere with the independent work of the student (W)

Use of word processing software with the spell and grammar check tools turned off (W)

Available upon approval

Unlisted Resources

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

*Unless otherwise noted, the listed resources may be used in all domains (L, S, R, W).

L = Listening, S = Speaking, R = Reading, W = Writing

Please refer to *Matrix Four: Universal Tools, Designated Supports, and Accommodations for the English Language Proficiency Assessments for California* at <http://bit.ly/2zVNEE5> for recommended use.

California Department of Education
December 2017



Matrix Four: Universal Tools, Designated Supports, and Accommodations for the English Language Proficiency Assessments for California

This document should be used in conjunction with the *California Code of Regulations*, Title 5 (5 CCR), sections 11517.6 through 11519.5 of the English Language Proficiency Assessments for California (ELPAC) regulations, to determine the use of resources for individual students. The appropriate use of universal tools, designated supports, and accommodations on the ELPAC test is restricted to only those identified in this document.

Matrix Four displays the universal tools, designated supports, and accommodations (non-embedded) allowed as part of the ELPAC system beginning August 3, 2018.

- **Universal tools** are available to *all* students on the basis of student preference and selection.
- **Designated supports** are available to *all* students when determined for use by an educator or team of educators (with parent/guardian and student input, as appropriate) or specified in the student's individualized education program (IEP) or Section 504 plan.
- **Accommodations** must be permitted on ELPAC tests to all eligible students if specified in the student's IEP or Section 504 plan.

* Refer to the 5 CCR, Education, sections 11517.6–11519.5 for specific assessment information.

Part 1. Embedded Resources

Embedded resources are digitally delivered universal tools (U), designated supports (D), or accommodations (A) available as part of the technology platform for the computer administered tests. Embedded resources do not change or alter the construct being measured. The ELPAC is a paper-pencil test and embedded resources do not apply to the ELPAC at this time.

Part 2. Non-Embedded Resources

Non-Embedded resources are universal tools (U), designated supports (D), or accommodations (A) available, when provided by the local educational agency (LEA), for the ELPAC paper-pencil administered tests. These supports are not part of the technology platform for computer-administered tests and do not change or alter the construct being measured. The table below shows the available non-embedded resources for the ELPAC tests:

Non-Embedded Resources	Listening Domain	Speaking Domain	Reading Domain	Writing Domain
Breaks, including testing over more than one day, between the test contractor-identified test sections	U	U	U	U
Oral clarification of test directions by the test examiner in English	U	U	U	U
Pupil use of highlighter(s) in the test book for grades two through twelve	U	U	U	U
Pupil use of marking in the test book for grades three through twelve (non-highlighter)	U	U	U	U
Scratch paper	U	U	U	U
Sufficient time to complete the test	U	U	U	U

Matrix Four: ELPAC Accessibility Resources

Non-Embedded Resources	Listening Domain	Speaking Domain	Reading Domain	Writing Domain
Adjustments to setting, including: <ul style="list-style-type: none"> ○ audio amplification equipment ○ most beneficial time of day ○ special lighting or acoustics ○ special or adaptive furniture ○ testing the student in a separate room provided that the student is directly supervised by an employee of the school district or nonpublic school who has signed the ELPAC Test Security Affidavit 	D	D	D	D
Audio or oral presentation of test directions in English, which may be repeated as requested by the student	D	D	D	D
Color overlay	D	D	D	D
Covered overlay, masks, or other means to maintain visual attention to the test consistent with the test contractor's test directions	D	D	D	D
Magnification	D	D	D	D
Manually Coded English or American Sign Language (ASL) to present test directions for administration (does not apply to test questions)	D	D	D	D
Noise buffers	D	D	D	D
Braille test materials provided by the test contractor	A	A	A	A

Matrix Four: ELPAC Accessibility Resources

Non-Embedded Resources	Listening Domain	Speaking Domain	Reading Domain	Writing Domain
For test questions which assess the domain of writing: <ul style="list-style-type: none"> ○ dictation by the student of responses including all spelling and language conventions, to a scribe, audio recorder, or speech-to-text converter ○ use of word processing software with the spell and grammar check tools turned off 	Not Applicable	Not Applicable	Not Applicable	A
Large print versions reformatted from regular print version	A	A	A	A
Pause or replay the audio during the administration of test questions for the listening domain	A	Not Applicable	Not Applicable	Not Applicable
Pause or replay the audio during the administration of test questions for the speaking domain—summarize an academic presentation	Not Applicable	A	Not Applicable	Not Applicable
Presentation of, and responses to, test questions using Manually Coded English or ASL—pupil responses must be transcribed into the answer book by the ELPAC test examiner or scribe	A	A	Not Applicable	A
Responses dictated to a scribe for selected response items, including multiple-choice items	A	Not Applicable	A	A
Supervised breaks within a section of the test	A	A	A	A
Test questions enlarged through electronic means	A	A	A	A
Testing at home or in the hospital by a test examiner	A	A	A	A

Matrix Four: ELPAC Accessibility Resources

Non-Embedded Resources	Listening Domain	Speaking Domain	Reading Domain	Writing Domain
Transfer of student responses marked in the test booklet to the answer book by a scribe who has signed an ELPAC Test Security Affidavit	A	Not Applicable	A	A
Use of an assistive device that does not interfere with the independent work of the student—pupil responses must be transcribed into the answer book by the ELPAC test examiner or scribe	A	A	Not Applicable	A
Use of written scripts by the test examiner for pupils for whom streamed audio is not accessible	A	Not Applicable	Not Applicable	Not Applicable
To obtain approval to use an unlisted resource, an LEA may submit a request to the California Department of Education (CDE) on behalf of a student with a disability, prior to administering an initial or summative assessment.	Check with ELPAC Office prior to use			

Part 3. Instructional Supports and Resources on Alternate Assessment(s)

Most students taking the ELPAC will be able to access the assessment with the universal tools, designated supports, and accommodations listed in Part 2. If a student is unable to access the ELPAC with the supports listed in Part 2, an alternate assessment will be decided upon by the IEP team for the domain(s) for which an alternate assessment should be used.

