

Steering Committee Meeting

Desert Mountain Educational Service Center
Friday, September 18, 2015



**Jenae Holtz, CEO
Chair**
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**CALIFORNIA ASSOCIATION OF HEALTH AND EDUCATION LINKED
PROFESSIONS JOINT POWERS AUTHORITY
(CAHELP JPA)
STEERING COMMITTEE MEETING
AGENDA
September 18, 2015
Desert/Mountain Educational Service Center
17800 Highway 18 •Apple Valley, CA 92307**

1.0 CALL TO ORDER

- 1.1 Adoption of Agenda – September 18, 2015
- 1.2 Adoption of Minutes – August 28, 2015

2.0 COMMITTEE MEMBERS' COMMENTS/REPORTS

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

3.0 DESERT/MOUNTAIN OPERATIONS AREA DIRECTOR'S REPORTS

- 3.1 Contracted and Private Duty Nurses in SBCSS Classrooms
- 3.2 SBCSS Paraeducators Providing Bus Aide Services

4.0 CHIEF EXECUTIVE OFFICER'S REPORTS

- 4.1 2015/16 Approved Fee-for-Service Rates
- 4.2 Senate Bill (SB) 277 Update
- 4.3 People-First Language Update

5.0 DIRECTOR'S REPORTS

- 5.1 DMCC Client Services Reports
- 5.2 SATS & IEPs

6.0 PROGRAM MANAGERS' REPORTS

- 6.1 Professional Learning Summary
- 6.2 Professional Learning Updates
- 6.3 Assessment Updates
- 6.4 Due Process Activity Summary
- 6.5 Legal Update
- 6.6 SELPA Forms
- 6.7 SELPA Brochures

7.0 INFORMATION ITEMS

- 7.1 County Regional Services Reports
- 7.2 2014-15 Transition Partnership Program (TPP) Report
- 7.3 2014-15 WorkAbility I Report
- 7.4 Monthly Occupational and Physical Therapy Services Reports
- 7.5 Monthly Audiological Services Reports
- 7.6 Monthly Nonpublic School/Agency Expenditure Report
- 7.7 Monthly Nonpublic School/Agency Placement Report
- 7.8 Monthly Low Incidence Equipment Reimbursement Requests Report
- 7.9 Professional Learning Opportunities

8.0 OTHER

9.0 ADJOURNMENT

NEXT MEETING: Friday, October 23, 2015, in the Desert/Mountain Educational Service Center, Aster Room.

**CALIFORNIA ASSOCIATION OF HEALTH AND EDUCATION LINKED
PROFESSIONS JOINT POWERS AUTHORITY
(CAHELP JPA)
STEERING COMMITTEE MEETING
MINUTES
August 28, 2015
Desert/Mountain Educational Service Center
17800 Highway 18 •Apple Valley, CA 92307**

D/M SELPA Members Present:

Paul Rosell	Academy for Academic Excellence
Jennifer Johnson	Adelanto SD
Dale Folkens	Apple Valley USD
Joni James	Barstow USD
Dottie Jaeger	Bear Valley USD
Richard (Rich) Frederick	D/M Operations
Marie Silva	Excelsior Charter School
Julie Kroener	HSHMC
Matt Fedders	Hesperia USD
Katie Wright	High Tech High
Vici Miller	Lucerne Valley USD
Jamie Wiesner	Needles USD
Nelda Colvin	Oro Grande SD
Cameron Smart	Silver Valley USD
Diane Hannett	Snowline JUSD
Alan Tsubota	Trona JUSD
Tanya Benitez	Victor Elementary SD
Margaret Akinnusi	VVUHSD

D/M Charter SELPA Members Present:

Phillip Wallace	Encore Jr. / Sr. High School
Tina Fryberger	DTPA & LEPA
Evelyn Clancy	Taylion High Desert Academy

Alternates & Other Guests Present:

Amanda Gormley	Academy for Academic Excellence
Paulina Ugo	Bear Valley USD
Cathy Waufle	Bear Valley USD
Elaine Nelson	Hesperia USD
DeShawna Chacon	Oro Grande SD
Francesca Copeland	VVUHSD

Karina Quesada
Verlye Perkins

Victor Elementary SD
Victor Elementary SD

Staff Present:

Danielle Cote	D/M SELPA
Denise Edge	D/M SELPA
Rhonda Evans	D/M SELPA
Corinne Foley	D/M SELPA
Marina Gallegos	DMCC
Renee Garcia	DMCC
Colette Garland	D/M SELPA
Cheryl Goldberg-Diaz	DMCC
Stephanie Hedberg	D/M SELPA
Jenae Holtz	CAHELP
Kristee Laiva	D/M SELPA
Linda Llamas	DMCC
Glenn Low	D/M SELPA
Maurica Manibusan	D/M SELPA
Kami Murphy	D/M SELPA
Sheila Parisian	D/M SELPA
Daria Raines	D/M SELPA
Jennifer Rountree	D/M SELPA
Adrienne Shepherd	D/M SELPA
Jennifer Sutton	CAHELP
Theresa Vaughn	DMCC

1.0 CALL TO ORDER

The regular meeting of the California Association of Health and Education Linked Professions Joint Powers Authority (CAHELP JPA) Steering Committee Meeting was called to order by Jenae Holtz, Chairperson, at 9:02 a.m. at the Desert/Mountain Educational Service Center, Apple Valley.

Jenae welcomed the following new members:

- Richard (Rich) Frederick, Desert/Mountain Operations Area Director
- Dottie Jaeger, Bear Valley USD Interim Special Education Coordinator
- Evelyn Clancy, Taylion High Desert Academy Special Education Director
- Margaret Akinnusi, Victor Valley Union High School District (VVUHSD) Director of Special Education

The meeting Minutes for June 12, 2015 and the meeting Agenda for August 28, 2015, were adopted as presented.

2.0 COMMITTEE MEMBERS' COMMENTS/REPORTS

New Special Education Teacher Training

Marie Silva, Excelsior Charter Schools, thanked Stephanie Hedberg, SELPA Program Specialist for facilitating the New Special Education Teacher Training. Stephanie stated it was a collaborative effort of several SELPA staff.

Committee Meetings Room Set-Up

Jenae stated that the room set-up for Steering Committee may need to change since there will be more members attending the meetings this year. Following a brief discussion, the consensus was to try a few options to determine which arrangement will best accommodate the needs of the committee.