Part 4. Unlisted Resources

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

To request the use of an unlisted resource, the LEA ELPAC coordinator or site ELPAC coordinator may submit a request to the CDE a minimum of ten business days before the student's first day of testing. The CDE will reply to the request within four business days.

Approval of an unlisted resource that has not been previously identified will be granted by the CDE on the basis of the IEP team's 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 the testing has been completed.

The CDE has identified, on the following page, non-embedded unlisted resources for the ELPAC that change the construct being tested. The LEA may contact the ELPAC Office at elpac@cde.ca.gov or at 916-319-0784 to request the use of the identified and other unlisted resources required by a student's IEP or Section 504 plan. In the request include: LEA name and school name; LEA ELPAC coordinator name, phone number, and e-mail address; and a description of the unlisted resource being requested for an ELPAC domain.

Matrix Four: ELPAC Accessibility Resources

Identified Non-Embedded Unlisted Resources That Change the Construct Being Measured

Non-Embedded Resources	Listening Domain	Speaking Domain	Reading Domain	Writing Domain
Bilingual dictionary	X	X	X	X
English dictionary	X	X	X	X
Signed Exact English	X	X	X	X
Thesaurus	X	X	X	X
Translations	X	X	X	X
Translated word lists	X	X	X	X

California Department of Education, August 2018

California Department of Education
September 2018

Sample Letter

[District Name]

Annual Parent Notification Letter Federal Title I or Title III and State Requirements

To the parent(s)/guardian(s) of:

School:

Date of Birth:

Date:

Grade:

Student ID #:

Primary Language:

Dear Parent(s) or Guardian(s): Your child continues to be identified as an English learner. Each year, we are required to assess your child and notify you of your child's proficiency level in English. We must also describe available language acquisition program options for which you may choose the one that best suits your child. This letter also contains the criteria for a student to exit the English learner program. (20 United States Code [U.S.C.] Section 6312[e][3][A][i],[vi])

Language Assessment Results (20 U.S.C. Section 6312[e][3][A][iii])

Composite	Scale Score	Performance Level
Overall	<i>[insert overall scale score]</i>	<i>[insert overall performance level]</i>
Oral Language	<i>[insert oral language scale score]</i>	<i>[insert oral language performance level]</i>
Written Language	<i>[insert written language scale score]</i>	<i>[insert written language performance level]</i>

Domain	Performance Level
Listening	<i>[insert listening performance level]</i>
Speaking	<i>[insert speaking performance level]</i>
Reading	<i>[insert reading performance level]</i>
Writing	<i>[insert writing performance level]</i>

Check if applicable: **Individualized Education Program (IEP) on file**

A description of how your child's program placement will contribute to meeting the objectives of the IEP is attached. (20 U.S.C. Section 6312[e][3][A][vii])

Exit (Reclassification) Criteria (20 U.S.C. Section 6312[e][3][A][vi])

The goal of language acquisition programs is for students to become proficient in English as rapidly as possible and to meet state academic achievement measures. This district's exit (reclassification) criteria are listed below.

Required Criteria (California <i>Education Code</i> Section 313[f])	Local Educational Agency (LEA) Criteria <i>[District inserts local board-approved reclassification criteria]</i>
English Language Proficiency Assessment	<i>[Insert English language proficiency assessment criteria]</i>
Teacher Evaluation	<i>[insert teacher evaluation criteria]</i>
Parental Opinion and Consultation	<i>[insert parental opinion and consultation criteria]</i>
Comparison of Performance in Basic Skills	<i>[insert comparison of performance in basic skills criteria]</i>
Not Applicable	<i>Optional: [Other district measures]</i>

Academic Achievement Results
(20 U.S.C. Section 6312[e][3][A][iii])

Skill Area	Smarter Balanced Assessment Consortium (SBAC) or Local Measures	Other Measure
English Language Arts	<i>[insert English language arts results]</i>	<i>[insert English language arts results]</i>
Mathematics	<i>[insert mathematics results]</i>	<i>[insert mathematics results]</i>

[Note to districts: Customize this table according to your district.]

Graduation Rate for English Learners
(20 U.S.C. Section 6312[e][3][A][vi])

[For unified or secondary school districts, insert the expected rate of graduation for students in this program.]

District graduation rate displayed on the Graduate Data report is available on the California Department of Education DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Language Acquisition Programs

We are required to provide a **Structured English Immersion (SEI)** program option. If you choose this option your child will be placed in a classroom that uses mostly English for instruction. (See the description below.)

[Note to District: Insert all language acquisition programs provided.]

[e.g. Our school(s) also offer a **Developmental Bilingual** program that you may choose for your child. If you choose this option your child will be placed in a classroom that uses English and another language for instruction. (See the description below).]

Requesting a Language Acquisition Program

Language acquisition programs are educational programs designed to ensure English acquisition occurs as rapidly and effectively as possible, and provides instruction to English learners based on the state-adopted academic content standards, including English language development (ELD) standards. (20 U.S.C. Section 6312[e][3][A][iii],[v]); EC Section 306[c])

Description of Program Options and Goals for English Learners

[District modifies the language acquisition program description, according to the program options provided.]