3.0 CHIEF EXECUTIVE OFFICER'S REPORTS

3.1 2015 Annual Data Comparison Anomaly Report

Jenae Holtz presented the 2015 Annual Data Comparison Anomaly Reports for the Desert/Mountain SELPA and Desert/Mountain Charter SELPA. Jenae stated the most significant anomalies SELPA-wide were the increases and decreases in the Average Daily Attendance (ADA) in grades 3, 5, and 7. In the SELPA, Hesperia USD and Needles USD experienced growth while Bear Valley USD experienced a decline in enrollment. In the Desert/Mountain Charter SELPA, Taylion High Desert Academy had an anomaly due to the opening of another site. Jenae concluded the other anomalies were primarily due to the transition of children from grade to grade.

3.2 Data Information Non-Compliance

Jenae Holtz presented the 2014/15 Data Information Non-Compliance (DINC) reports.

Colette Garland reported that this is the first year districts were required to submit hard copies of signed Individualized Education Plans (IEPs) to the California Department of Education (CDE) for the DINC reports. Colette stated the CDE is closely monitoring overdue annuals and triennials.

Jenae concluded the SELPA will continue to monitor the non-compliance data and keep directors informed.

3.3 Complex Trauma

Jenae Holtz reported that recently a class action lawsuit was filed against Compton USD alleging that the school system failed to properly educate students who have

suffered from repeated violence and other trauma (otherwise known as Complex Trauma). Jenae stated the litigation of this lawsuit could result in “Complex Trauma” qualifying as the 14th disability category under the Americans with Disabilities Act (ADA). She further stated this is being discussed statewide; however the State SELPA Administrators do not see it as an appropriate disability category. Jenae stated with the existing Department of Behavioral Health (DBH) contracts in place with the D/M Children’s Center (DMCC), D/M SELPA (except the members in San Diego) & Charter SELPA members have access to mental health services for students in general education without needing to have this additional disability category. She noted that additional information from the National Child Traumatic Stress Network (NCTSN) on Facts for Educators and a Cabinet Report were included in the packet for directors to review. Jenae concluded updates will follow when additional information is available on this topic.

3.4 Senate Bill (SB) 277 (Pan) Vaccination

Jenae Holtz reported that on June 30, 2015, the Governor signed Senate Bill (SB) 277 (Pan). The law goes into effect July 1, 2016. Jenae explained that SB 277 eliminates the personal belief exemption from the requirement that children receive vaccines for certain infectious diseases. Jenae stated although the bill exempts students with disabilities, there is concern that in the event of a breakout of a virus; these students could potentially be singled out as the source of the outbreak.

Discussion followed.

Katie Wright, High Tech High, inquired as to whether an influx of requests for assessments could possibly being tied to parents wanting to avoid the requirement to be vaccinated.

Denise Edge stated as a rule districts should always follow through with any requests to assess.

Matt Fedders, Hesperia USD, inquired as to whether children receiving special education services should be exempt from the T-DAP law.

Joni James, Barstow USD, stated the law is different for the T-DAP.

Jenae stated directors may email her with any additional questions about the SB 277. She concluded the SELPA will follow up and bring back any additional information found on this issue.

3.5 New Speech-Language Pathology (SLP) Services Credential Criteria

Jenae Holtz reported that on June 29, 2015, the Commission on Teacher Credentialing (CTC) adopted the new criteria for the reissuance of a Variable Term Waiver (VTW) for Speech-Language Pathology (SLP) Services Credential. Jenae concluded districts have the ability to give two additional waivers if the individual meets specific criteria.

3.6 People-First Language

Jenae Holtz reported that the State SELPA Administrators are collectively promoting a movement for using People-First Language. She stated CAHELP is taking a resolution to the governance council for adoption. Jenae explained the intention of the People-First Language as a reframing of how individuals are addressed; by referencing the individual (child and/or adult) with dignity and respect, and identifying the individual first rather than the disability an individual may have.

3.7 Desert/Mountain Operations Deaf/Hard of Hearing (DHH) Services

Jenae Holtz announced that moving forward, there will be a standing Steering Committee Agenda Item for the Desert/Mountain Operations (D/M OPS) Area Director's updates.

Rich Frederick, D/M Operations (D/M OPS), reported that he has been working with D/M OPS and D/M SELPA staff on the services for students with Deaf and Hard of Hearing (DHH) as a disability. Rich presented a DHH program description and list of DHH Itinerant Teacher responsibilities. He stated D/M OPS added another DHH itinerant teacher (Dawn Nishanian) last May who brings a wealth of knowledge, skills, and abilities to the region. Rich then shared about DHH Itinerant Program guidelines for student entrance, transition, and exit criteria. He encouraged directors to share the information with their school psychologists. Rich also stated he is actively recruiting for another DHH teacher.

Rhonda Evans commented that she is excited to have another DHH teacher in the D/M region. Rhonda noted that DHH and Audiological are two different services.

Jennifer Johnson, Adelanto SD, inquired about previous information (shared at a Steering Committee) regarding districts being required to have a DHH teacher if a student has DHH as their primary disability.

Rhonda stated in the past there was some confusion with a credentialing issue that required a DHH teacher. Rhonda noted that in a conversation with the state department, it was conveyed that having students with hearing loss tied to a DHH teacher would be the best practice; however it is not tied to law.

Denise stated if a student is in a special education class for more than 50% of the day, then a DHH teacher is required.

Matt Fedders stated that having been through a credentialing audit and hearing conflicting information on these requirements, it would be helpful to have something in writing for districts to follow.

Following a brief discussion, Jenae stated the SELPA may have some information to bring back along with guidelines for directors.

Rich reminded the committee to include a current (not more than a year old) audiogram when submitting referrals for services to D/M OPS.

4.0 DIRECTOR'S REPORTS

4.1 DMCC Client Services Reports

Linda Llamas stated after reviewing their D/M Children's Center (DMCC) Client Reports directors may contact her office should they have any questions, or find any need for corrections. Linda then stated the DMCC has been busy continuing to provide youth mental health first-aid trainings. She concluded 179 individuals have been trained and certified since July 1, 2015 and the DMCC is continuing to schedule trainings.