A description of the language acquisition programs provided in the *[insert district name]* are listed below. Please select the program that best suits your child. (20 U.S.C. Section 6312[e][3][A][iii],[v])

- Structured English Immersion (SEI) Program:** A language acquisition program for English learners in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for pupils who are learning English. At minimum, students are offered ELD and access to grade level academic subject matter content.
- Dual-Language Immersion (DLI) Program:** Also referred to as **Two-Way Immersion**. A language acquisition program that provides language learning and academic instruction for native speakers of English and native speakers of another language, with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding. This program begins in Transitional Kindergarten/Kindergarten (TK/K) and continues to sixth grade.
- Transitional Bilingual Program:** A language acquisition program for English learners that provides instruction to pupils utilizing English and a pupil's native language for literacy and academic instruction, enabling an English learner to achieve English proficiency and meet state-adopted academic achievement goals. This program begins in TK/K and continues to third grade where students transition to instruction all in English.
- Developmental Bilingual Program:** Language acquisition program for English learners that provides instruction to pupils utilizing English and a pupil's native language for literacy and academic instruction, enabling an English learner to achieve language proficiency and meet state academic achievement goals. This program begins in TK/K and continues with the goal of biliteracy to sixth grade.
- Heritage Language Program:** Language acquisition program for English learners that provides instruction to pupils utilizing English and a pupil's native language for literacy and academic instruction, enabling non-English speakers or students who have weak literacy skills in their native language to achieve language proficiency and meet academic achievement goals. This program is designed for sixth through eighth and ninth through twelfth grades.

Parents/Guardians may choose a language acquisition program that best suits their child. Schools in which the parents or legal guardians of 30 pupils or more per school or the parents or legal guardians of 20 pupils or more in any grade request a language acquisition program that is designed to provide language instruction shall be required to offer such a program to the extent possible. (20 U.S.C. Section 6312[e][3][A][viii][III]); *EC* Section 310[a])

Parents may provide input regarding language acquisition programs during the development of the Local Control Accountability Plan. (*EC* Section 52062) If interested in a different program from those listed above, please contact *[insert district contact name and information]* to ask about the process.

Parents of English learners have a right to decline or opt their children out of the school district's language acquisition program or opt out of particular English learner service(s) within a language acquisition program. (20 U.S.C. Section 6312[e][3][A][viii]) However, LEAs remain obligated to provide the student meaningful instruction) until the student is reclassified, inform the parent when progress is not made, and offer the parent programs and services to consider at that time. (5 *California Code of Regulations* Section 11302)

California Department of Education
September 2018

Sample Letter

[District Name]

Initial Parent Notification Letter Federal Title I or Title III and State Requirements

To the parent(s)/guardian(s) of:

School:

Date of Birth:

Date:

Grade:

Student ID #:

Primary Language:

Dear Parent(s) or Guardian(s): When your child enrolled in our school, a language other than English was noted on your child's Home Language Survey. The law requires us to assess your child and notify you of your child's proficiency level in English. We are required to inform you of the language acquisition program options from which you may choose the one that best suits your child. This letter also explains the criteria for a student to exit the English learner program. (20 United States Code [U.S.C.] Section 6312[e][3][A][i],[vi])

Language Assessment Results (20 U.S.C. Section 6312[e][3][A][ii])

Composite Domains	English Language Proficiency Assessment (ELPAC) Initial Assessment Performance Level
Overall	<i>[Note to district: Table will be populated with the student's results.]</i> Status: <Overall_Performance_Level> Score: <Overall_Score>
Oral (Speaking and Listening)	<Oral_Level>
Written (Reading and Writing)	<Written_Level>

Based on results of the English language proficiency assessment, your child has been identified as an **English learner (EL)**.

Check if applicable: **Individualized Education Program (IEP) on file**

A description of how your child's program placement will contribute to meeting the objectives of the IEP is attached. (20 U.S.C. Section 6312[e][3][A][vii])

Exit (Reclassification) Criteria

The goal of language acquisition programs is for students to become proficient in English as rapidly as possible and to meet state academic achievement measures. This district's exit (reclassification) criteria are listed below. (20 U.S.C. Section 6312[e][3][A][vi])

Required Criteria (California Education Code [EC] Section 313[f])	LEA Criteria <i>[District inserts local board-approved reclassification criteria]</i>
English Language Proficiency Assessment	<i>[Insert English language proficiency assessment criteria]</i>
Teacher Evaluation	<i>[Insert teacher evaluation criteria]</i>
Parental Opinion and Consultation	<i>[Insert parental opinion and consultation criteria]</i>
Comparison of Performance in Basic Skills	<i>[Insert comparison of performance in basic skills criteria]</i>
Not Applicable	<i>[Optional: Insert other district criteria]</i>

Graduation Rate for English Learners

(20 U.S.C. Section 6312[e][3][A][vi])

[For unified or secondary school districts, insert the expected rate of graduation for students in this program.]

District graduation rate displayed on the Graduate Data report, available on the California Department of Education DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Language Acquisition Programs

We are required to provide a **Structured English Immersion (SEI)** program option. If you choose this option, your child will be placed in a classroom that uses mostly English for instruction. (See the description below.)

[Note to District: Insert all language acquisition programs provided.]

*[e.g. Our school(s) also offer a **Developmental Bilingual** program that you may choose for your child. If you choose this option, your child will be placed in a classroom that uses English and another language for instruction. (See the description below.)]*

Requesting a Language Acquisition Program

Language acquisition programs are educational programs designed to ensure English acquisition occurs as rapidly and effectively as possible, and provides instruction to English learners based on the state-adopted academic content standards, including English language development (ELD) standards. (20 U.S.C. Section 6312[e][3][A][iii],[v]); EC Section 306[c])

Description of Program Options and Goals for English Learners

[District modifies the language acquisition program descriptions, according to the program options provided.]

A description of the language acquisition programs provided in the *[insert district name]* are listed below. Please select the program that best suits your child. (20 U.S.C. Section 6312[e][3][A][iii],[v])

- Structured English Immersion (SEI) Program:** A language acquisition program for English learners in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for pupils who are learning English. At minimum, students are offered ELD and access to grade level academic subject matter content.
- Dual-Language Immersion (DLI) Program:** Also referred to as **Two-Way Immersion**. A language acquisition program that provides language learning and academic instruction for native speakers of English and native speakers of another language, with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding. This program begins in Transitional Kindergarten/Kindergarten (TK/K) and continues to sixth grade.
- Transitional Bilingual Program:** A language acquisition program for English learners that provides instruction to pupils utilizing English and a pupil's native language for literacy and academic instruction, enabling an English learner to achieve English proficiency and meet state-adopted academic achievement goals. This program begins in TK/K and continues to third grade where students transition to instruction all in English.
- Developmental Bilingual Program:** Language acquisition program for English learners that provides instruction to pupils utilizing English and a pupil's native language for literacy and academic instruction, enabling an English learner to achieve language proficiency and meet state academic achievement goals. This program begins in TK/K and continues with the goal of biliteracy to sixth grade.
- Heritage Language Program:** Language acquisition program for English learners that provides instruction to pupils utilizing English and a pupil's native language for literacy and academic instruction, enabling non-English speakers or students who have weak literacy skills in their native language to achieve language proficiency and meet academic achievement goals. This program is designed for sixth through eighth and ninth through twelfth grades.

Parents/Guardians may choose a language acquisition program that best suits their child. Schools in which the parents or legal guardians of 30 pupils or more per school or the parents or legal guardians of 20 pupils or more in any grade request a language acquisition program that is designed to provide language instruction shall be required to offer such a program to the extent possible. (20 U.S.C. Section 6312[e][3][A][viii][III]); EC Section 310[a])

Parents may provide input regarding language acquisition programs during the development of the Local Control Accountability Plan. (EC Section 52062) If interested in a different program from those listed above, please contact *[insert district contact name and information]* to ask about the process.

Parents of English learners have a right to decline or opt their children out of the school district's language acquisition program or opt out of particular English learner service(s) within a language acquisition program. (20 U.S.C. Section 6312[e][3][A][viii]) However, LEAs remain obligated to provide the student meaningful instruction until the student exits the program, inform the parent when progress is not made, and offer the parent programs and services to consider at that time. (5 California Code of Regulations Section 11302)

California Assessment Timeline

2018–19												2019–20												
Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul
						Smarter Balanced Summative												Smarter Balanced Summative						
Smarter Balanced Interim*												Smarter Balanced Interim*												
						CAA for ELA and Mathematics												CAA for ELA and Mathematics						
						CAST												CAST						
						CAA for Science (field)												CAA for Science						
						PFT												PFT						
						ELPAC Summative												ELPAC Summative						
ELPAC Initial												ELPAC Initial												
		CSA* (field)						CSA*										CSA*						
GEDTS*, HiSET*, TASC*												GEDTS*, HiSET*, TASC*												
CHSPE* (specific dates in March, June and October)												CHSPE* (specific dates in March, June and October)												

All tests are operational unless otherwise noted.
 Test windows in 2020–21 are the same as 2019–20.

* Optional test

- CAA** – California Alternate Assessment
- CAST** – California Science Test
- CHSPE** – California High School Proficiency
- CSA** – California Spanish Assessment
- ELA** – English Language Arts/Literacy

- ELPAC** – English Language Proficiency Assessments for California
- GEDTS** – General Educational Development Testing Service
- HiSET** – High School Equivalency Test
- PFT** – Physical Fitness Test
- TASC** – Test Assessing Secondary Completion



2018–19 California Assessment System

Area	Content	Test	Type	Participants	Grades	Window
CAASPP	ELA/ Mathematics	Smarter Balanced Format: CAT and PT	MC SR CR PT	All students at designated grade levels Exceptions: <ul style="list-style-type: none"> Eligible students participating in the CAAs for ELA and mathematics ELA only—English learners who are in their first 12 months of attending a school in the United States 	3–8 and 11	Available testing window begins when 66 percent of instructional year has been completed and continues through the LEAs last day of the selected testing window, the last day of instruction, or July 15, 2019, whichever comes first. LEAs may select their own testing window each year: <ul style="list-style-type: none"> Minimum window of 25 instructional days Must fall within available testing window
CAASPP	ELA/ Mathematics	CAAs Format: CBT	MC SR CR TE	Students with the most significant cognitive disabilities whose active IEP designates the use of an alternate assessment	3–8 and 11	Available testing window begins when 66 percent of instructional year has been completed and continues through the LEAs last day of the selected testing window, the last day of instruction, or July 15, 2019, whichever comes first. LEAs may select their own testing window each year: <ul style="list-style-type: none"> Minimum window of 25 instructional days Must fall within available testing window
CAASPP	Science	CAST Format: CBT	MC SR CR TE PT	All students in designated grade levels Exceptions: <ul style="list-style-type: none"> Eligible students participating in the CAA for Science 	5 and 8, and once in high school (i.e., grades 10, 11, 12)	Available testing window begins when 66 percent of instructional year has been completed and continues through the LEAs last day of the selected testing window, the last day of instruction, or July 15, 2019, whichever comes first. LEAs may select their own testing window each year: <ul style="list-style-type: none"> Minimum window of 25 instructional days Must fall within available testing window
CAASPP	Science	CAA (Field Test) Format: CBT Embedded PT	PA	Students with the most significant cognitive disabilities whose active IEP designates the use of an alternate assessment	5 and 8, and once in high school (i.e., grades 10, 11, 12)	January 8, 2019 through last day of instruction or July 15, 2019, whichever comes first.
CAASPP	Reading/ Language Arts in Spanish	CSA Format: CBT	MC	Students seeking a measure of their Spanish Reading/Language arts skills.	3–8 and high school	The CSA Field Test will be administered September 17 through October 12, 2018. For the first administration, the operational CSA will be available early April and continues through the LEAs last day of the selected testing window, the last day of instruction, or July 15, 2019, whichever comes first.