5.0 PROGRAM MANAGERS' REPORTS

5.1 2014/15 Professional Learning Summary

Corinne Foley presented the 2014/2015 Professional Learning year-end summary for the D/M SELPA and D/M Charter SELPA. She reported that including the participants for onsite trainings, over 5000 participants were trained during the 2014/15 year. Corinne then stated that with the number of request for onsite trainings continuing to increase, the SELPA found it necessary to request that districts register participants for onsite trainings in the Online Management System (OMS). She explained that by registering in OMS, the SELPA will be able to maintain more accurate records of participants trained. Corinne also stated that advanced registration will also assist the SELPA to adequately prepare for trainings and individuals may be more likely to show for trainings if registered.

5.2 Professional Learning Updates

Corinne Foley presented information on the following professional learning updates:

New On-site Request Form Link - Corinne presented the revised On-site Request form which was changed to a Google Doc format to simplify the process for submitting requests for onsite trainings. Districts can access the form online at dmselpa.org/onsite.

Introduction to Restorative Practices - Kami Murphy announced the upcoming Introduction to Restorative Practices training. September 8, 2015 is part one of this two-part training series. The cost for the training is \$25 with a maximum of 40 participants. Kami stated this training fits in the PBIS model.

Woodcock Johnson IV Training - Corinne announced the upcoming Woodcock Johnson IV trainings. She stated individuals can register online to attend any of the four half-day trainings at no cost. Corinne noted the September 30, 2015 trainings will be held at the Victor Elementary School District office and the October 30, 2015 trainings will be held at the Desert/Mountain Educational Service Center. Corinne

reminded the committee that participants will need to bring their own kit for the training.

Following a brief discussion on the Woodcock Jonson IV kits, Glenn Low recommended using a current version.

I-MTSS Symposium – Save-the-Date - Corinne Foley announced that this year's Interconnected Multi-Tiered Systems of Support (I-MTSS) Symposium will be held on Feb 25, 2016 at the Etiwanda Gardens facility in Rancho Cucamonga. Corinne noted that this year the I-MTSS will be a one-day symposium.

Jennifer Johnson commented that Adelanto SD has a new site (school will not open until 2016) that could possibly be used for trainings.

5.3 Assessment Update

Corinne Foley reported that the California Department of Education (CDE) is extending an invitation to K-12 teachers to participate in the Formative Assessment Insights professional learning course. The course is designed to increase the understanding of the classroom formative assessment. Corinne stated the online application for this course will remain open through August 31, 2015. She noted individuals can get course credit for this no-cost six month training series.

Cameron Smart, Silver Valley USD, reported that the CDE may extend the deadline to allow more teachers an opportunity to register.

Corinne then provided a summary of the Regional Assessment Network (RAN) July 23, 2015 meeting. Corinne made note of the update on the California High School Exit Examination (CAHSEE) and the Senate Bill (SB) 172 which would suspend the administration of the CAHSEE from 2014 through 2019. She also highlighted upcoming training opportunities for CAASPP expected to be available later in the fall. Corinne also made note of the name change for the successor to the California Alternate Performance Assessment (CAPA); now known as the California Alternate Assessment (CAA). She stated the CAA Field Test window was open April 15 – June 10, 2015 and the test design is changing for 2016-17 to include two levels. Corinne then stated the test design for the CAA was scheduled to be provided to the State Board of Education (SBE) this month and the SBE is scheduled to adopt the achievement level descriptors and the number of achievement levels at its March 2016 meeting with a fixed window for the administration of the operational test April 11 – June 20, 2016. Corinne noted that based on California's one-year waiver request to not use the Smarter Balanced Assessment (SBA) results for the 2015 Adequate Yearly Progress (AYP) and Program Improvement (PI), the criteria will be as follows: a school that meets the participation rate and its additional indicator(s) will make AYP for 2015, elementary and middle schools that made AYP in 2013 & 2015 will exit PI, and high schools that made AYP in 2014 & 2015 will exit PI. Additionally the 2015 participation criteria for the CAHSEE will be 95 percent participate rate on the grade eleven SBA.

5.4 Due Process Activity Summary

Denise Edge presented a 2014/15 Due Process year-end summary. She reported there were 30 due process filings for the D/M SELPA and none for the D/M Charter SELPA in 2014/15. Denise stated three of the cases in the D/M SELPA carried over into the 2015/16 year. The 2014/15 year closed with \$297,277 in legal expenses which includes expenses for assisting district with keeping some cases out of due process. Denise then provided a summary of the Office of Administrative Hearings (OAH) quarterly reports for the 2014/15 year. Denise stated 85% of the 3894 new cases filed in 2014/15 were filed with legal representation. The majority of filings were for issues related to placement (2277) and for related services issues (2658). Denise concluded the number of filings have increased significantly each year going back to 2005/06.

5.5 Special Education Self Review (SESR)

Denise Edge reported that Dr. Robert Morgan retired from the CDE and Donna DeMartini is his replacement. Denise then stated the CDE is reorganizing their Focused Monitoring Technical Assistant (FMTA) Unit. Alberto Orellana is hoping to attend the September Steering Committee Meeting. However with the FMTA Unit being reorganized the SELPA may be assigned to a different FMTA. Denise then stated the CDE is honing in on the DINCs as they review the State Plan Indicators (SPI). She noted currently four member districts are required to submit information to the CDE by September 11th and based on the data, Verification Reviews will continue. Denise further stated that in September the CDE should release a list of districts that were selected for the next Verification Review. She noted the Special Education Self Review (SESR) is now called the Performance Indicator Review (PIR) and based on the SPIs districts will be selected to participate in the PIR. The PIR process should be similar to when a district is found to be significantly disproportionate.

Jennifer Johnson inquired about the SELPA continuing to provide alternate dispute resolution (ADR) support.

Denise responded that the SELPA will continue providing support and Matt Badawi is currently being trained in ADR. Denise noted that ADR is an option should a district receive a CDE compliance complaint. She then stated the Region 10 Committee is meeting today to develop a universal ADR training with different levels for all districts in Region 10.

5.6 Nonpublic Agency (NPA) & Nonpublic School (NPS) Master Contracts

Denise Edge presented a sample of the Nonpublic, Nonsectarian School/Agency Services (NPS /NPA) 2015/16 Master Contract. Denise stated CAHELP negotiates with vendors and facilitates a master contract for all member districts. She shared

some advantages with master contracts; vendors are certified by the CDE, the rates are typically lower, and districts are not required to have their local governing board approve each individual vendor contract. If the IEP team determines that a student needs NPS or NPA services, the SELPA generates an Individual Services Agreement (ISA) which is signed by the CALHELP CEO and the NPS/NPA agency.

5.7 SELPA Policy & Procedures

Denise Edge presented the following revisions to SELPA Policy and Procedures for review and discussion:

Chapter 5: Supports and Services - This chapter was revised to include the SELPA Referral Procedures as Appendix H.

Chapter 16: Stated and District Assessment Programs -Section A was revised to update the policy language on the CAHSEE. Section E was revised to update language on accommodations for the California Assessment of Student Performance and Progress (CAASPP). Appendix B – CAHSEE Exemption Frequently Asked Questions (FAQ) was added.

Cameron Smart commented that the Governor did sign off to suspend the 2015 CAHSEE.

Chapter 25: Guidelines for Independent Educational Evaluation (IEE) -Section C was revised to update the proposed guidelines for costs (based on rate information in the tri-SELPA area) and the qualifications by type of assessment. Denise noted that a parent can request an assessor out of the geographic area if the requestor can show an extraordinary reason for using an assessor outside the area. Denise reminded directors to include the agreement to attend IEP meeting(s) as applicable; she also stated districts should specify the timeline for submitting a copy of the report to the district prior to IEP meeting. She also noted that the IEP team is only required to consider the results of the IEE. Denise further stated annually districts are eligible to be reimbursed up to \$10,000 for IEEs. She concluded the appendices are designed so that districts can send a copy to parents when a request is made for an IEE.

5.8 SELPA Forms

Denise Edge presented the following SELPA forms for review and adoption:

D/M 77: Notice of Procedural Safeguards –This form was revised to include language on local mediation and alternative dispute resolution.

Dale Folkens, AVUSD, commented that the telephone number needed to be corrected on the D/M 77. He noted that a complaint was filed against the district referencing the telephone number being incorrect.

Denise stated if approved as presented the telephone number will also be corrected.

D/M 68D: Supplementary Aids and Supports – This form was revised to add a section for documenting the consideration of a student’s need for assistive technology (AT) devices and services.

Sheila Parisian commented that there has been a significant increase in the number of referrals for AT assessments. Last year over 90 AT referrals were received by the SELPA and about 12 over the summer. Sheila explained that the SELPA is hoping to assist districts increase capacity internally to determine whether a student’s needs can be met using existing tools and strategies before referring for an AT assessment. Sheila explained the checkboxes that were added to 68D. Sheila then presented the Assistive Technology Considerations flowchart.

D/M 170: The Student Environment Tasks & Tools (SETT) Framework -Sheila stated the D/M 170 is a collaborative planning and decision-making tool to use for determining if a student’s needs and goals can be met with existing tools, interventions, strategies prior to submitting a referral to pay for an AT evaluation. Sheila also stated that in September the SELPA is offering training on the AT SETT Framework. Sheila stated a group of members from the IEP team can develop the SETT to bring to the IEP team meeting for consideration. Sheila stated the purpose of creating these new forms and procedures is to reduce the cost for districts. Sheila concluded the SELPA will continue to accept AT referrals and will continue to be available to provide AT support for districts.

Denise added that the AT supports, devices, and training can be listed on the IEP for the student and the personnel.

D/M 137: Behavioral Intervention Plan (BIP) - Some sections of the D/M 137 were reformatted to add additional space for users to document the details of the goals. No substantive changes were made to this form. Danielle Cote reviewed Section 13: Behavior Goals (Required & Optional Goals). She explained the only changes made were to add boxes to input multiple required goals as well as optional goals.

Denise noted if a student has a BIP, it should be documented on the IEP and attached to the IEP.

Discussion followed on whether the goals data in the BIP could be programmed to populate from the BIP to the IEP form.

Jennifer Johnson stated her concern is that the goals on the BIP are not being put in the IEP.

Colette stated the only way the data from the BIP could automatically populate to the 68F would be if all of the information was exactly the same and in the same format.

Denise noted that even if it were possible to program for populating the goals from the BIP to 68F the IEP team would still need to add the Present Level of Performance for the goals.

Jenae stated staff will take this concern back to Program Team for more discussion on programming options.

Special Circumstance Instructional Assistance (SCIA) - Jennifer Johnson inquired whether guidelines or a rubric could be developed for the IEP team to annually address the SCIA for having the discussion on whether a child continues to need a 1:1 aide, as opposed to having it the service remain in place until the triennial or next psychological assessment is done.

Denise stated if the service is going to be removed an assessment is necessary. She concluded the SELPA will do some research for guidelines to assist annual discussion.

Rich commented that there is the one-page observation form in the SCIA for continued services.

5.9 Occupational Therapy & Physical Therapy Caseloads

Denise Edge presented the Occupational Therapy (OT) and Physical Therapy (PT) Caseloads. She reported the SELPA added a new OT and new COTAs and redistributed some of the sites among the OTs and COTAS. Currently there are 777 students on the SELPA OT caseload and 116 students on the SELPA PT caseload. Denise stated CAHELP also has an MOU with Stanford University and will offer training for COTAs who will work with the OTs. Denise noted that the reports reflect the number of students on caseloads but not the number of treatments per student (many students receive services as often as once a week). She concluded the OT/PT monthly reports were distributed to directors by district prior to the meeting.

5.10 Director's Handbook

Denise Edge reported the Directors' Handbook was recently updated. She stated directors may download a copy of the handbook from the SELPA website.

5.11 Referral Manual

Denise Edge reported that the Referral Procedures was recently updated. She noted the Referral Procedures is also an appendix to Chapter 5 of the SELPA Policies and Procedures.

5.12 IEP Binders

Denise Edge reported as promised, each director was given a hardcopy of the updated IEP Manual prior to today's meeting. Denise stated the manual is available on Livebinder, however the SELPA is requesting that directors not copy the manual but plan to send staff to attend an IEP training and participants will receive a copy at that time. She noted that the cost to produce the manual is \$35.