2018–19 California Assessment System

Area	Content	Test	Type	Participants	Grades	Window
ELPAC	Listening Speaking Reading Writing	ELPAC Initial Format: P/P	MC CR PA	All students whose primary language is not English as indicated on the Home Language Survey	K–12 ⁽¹⁾	July 1, 2018 through June 30, 2019: Within 30 calendar days after enrolling in a California public school
ELPAC	Listening Speaking Reading Writing	ELPAC Summative Format: P/P	MC CR PA	Identified English learners until they are re-designated as fluent English proficient	K–12 ⁽¹⁾	February 1 through May 31, 2019
PFT	Aerobic Capacity Body Composition Abdominal Strength and Endurance Trunk Extensor Strength and Flexibility Upper Body Strength and Endurance Flexibility	FITNESSGRAM ^{®(2)} Format: PA	PA	All students, regardless of whether they are enrolled in a physical education class or participate in a block schedule	5, 7, and 9	February 1 through May 31, 2019

CHSPE: For information about the CHSPE, call 916-445-9449 or by email at chspe@cde.ca.gov.

HSE: California has approved the use of three high school equivalency tests (General Educational Development [GED[®]] test, High School Equivalency Test [HiSET], and Test Assessing Secondary Completion [TASC]). For more information on these three optional tests, visit the California Department of Education HSET web page at <https://www.cde.ca.gov/ta/tg/gd/>.

NAEP: For information on NAEP for 2018–19, contact Julie Williams at 916-319-0408 or by email at julwilli@cde.ca.gov.

Legend:

CAAs - California Alternate Assessments	ELPAC - English Language Proficiency Assessments for California	PFT - Physical Fitness Test
CAST - California Science Test	HSE - High School Equivalency	P/P - Paper-pencil
CAT - Computer adaptive test	IEP - Individualized Education Program	PT - Performance task
CBT - Computer-based test	LEA - Local educational agency	SR - Selected response
CHSPE - California High School Proficiency Examination	MC - Multiple Choice	TE - Technology enhanced
CR - Constructed response	NAEP - National Assessment of Educational Progress	
CSA - California Spanish Assessment	PA - Performance assessment	

⁽¹⁾ Kindergarten includes year one of a two-year kindergarten program, which is often referred to as “transitional kindergarten.”

⁽²⁾ The FITNESSGRAM is a registered trademark of The Cooper Institute.



California Special Education Indicators Alignment Metrics



Special Education State Indicators	Definition	CDE Compliance Process	Dash board Y/N	Data Source	Data Fields	Target				LCAP Priority #
						15-16	16-17	17-18	18-19	
Indicator 1 (Performance) Graduation 4-Year Rate	Percent of all exiting students within a four-year cohort in grade twelve and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.	PIR Comp Review	Y	CALPADS PRIOR YEAR DATA	<ul style="list-style-type: none"> Student School Exit Effective Date Student Exit Reason Code Student Completion Status Code 	90% or fixed rate of 65.94%	90%	90%	90%	5
Indicator 2 (Performance) Dropout 4-Year Rate	Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.	PIR Comp Review	N	June CASEMIS	<ul style="list-style-type: none"> Exit Reason Exit Date 	13.72%	12.72%	11.72%	10.72%	5
Indicator 3 (Performance) Statewide Assessment <ul style="list-style-type: none"> Achievement Participation 	Achievement testing to meet the requirements of California Assessment of Student Performance and Progress (CAASPP). Also, see Indicator 17. <ul style="list-style-type: none"> Academic achievement testing to meet the requirements of California Assessment of Student Performance and Progress (CAASPP) The participation rate for students with IEPs. 	PIR SSIP Comp Review	Achievement Y	CAASPP ELA and Math	<ul style="list-style-type: none"> Participation Proficiency Level 	Achievement				4,7,8
			Participation N			<table border="1"> <tr> <td>ELA 12.9%</td> <td>Math 10.6%</td> <td>ELA 13.9%</td> <td>Math 11.6%</td> <td>ELA 14.9%</td> <td>Math 12.6%</td> <td>ELA 15.9%</td> <td>Math 13.6%</td> </tr> </table>	ELA 12.9%	Math 10.6%	ELA 13.9%	
ELA 12.9%	Math 10.6%	ELA 13.9%	Math 11.6%	ELA 14.9%	Math 12.6%	ELA 15.9%	Math 13.6%			
Participation										
95%	95%	95%	96%							
Indicator 4 - Suspension/Expulsion 4a. Overall (Performance) 4b. Race/Ethnic (Compliance)	4a. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year. 4b. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year. NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform the calculation of suspension/expulsion.	4a. PIR Comp Review	Y	CALPADS data matched to June CASEMIS PRIOR YEAR DATA	<ul style="list-style-type: none"> District of Residence DSPL_DAYS Ethnicity Race 1-3 Race Ethnicity Code Results of Special Self Review 	≤10%	≤10%	≤10%	≤10%	6
		4b. Comp Review Dispro Sig Dis				0%	0%	0%	0%	
Indicator 5 (Performance) Least Restrictive Environments 5a. Inside of regular class 80% or more of day 5b. Inside of regular class less than 40% of day 5c. Separate Facility	The average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers: 5a. Inside of the regular class 80% or more of the day 5b. Inside regular class less than 40% of the day 5c. In separate schools, residential facilities, or homebound/hospital. NOTE: Separate Schools includes students in Separate Schools, Residential Facilities, and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School.	PIR Dispro Sig Dis Comp Review	Y	December CASEMIS	<ul style="list-style-type: none"> District of Residence FedSet_Sch 	>49.2%	>50.2%	>51.2%	>52.2%	1,2,7
						<24.6%	<23.6%	<22.6%	<21.6%	
						<4.4%	<4.2%	<4%	<3.8%	
Indicator 6 (Performance) Preschool Environments 6a. Regular Program 6b. Separate	The percent of children aged 3 through 5 with IEPs attending a: 6a. Regular early childhood program and receiving a majority of special education and related services in the regular program. 6b. Separate special education class, separate school or residential facility.	Preschool Comp Review	N	December CASEMIS	<ul style="list-style-type: none"> District of Residence FedSet_Sch In_Regclass 	>41.8%	>33.9%	>34.9%	>35.9%	7
						<34.4%	<34.4%	<34.4%	<34.4%	