6.0 COORDINATOR'S REPORTS

6.1 Sites Implementing PBIS

Kami Murphy presented a summary of the various stages of implementation of PBIS by year, cohort, district, and school site. Kami stated the CDE has not released the suspension/expulsion data from last year however she hopes to have the data soon. Currently 113 school sites have implemented PBIS. Kami then stated the PBIS team is providing training and/or support for 25 preschools. Kami further stated the response have been very positive from the early childhood educators. Kami concluded programmers are working on the glitch in the PBIS evaluator data tracking system so that in the future additional data will be available for each school site implementing PBIS.

6.2 PBIS Advisory Leadership Committee

Kami Murphy announced the upcoming Positive Behavioral Interventions and Supports (PBIS) Advisory Leadership Committee Meeting. She stated the PBIS Advisory Leadership Committee replaced SWAC. Kami stated the first meeting is scheduled to follow the September 18th Steering Committee Meeting. Kami noted lunch will be served. There is no cost to attend however registration is requested online to ensure lunch and materials are available for all participants.

7.0 INFORMATION ITEMS

7.1 Monthly Occupational and Physical Therapy Services Reports

7.2 2015/16 Audiological Services Calendar

Rhonda Evans highlighted the 2015/16 Audiological Services Calendar. She stated the calendar was sent to district SLPs, DHH teachers, and County School principals. Rhonda stated it is important to complete the required referral paperwork in its entirety and submit it prior to the evaluation date. Rhonda noted for charter schools/districts (except Aveson Charter & Odyssey Charter) may contact the nearest LEA to schedule a time to bring their students for assessments.

7.3 Monthly Nonpublic School/Agency Expenditure Report

7.4 Monthly Nonpublic School/Agency Placement Report

7.5 2014/2015 Annual Non-Public School ADA

7.6 Monthly Low Incidence Equipment Reimbursement Requests Report

7.7 Professional Learning Opportunities

8.0 OTHER

Jenae stated the CAHELP website is under construction. She stated she is hopeful to be able to present it to the committee in October.

Matt Fedders inquired about the status of getting a new facility.

Jenae stated that over the summer, the old Walmart facility in Victorville sold to an investor. However CAHELP is still looking at ways to possibly lease-to-own it as well as looking at other locations.

9.0 ADJOURNMENT

Having no further business to discuss the meeting was adjourned at 11:32 am.

NEXT MEETING: Friday, September 18, 2015, in the Desert/Mountain Educational Service Center, Aster Room.

Item 3.1

Contracted and Private Duty Nurses in SBCSS Classrooms

Desert/Mountain Operations

NPA/Private Duty Nursing Guidelines

NPA Nurses

1. IEP Team/School Nurse Documents Medical Need
2. Nursing Services (435 or 436) Documented in Service Grid of IEP
3. LVN Contracted through NPA Agency by DM SELPA
Clearance/Background Check completed by NPA
NPA Provides Cleared Substitutes
Student Attendance tied to Nurse Attendance
4. School Nurse Prepares Specialized Healthcare Plan/Reviews with Classroom Staff and Principal
SHCP must delineate role/duties of LVN
Discuss Ethics/Professionalism/HIPPAA
5. All concerns regarding nursing services communicated with NPA

Private Duty Nurses

1. IEP Team/School Nurse Documents Medical Needs
2. IEP Team determines need for Private Duty Nurse in classroom
Consider: Need vs. Want
 Financial Impact on the District for NPA Nurse
3. Private Duty Nurse Services documented in Notes of IEP **Not** on Service Grid
4. Private Duty Nurse must have Volunteer Clearance
DM OPS will only accept clearance from DM SELPA NPA Agencies
\$69.00 Fingerprinting Fee Responsibility of Family
No admittance until cleared
Student Attendance not tied to Nurse Attendance
6. School Nurse Prepares Specialized Healthcare Plan/Reviews with Classroom Staff and Principal
SHCP must delineate role/duties of LVN
Discuss Ethics/Professionalism/HIPPAA
Visitor/Volunteer Policy Reviewed

Item 3.2

SBCSS Paraeducators

Providing Bus Aide Services

SBCSS Desert/Mountain Operations
Bus Aide Guidelines

1. IEP Team Discusses and Determines Need
 - Medical vs. Behavioral Needs
 - District must be present to approve service
 - Actual Need vs. Want
2. Need for Bus Aide is documented in the IEP
3. Specialized Healthcare Plan for Medical Needs provided to Bus Aide
 - SBCSS School Nurse Trains SBCSS staff working as Bus Aide
 - Emergency Medication/Equipment made available if necessary
4. Emergency Contact Information Provided to Bus Aide/Driver
5. Plan for SBCSS Bus Aide Absences and Coverage
6. Plan for pick-up/drop-off of SBCSS Bus Aides
7. System for Documentation of Medical/Behavioral Information while in transport
8. Extra-Duty Timesheets for Bus Aides turned in monthly to Area Director
9. Consider Periodic Review of Service (Quarterly, 6 Months, etc.)

Item 4.1
2015/16 Approved
Fee-for-Service Rates

**DESERT/MOUNTAIN SELPA & DESERT/MOUNTAIN CHARTER SELPA
FEE-FOR-SERVICE RATE SCHEDULE**

2015/16 FFS RATES -- Approved by Governance Council April, 2015

SERVICE	2014-15 APPROVED RATES	PERCENTAGE ADJUSTMENT	2015/16 APPROVED ANNUAL RATES	2015116 SEMI-ANNUAL RATES	2015116 MONTHLY RATES (1/12TH)
CODE 330 SAI <50% (RSP COMMUNITY DAY SCHOOL)	8,592	-75%	2,131	1,066	178
CODE 330 & 331 SAI>50%	20,245	9%	21,995	10,998	1,833
CODE 330 & 331 SAI>50% (SUCCESS)	20,245	9%	21,995	10,998	1,833
SPECIAL EDUCATION PRESCHOOL	15,045	-1%	14,825	7,413	1,235
PRESCHOOL RELATED SERVICES	1,560	2%	1,592	796	133
RELATED SERVICES (DOES NOT INCLUDE ITINERANT)	3,813	8%	4,131	2,066	344
COUNTY ITINERANT/SELPA RELATED SERVICES	4,392	18%	5,193	2,597	433
SPECIAL CIRCUMSTANCE INSTR ASSISTANCE (1:1)	48,344	3%	49,929	24,965	4,161