California Special Education Indicators Alignment Metrics



Special Education State Indicators	Definition	CDE Compliance Process	Dash board Y/N	Data Source	Data Fields	Target				LCAP Priority #
						15-16	16-17	17-18	18-19	
<p>Indicator 7 (Performance) Preschool Assessments</p> <p>7a. Positive social-emotional skills</p> <p>7b. Acquisition and use of knowledge and skills</p> <p>7c. Use of appropriate behaviors to meet their needs.</p>	<p>This is a SELPA level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:</p> <p>7a. Positive social-emotional skills (including personal relationships) 1. Of those children who entered the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of children who were functioning within age expectations in Outcome A by the time they turned 6 years of age or exited the program.</p> <p>7b. Acquisition and use of knowledge and skills (including early language/communication and early literacy) 1. Of those children who entered the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of children who were functioning within age expectations in Outcome A by the time they turned 6 years of age or exited the program.</p> <p>7c. Use of appropriate behaviors to meet their needs. 1. Of those children who entered the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of children who were functioning within age expectations in Outcome A by the time they turned 6 years of age or exited the program.</p>	Preschool	N	DRDP Data	Specific data fields are not used. The score is based on scale scores calculated by the DRAccess Project at the Napa County Office of Education.	1. 72.7% 2. 82.1%	1. 72.7% 2. 82.1%	1. 72.7% 2. 82.1%	1. 72.7% 2. 82.1%	7
<p>Indicator 8 (Performance) Parent Involvement</p>	<p>Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.</p>	PIR Comp Review	Y	June CASEMIS	<ul style="list-style-type: none"> District of Residence Parinput 	90%	91%	92%	93%	3
<p>Indicator 9 (Compliance) Racial/Ethnic Disproportionality</p>	<p>Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.</p>	Dispro Sig Dis Comp Review	Y	December CASEMIS CALPADS	<ul style="list-style-type: none"> District of Residence (CASEMIS) Reporting LEA (CALPADS) Ethnicity Race 1-3 Race Ethnicity Code Results of Special Self Review 	0%	0%	0%	0%	1,2,4,7
<p>Indicator 10 (Compliance) Disability Disproportionality (varies by disability)</p>	<p>Percent of racial and ethnic disproportionality by disability among students ages six through twenty- two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:</p>	Dispro Sig Dis Comp Review	N	December CASEMIS CALPADS	<ul style="list-style-type: none"> District of Residence (CASEMIS) Reporting LEA (CALPADS) DSPL_DAYS Ethnicity Race 1-3 Race Ethnicity Code Results of Special Self Review 	0%	0%	0%	0%	1,2,4,7



California Special Education Indicators Alignment Metrics



Special Education State Indicators	Definition	CDE Compliance Process	Dash board Y/N	Data Source	Data Fields	Target				LCAP Priority #
						15-16	16-17	17-18	18-19	
Indicator 11 (Compliance) Eligibility Evaluation	Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation. NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.	DINC Comp Review	N	June CASEMIS	<ul style="list-style-type: none"> District of Service Refer date Prnt_csnt Init_eval evldlay 	100%	100%	100%	100%	
Indicator 12 (Compliance) Part C to B Transition	This is a SELPA level calculation. Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B found eligible under Part B and had an IEP developed before their third birthdays. NOTE: The calculation is students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused – 90 days) * 100	DINC Comp Review	N	June CASEMIS	<ul style="list-style-type: none"> Refer_date Birthdate Init_eval Plan_type Tbdlay 	100%	100%	100%	100%	
Indicator 13 (Compliance) Secondary Transition Goals/Services	Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals. NOTE: The calculation is students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100	DINC Comp Review	N	June CASEMIS	<ul style="list-style-type: none"> Plan_type Tran_reg Note: CDE also uses birthdate in its formula to calculate compliance in this area even though age is not a field in CASEMIS.	100%	100%	100%	100%	
Indicator 14 (Performance) Post School	Percent of youth who had an IEP, are no longer in secondary school, and who have been: 14a. Enrolled in higher education, 14b. Enrolled in higher education or competitively employed, 14c. Enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment	PIR Comp Review	Y	June CASEMIS (Table D)	<ul style="list-style-type: none"> Pst_secprg Pst_secemp 	54.3%	52.3%	53.3%	54.3%	4
74.4%						72.4%	73.4%	74.4%		
83%						81%	82%	83%		
Indicator 15 (Compliance) Resolution Session	Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements (State-only Indicator).	Comp Review	N			≥56% Target only available in GRADS360	≥58%	≥59%	≥60%	
Indicator 16 (Compliance) Mediation	Percent of mediations held that resulted in mediation agreements (State-only Indicator).	Comp Review	N			≥56% Target only available in GRADS360	≥58%	≥59%	≥60%	
Indicator 17 (Performance) State Systemic Improvement Plan	This indicator describes data comparing current and prior year assessment scores for students with disabilities who achieved or met the standard for English Language Arts/Mathematics Assessments	Comp Review	Y	December CASEMIS CALPADS SSIP Note: CALPADS pulls data from CAASPP ELA and Math	Specific data fields are not used. The score is based on scale scores calculated by the DRAccess Project at the Napa County Office of Education.	≥28.33% Target is only available GRADS360	≥30.33%	≥31.33%	≥32.33%	



California Special Education Indicators Alignment Metrics



Compliance	Definition	CDE Compliance Process	Dash board Y/N	Data Source	Data Fields	Target				LCAP Priority #
						15-16	16-17	17-18	18-19	
Annual IEP Timeline	IEP timeline not longer than 12 months from the date of the last annual IEP.	DINC	N	CASEMIS	▪ Last IEP	100%	100%	100%	100%	
Triennial Review Timelines	Next IEP timeline not longer than three years from the date of the last annual IEP.	DINC	N	CASEMIS	▪ Last Eval	100%	100%	100%	100%	
Timely Corrections	The CDE SED monitoring processes are the means to identify any findings of noncompliance at the student, LEA and SELPA levels. Correction of all findings must be completed by in adherence to the state provided timelines.	CD Comp Review	N	SED Monitoring Records	▪ District of Residence	100%	100%	100%	100%	
Timely and Complete Reporting	The CDE SED monitoring processes are the means to identify any findings of noncompliance at the student, LEA and SELPA levels. Correction of all findings must be completed by in adherence to the state provided timelines.	CD Comp Review	N	SED Monitoring Records	▪ District of Residence	100%	100%	100%	100%	
Audit Findings	The CDE Audit Reports are the means to identify any findings of noncompliance at the student, LEA and SELPA levels. Correction of all findings must be completed by in adherence to the state provided timelines.	CD Comp Review	N	Audit Reports	▪ District of Residence					

Key		
Abbreviations	LCAP Priorities	Dashboard Indicators
DINC: Data Identified Non-Compliance	Priority 1: Basic Services	High School Graduation Rate
COMP REVIEW: Comprehensive Review	Priority 2: Implementation of Common Core State Standards	Academic Performance
DASHBOARD: Dashboard State and Local Indicators	Priority 3: Parental Involvement	Suspension Rate
DISPRO: Disproportionate Representation	Priority 4: Student Achievement	English Learner Progress
DRDP: Desired Results Developmental Profile	Priority 5: Student Engagement	Preparation for College/Career
CD: Compliance Determination	Priority 6: School Climate	Chronic Absenteeism
LCAP Priority Number: Local Control Accountability Plan Priority Number	Priority 7: Course Access	Basic Conditions
PIR: Performance Indicator Report	Priority 8: Other Student Outcomes	Parental Involvement/Engagement
SED: Special Education Division	Priority 9: Expelled Pupils (County Office of Education)	School Climate Surveys
SIG DIS: Significant Disproportionality	Priority 10: Foster Youth	Implementation of Academic Standards
SSIP: State Systemic Improvement Plan (Indicator 17)		

Timelines

	Aug-Sept	Oct-Nov	Dec-Feb	March-April	May	June-July
PIR		PIR Determination Released Along with Annual Determinations and Dashboard	<i>If Identified:</i> LEAs begin working on PIR Plan			
DINC	DINC Corrective Actions Released	<i>If Identified:</i> DINC Evidence of Corrective Actions Due	December CASEMIS Submission	DINC Corrective Actions Released	<i>If Identified:</i> DINC additional Submission	June CASEMIS Submission
DISPRO	<i>If Identified:</i> Policies and Procedures Review	<i>If Identified:</i> File Reviews		Sig Dis Determinations Released		Dispro Determinations Released

Comprehensive Review can occur any time during the year



ALTERNATIVE DISPUTE RESOLUTION (ADR) AND RESOLUTION SESSIONS

Alternative Dispute Resolution Defined

The term Alternative Dispute Resolution (ADR) describes a range of processes with the singular purpose of supporting parties to resolve disputes before or separate from a more formal arbitration process. According to The Center for Appropriate Dispute Resolution in Special Education (CADRE), these processes differ in formality and may range from informal discussion to facilitated negotiation, with the common expectation that all parties understand and agree to a singular process. Also common to all ADR processes is the concept of creating a settlement event or shared experience that increases the likelihood of resolution¹. Within the educational setting, one strategy for creating a settlement event or shared experience is referred to as the resolution session, also referred to as a resolution meeting.