Item 4.2

Senate Bill (SB) 277

Update



AL. MIJARES, Ph.D.
County Superintendent of Schools

200 Kalmus Drive · P.O. Box 9050
Costa Mesa, CA 92628-9050

(714) 966-4220
(714) 434-4945 FAX

SCHOOLS LEGAL SERVICE

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General Counsel

CLAIRE Y. MOREY
LYSA M. SALTZMAN
KELLY R. BARNES
Counsel

NORMA GARCIA
Paralegal

August 19, 2015

OPAD 15-20

To: District Superintendents
Assistant Superintendents of Business
Assistant Superintendents of Human Resources
Assistant Superintendents of Instruction
Directors of Child Welfare and Attendance
SELPA Directors
Special Education Directors
School Nurses

From: Ronald D. Wenkart
General Counsel

Re: Questions and Answers Regarding Senate Bill 277

Since our office sent out a memorandum summarizing the provisions of Senate Bill 277,¹ we have received a number of questions regarding vaccinations and Senate Bill 277. We have set forth many of these questions below in a question and answer format:

1. When does Senate Bill 277 take effect?

On June 30, 2015, Governor Brown signed Senate Bill 277.² Senate Bill 277 amends Health and Safety Code section 120325, 120335, 120370, 120375 and adds Health and Safety Code section 120338, **effective January 1, 2016.**

2. What is the main impact of Senate Bill 277?

The main impact is to amend Health and Safety Code section 120325(c) to limit **exemptions** from immunizations to **medical reasons only.** Exemptions for religious beliefs and personal beliefs are no longer available beginning January 1, 2016.

¹ OPAD 15-17 dated July 2, 2015 (copy attached).

² Stats. 2015, ch. 35.

3. Does Senate Bill 277 change current law with respect to medical exemptions from immunization?

Yes. Health and Safety Code section 120370(a), as amended effective January 1, 2016, provides additional flexibility to a physician to exempt a student from immunization under circumstances including, but not limited to, family medical history. Section 120370(a) authorizes a parent or guardian to file with the governing authority a written statement by a licensed physician to the effect that the physical condition of the child is such, or medical circumstances relating to the child are such, that immunization is not considered safe, indicating the specific nature and probable duration of the medical condition or circumstances, including, but not limited to, family medical history, for which this physician does not recommend immunization. The child shall be exempt to the extent indicated by the physician's statement.

4. Is there a form for a medical exemption or is a letter from a doctor sufficient?

No. At this time, there is no medical exemption form. In the future, the State of California may develop a medical exemption form. Until that time, a letter from a doctor which contains all the required information should be sufficient.

5. Do school districts have to verify the legitimacy of a medical exemption?

No. It is not the role of the school district to determine the legitimacy of the medical exemption. The school district should accept the physician's medical exemption statement unless it does not, on its face, meet legal requirements.

6. Is there an exemption in Senate Bill 277 based on religious beliefs?

No. Senate Bill 277 does not include an exemption based on religious beliefs. However, a personal beliefs exemption on file with the school prior to January 1, 2016 will be honored until the pupil enrolls in the next grade span. See questions 7 and 8 below for additional information.³

7. May students submit a personal belief exemption prior to January 1, 2016?

Yes. Students may file a personal belief exemption prior to January 1, 2016. Health and Safety Code section 120335(g), as amended, states that a pupil

³ Shots for Schools - Personal Beliefs Exemption Form <http://eziz.org/assets/docs/CDPH-8262.pdf>.

who, prior to January 1, 2016, submitted a letter or affidavit on file at a private or public elementary or secondary school, child day care center, day nursery, nursery school, family day care home, or development center stating beliefs opposed to immunization shall be allowed enrollment to any private or public elementary or secondary school, child day care center, day nursery, nursery school, family day care home, or development center within the state until the pupil enrolls in the next grade span. Therefore, a student with a personal belief exemption filed before January 1, 2016 can remain enrolled in school until the student begins the next grade span.

8. How does Senate Bill 277 define “grade span”?

Health and Safety Code section 120335(g)(2) defines “grade span” as birth to preschool, kindergarten and grades 1 to 6, inclusive, including transitional kindergarten, and grades 7 through 12 inclusive. Therefore, when a student moves from preschool to kindergarten or from 6th grade to 7th grade, the student will be required to be immunized. For example, a 2nd grade student with a personal beliefs exemption filed with the school before January 1, 2016, would not need to provide documentation of current immunizations until matriculating to 7th grade. Similarly, a student in 7th grade with a personal belief exemption filed with the school before January 1, 2016, would be exempt from the new vaccination requirements through 12th grade. Parents should consult with their physician on how compliance with the immunization requirements will be achieved prior to the child entering the next grade span. The medical exemption may apply if there is a delayed immunization schedule or a modified immunization schedule.

9. What vaccinations are required on or after July 1, 2016?

Health and Safety Code section 120335(g)(3) states that on or after July 1, 2016, the governing authority shall not unconditionally admit to any private or public elementary or secondary school, child day care center, day nursery, nursery school, family day care home, or development center for the first time, or admit or advance any pupil to 7th grade level, unless the pupil has been immunized for his or her age as required by this section. These vaccinations include:

1. Diphtheria.
2. Haemophilus influenza type b.
3. Measles.
4. Mumps.

5. Pertussis (whooping cough).
6. Poliomyelitis.
7. Rubella.
8. Tetanus.
9. Hepatitis B.⁴
10. Varicella (chickenpox).
11. Any other disease deemed appropriate by the department, taking into consideration the recommendations of the Advisory Committee on Immunization Practices of the United States Department of Health and Human Services, the American Academy of Pediatrics, and the American Academy of Family Physicians.

10. Does Senate Bill 277 allow the local health officer to exclude students from school?

Yes. Health and Safety Code section 120370(b) states that if there is good cause to believe that a child has been exposed to a disease listed in Health and Safety Code section 120335(b)⁵ and his or her documentary proof of immunization status does not show proof of immunization against that disease, that child may be temporarily excluded from that school or institution until the local health officer is satisfied the child is no longer at risk of developing or transmitting the disease.

⁴ Pursuant to Health and Safety Code section 120335(c) full immunization against Hepatitis B shall not be a condition to admit or advance any pupil to 7th grade.