The graphic below was adapted from the CADRE Continuum⁵ and provides a visual representation of the placement of the resolution session within the dispute and alternative dispute resolution processes:

Adapted from the CADRE Continuum www.cadreworks.org	Continuum of Dispute Resolution Processes and Practices															
	Continuum of Alternative Dispute Resolution Processes															
Stages of Conflict	Stage I			Stage II			Stage III			Stage IV			Stage V			
Levels of Intervention	Prevention			Disagreement			Conflict			Procedural Safeguards			Legal Review			
Assistance/ Intervention Options	Family Engagement	Parent and Staff Training	Staff Collaboration	Consultation with SELPA Program Specialist	Parent/Staff Phone Call	Reconvene an IEP Meeting	SELPA Facilitated IEP	Third Party Consultation	Proactive Resolution Session	Resolution Session	Mediation	State Complaint Procedures	Due Process Hearing	Hearing Appeal	Litigation	Legislation
Dimensions that help clarify placement of options along the continuum	Third Party Assistance ←						→ Third Party Intervention									
	Decision Making by Parties ←						→ Decision Making by Third Party									
	Interest-Based ←						→ Rights-Based									
	Informal and Flexible ←						→ Formal and Fixed									

Resolution Session Defined

As referenced in the previous section, a resolution session is one ADR option afforded to parents/guardians and schools in order to resolve IEP-related disputes. According to the US Department of Education Office of Special Education and Rehabilitative Services (OSERS), the purpose of the resolution session is to allow the parent/guardian to discuss the facts of their complaint and provide the LEA/district with an opportunity to resolve the dispute locally (without third-party decision making). This allows parties to achieve a prompt and early resolution and potentially eliminate the need for a more formal mediation or due process hearing². The resolution session is separate from the IEP process and while some mutually agreeable solutions may impact the IEP, there is also opportunity to present unique and creative solutions to areas of disagreement. A resolution session may also support to rebuild relationship and trust between parties.

El Dorado Charter SELPA Procedural Guidelines

Resolution Session: Types

Resolution sessions are offered in the following three scenarios, each of which are explained below in more detail:

1. In response to a **due process filing** with the Office of Administrative Hearings (OAH) by a parent/guardian.

2. In response to a **state complaint filing** with the California Department of Education (CDE).

3. To **proactively resolve a conflict** which cannot be resolved through the IEP process.

1. In Response to a Due Process Filing

It is required that an LEA/district offer a resolution session in response to a due process filing by a parent/guardian; however it is not required if the LEA/district files for due process. The LEA/district must formally offer the resolution session through written letter and arrange for the session to be held within 15 days of receiving the due process complaint.

It is recommended that resolution sessions be scheduled in a timely manner and held at a time and location reasonably convenient to both parties. If parent/guardian cannot attend the proposed resolution session dates, the LEA/district should continue to work with the parent(s)/guardian(s) to determine a mutually agreeable date within the required 15-day timeline. If a mutually agreeable date cannot be found within the 15-day timeline, both parties may agree in writing to extend the timeline to allow the resolution session to be held and resolved within 30 days of receiving the due process complaint.

It should be noted that a resolution session is a voluntary method of resolving a dispute and may not be used to delay the rights of families to a due process hearing. Therefore, if the LEA has not resolved the due process complaint to the satisfaction of the parent within 30 days of the receipt of the due process complaint, the due process hearing may occur [34 CFR §300.510(b)(1)].

Under 34 CFR §300.510(a)(3), there are two occasions when a resolution meeting need not occur:

1. When the parent/guardian and LEA agree in writing to waive the meeting; and
2. When the parent/guardian and LEA agree in writing to use the mediation process described in 34 CFR §300.506 to resolve the due process complaint.

If a parent/guardian wishes to waive the resolution session, it is required that the school be notified in writing of this request. The resolution session may be waived if both parties agree to do so. If this is the case, OAH requires that written documentation or a “waiver” of the resolution session be signed by both parties and submitted to OAH.

2. In Response to a State Complaint

A state complaint is a formal request to the CDE to investigate allegations of noncompliance with special education laws, federal or state. The following guidance is provided to parents/guardians and LEAs/districts in response to the filing of a state complaint:

El Dorado Charter SELPA Procedural Guidelines

“Complainants and LEA staff are encouraged to resolve this matter at the local level by using an alternative dispute resolution process, alternative resolution method, or any other local resolution option [which may include, but is not limited to, a resolution session]. A successful resolution at the local level may lead to the withdrawal of the complaint, rendering further state investigation unnecessary. If you are interested in a local resolution of this case or any of the allegations in it, please contact your LEA or Special Education Local Plan Area.”

There is no timeline nor is there a requirement to offer a resolution session in response to a state complaint. Per the CDE, the timeline for the complaint investigation process is approximately 60 days. Therefore, if desired, LEAs/districts are encouraged to offer a resolution session as soon as possible upon receipt of the complaint in order to complete the session prior to the end of the investigation period.

3. Proactive Resolution Session

A resolution session may also be offered proactively, without the presence of a due process or state complaint, when attempts to resolve disputes within the IEP process have been unsuccessful. There are no specific timeline requirements for a proactive resolution session, however all other procedural elements are the same as when offered in response to a due process or state complaint.

Additional Information

For additional information, including specific steps and requirements related to the ADR or resolution session processes, or to request a SELPA facilitated resolution session, please contact your assigned SELPA program specialist.

CHARTER SCHOOL



LEGAL FORUM

The El Dorado Charter SELPA is hosting a legal forum in collaboration with:

**GIRARD
EDWARDS
STEVENS &
TUCKER LLP**

**Girard, Edwards, Stevens & Tucker LLP
and
Young, Minney, & Corr LLP**

**YM&C
THE CHARTER
LAW FIRM**

Charter schools will receive up to date information from attorneys with extensive experience in the areas of charter schools and special education law. Lunch will be provided, and a \$40 fee will be charged for non-Charter SELPA Partners.

Sacramento	1/24/19 9:00am-3:00pm	The Westin Sacramento 4800 Riverside Boulevard Sacramento, CA 95822	Register at: https://goo.gl/ynE32v
Los Angeles	1/30/19 9:00am-3:00pm	Long Beach Marriott 4700 Airport Plaza Drive Long Beach, CA 90815	Register at: https://goo.gl/DG7rZ6