⁵ These diseases include: 1) Diphtheria; 2) Haemophilus influenza type b; 3) Measles; 4) Mumps; 5) Pertussis (whooping cough); 6) Poliomyelitis; 7) Rubella; 8) Tetanus; 9) Hepatitis B; 10) Varicella (chickenpox); and 11) any other disease deemed appropriate by the department, taking into consideration the recommendations of the Advisory Committee on Immunization Practices of the United State Department of Health and Human Services, the American Academy of Pediatrics, and the American Academy of Family Physicians.

11. Does Senate Bill 277 apply to private schools and independent study programs?

Maybe. Senate Bill 277 does not apply to pupils in a home-based private school or a pupil who is enrolled in an independent study program and does not receive classroom-based instruction. Health and Safety Code section 120335(f) is amended to clarify that the immunization requirement does not apply to a pupil in a home-based private school or a pupil who is enrolled in an independent study program and does not receive classroom-based instruction.⁶

Classroom based instruction is generally defined as a pupil engaged in educational activities under the immediate supervision and control of a certificated employee who possesses a valid teaching certification.⁷ Therefore, in our opinion, if the student comes to school to meet with the teacher, the student is no longer exempt from the immunization requirements and must be immunized.

It should be noted that under Education Code sections 51745-51749.6, which regulate independent study programs operated by county offices of education and school districts, the written agreement for each independent study pupil must include the manner, time, frequency and place for submitting a pupil's assignments and recording his or progress. Section 51747.5 states that the independent study by each pupil shall be coordinated, evaluated and shall be under the general supervision of an employee of the school district or county office of education who possess a valid certification document. Section 51749.5 states that the signed learning agreement shall include the duration, number of equivalent daily instructional minutes for each schoolday that a pupil is enrolled, number of equivalent total instructional minutes and number of course credits for each course. Certificated employees and each pupil are required to communicate in person, by telephone or by any other live visual or audio connection no less than twice per calendar month to assess whether each pupil is making satisfactory educational progress.

The California Department of Public Health has indicated that parents/guardians must continue to provide immunization records of students in a home based private school or independent study program with no classroom based instruction to their schools and schools must continue to maintain and report immunizations that have been received.⁸

⁶ See Education Code section 51745 et seq.

⁷ See Education Code section 47612.5 which defines "classroom-based instruction" in the context of charter schools.

⁸ Shots for Schools – SB 277 Frequently Asked Questions <http://www.shotsforschool.org/laws/sb277faq/>.

12. Does Senate Bill 277 prohibit special education students from accessing special education and related services?

No. Health and Safety Code section 120335(h) states that Section 120335 does not prohibit a pupil who qualifies for an individualized education program (IEP), pursuant to federal law and Section 56026 of the Education Code, from accessing any special education and related services required by his or her IEP. Our office interprets this provision as meaning that special education students must be enrolled even if they are not vaccinated, but that special education students are still required to be vaccinated and the parents of the special education students need to comply with the provisions of Senate Bill 277. The language of Senate Bill 277 does not specify any penalties or remedies if parents refuse to vaccinate their children. However, school districts may, if necessary, after advising parents in writing of the legal requirements of Senate Bill 277, contact the Orange County Health Care Agency for assistance or seek a court order ordering parents to vaccinate their children.

13. What is the impact of Senate Bill 277 on foster youth and homeless children who do not have immunization documentation?

Foster youth and homeless students who do not have immunization documentation should be enrolled immediately pursuant to federal⁹ and state law.¹⁰ Foster youth and homeless students are not exempt from immunization requirements and the adults responsible for these foster youth and homeless students should be advised to obtain the documentation of vaccination as soon as possible.

14. Does Senate Bill 277 apply to Charter Schools?

Yes. Health and Safety Code Section 120335(b) applies to pupils enrolled in any private or public elementary or secondary school.

15. Should districts update their board policies/administrative regulations or other forms to reflect the change in the vaccination requirements?

Yes. Districts should review their board policies and administrative regulations to ensure compliance with the new vaccination requirements effective January 1, 2016. Districts may also need to update new student enrollment forms and their annual notification of parent rights and responsibilities to reflect the new requirements.

⁹ 42 U.S.C. Section 11301 et seq.

¹⁰ Education Code section 48850 et seq.

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August 19, 2015
Page 7

Districts should review their board policies and administrative regulations to ensure compliance with the new vaccination requirements effective January 1, 2016. Districts may also need to update new student enrollment forms and their annual notification of parent rights and responsibilities to reflect the new requirements.

This memo is intended as general information and does not constitute legal advice. If you have any further questions regarding Assembly Bill 1522, please do not hesitate to contact our office.

RDW: jmr

Attachment



AL MUJARES, Ph.D.
County Superintendent of Schools

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SCHOOLS LEGAL SERVICE

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KELLY R. BARNES
Counsel

NORMA GARCIA
Paralegal

July 2, 2015

OPAD 15-17

To: District Superintendents
Assistant Superintendents of Business
Assistant Superintendents of Human Resources
Assistant Superintendents of Instruction
Directors of Child Welfare and Attendance
SELPA Directors
Special Education Directors
School Nurses

From: Ronald D. Wenkart
General Counsel

Re: Senate Bill 277 – Vaccinations

On June 30, 2015, Governor Brown signed Senate Bill 277.¹ Senate Bill 277 amends Health and Safety Code section 120325, 120335, 120370, 120375 and adds Health and Safety Code section 120338, effective January 1, 2016.

Health and Safety Code section 120325(c) is amended to limit exemptions from immunizations to medical reasons only. Section 120335(f) is amended to clarify that the immunization requirement does not apply to a pupil in a home-based private school or a pupil who is enrolled in an independent study program and does not receive classroom-based instruction.²

Health and Safety Code section 120335(g), as amended, states that a pupil, who prior to January 1, 2016, submitted a letter or affidavit on file at a private or public elementary or secondary school, child day care center, day nursery, nursery school, family day care home, or development center stating beliefs opposed to immunization shall be allowed enrollment to any private or public elementary or secondary school, child day care center, day nursery, nursery

¹ Stats. 2015, ch. 35.

² Many school districts and county offices of education offer independent study programs pursuant to Education Code section 51745, et seq.

school, family day care home, or development center within the state until the pupil enrolls in the next grade span. Section 120335(g)(2) defines “grade span” as birth to preschool, kindergarten and grades 1 to 6, inclusive, including transitional kindergarten, and grades 7 through 12 inclusive. Therefore, when a student moves from preschool to kindergarten or from 6th grade to 7th grade, the student will be required to be immunized.

Health and Safety Code section 120335(g)(3) states that on or after July 1, 2016, the governing authority shall not unconditionally admit to any private or public elementary or secondary school, child day care center, day nursery, nursery school, family day care home, or development center for the first time, or admit or advance any pupil to 7th grade level, unless the pupil has been immunized for his or her age as required by this section. These vaccinations include:

1. Diphtheria.
2. Haemophilus influenza type b.
3. Measles.
4. Mumps.
5. Pertussis (whooping cough).
6. Poliomyelitis.
7. Rubella.
8. Tetanus.
9. Hepatitis B.
10. Varicella (chickenpox).
11. Any other disease deemed appropriate by the department, taking into consideration the recommendations of the Advisory Committee on Immunization Practices of the United State Department of Health and Human Services, the American Academy of Pediatrics, and the American Academy of Family Physicians.

Health and Safety Code section 120335(h) states that Section 120335 does not prohibit a pupil who qualifies for an individualized education program (IEP), pursuant to federal law and Section 56026 of the Education Code, from accessing any special education and related services required by his or her IEP.

Senate Bill 277 repeals Health and Safety Code section 120365 which included an exemption based on personal belief. The repeal of Section 120365 leaves only a medical exemption from immunization.³

Health and Safety Code section 120370(a), as amended effective January 1, 2016, provides additional flexibility to a physician to exempt a student from immunization under circumstances, including, but not limited to, family medical history. Section 120370(a) authorizes a parent or guardian to file with the governing authority a written statement by a licensed physician to the effect that the physical condition of the child is such, or medical circumstances relating to the child are such, that immunization is not considered safe, indicating the specific nature and probable duration of the medical condition or circumstances, including, but not limited to, family medical history, for which this physician does not recommend immunization. The child shall be exempt to the extent indicated by the physician's statement. Section 120370(b) states that if there is good cause to believe that a child has been exposed to a disease listed in Health and Safety Code section 120335(b)⁴ and his or her documentary proof of immunization status does not show proof of immunization against that disease, that child may be temporarily excluded from that school or institution until the local health officer is satisfied the child is no longer at risk of developing or transmitting the disease.

In summary, Senate Bill 277 repeals the personal belief exemption from immunization. Only a medical exemption from immunization still remains.

If you have any further questions regarding this matter, please do not hesitate to contact our office.

RDW:jmr

³ When Senate Bill 277 takes effect January 1, 2016, state law will not include an exemption from immunization based on religious beliefs.

⁴ These diseases include: 1) Diphtheria; 2) Haemophilus influenza type b; 3) Measles; 4) Mumps; 5) Pertussis (whooping cough); 6) Poliomyelitis; 7) Rubella; 8) Tetanus; 9) Hepatitis B; 10) Varicella (chickenpox); and 11) any other disease deemed appropriate by the department, taking into consideration the recommendations of the Advisory Committee on Immunization Practices of the United State Department of Health and Human Services, the American Academy of Pediatrics, and the American Academy of Family Physicians.

Item 4.3

People-First Language

Update

Person First



CALIFORNIA ASSOCIATION of
HEALTH and EDUCATION LINKED PROFESSIONS

WORDS HAVE

IMPACT

CHOOSE WORDS
TO MODEL

ACCEPTANCE & RESPECT,

ESPECIALLY WHEN AN
INDIVIDUAL HAS A DISABILITY
OR SPECIAL NEED.

**Say: A child with
Down Syndrome**

**Not: A Down-
Syndrome child**

**Say: Children with
special needs**

**Not: Special
needs children**

**Say: A child
with autism**

**Not: An
Autistic child**

A DISABILITY OR SPECIAL NEED
IS **ONLY** ONE ASPECT OF AN
INDIVIDUAL. USE TERMINOLOGY
THAT ACKNOWLEDGES THAT
HE OR SHE IS A **PERSON FIRST**.

Item 5.1

DMCC Client Services Reports



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

P 760-552-6700
F 760-946-0819
W www.dmchildrenscenter.org

MEMORANDUM

DATE: September 17, 2015

TO: Special Education Directors

FROM: Linda Llamas, Director *LL*

SUBJECT: Desert/Mountain Children's Center Client Reports

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

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

Also included are reports of four and five-year-old clients that are IEP eligible as well as closed referral reports.

If you should have any questions, please contact me at (760) 955-3606 or by email at linda_llamas@sbcss.k12.ca.us

Item 5.2

SATS & IEPs

Desert/Mountain Children's Center Apple Valley

Policies and Procedures

DRAFT School-Aged Treatment Services for Students (6 to 22 years old) with IEP's

Referrals for children referred to the Desert/Mountain Children's Center for School-Aged Treatment Services (SATS) shall be completed as follows:

Pre-referral Procedures - District Responsibility

1. Convene an IEP meeting to document the IEP team's decision to refer the student for mental health evaluation.
2. Complete the Referral for Behavioral Health Services form (DMCC 100A) and obtain the signatures of the person making the referral and the director of special education. Attach copy of the current Individualized Education Program (IEP) documenting the need for the assessment.
3. Mail/Email/Fax Referral to Desert/Mountain Children's Center. District should keep a copy of the referral.

Note: District must make sure the two page referral packet is complete prior to sending to DMCC.

Referral Procedures - DMCC Responsibility

1. Receive and review Referral for Behavioral Health Services (DMCC 100A) for SATS. Ensure signature of the director of special education is noted and that a copy of the Individualized Education Program (IEP) is attached. Once the completed referral is received, it is entered into the DMCC database.

Note: For incomplete referral packets, DMCC will contact the District.

2. Send parent/guardian a letter (letter #1) within seven days of receipt of completed referral requesting parent call DMCC to schedule an intake appointment/assessment (*allow two weeks for parent/guardian response*).
3. If no response by parent/guardian to initial letter (#1), send parent/guardian a follow-up letter (letter #2), again requesting to schedule an intake appointment/assessment (*allow two weeks for parent/guardian response*).
4. If no response by parent/guardian to follow-up letter (#2), send final letter (letter #3) to the parent/guardian requesting to schedule an intake appointment/assessment, and include notice that if the DMCC does not hear from parent/guardian within two weeks, the referral will be closed (*allow two weeks for parent/guardian response*).

5. If no response after three letter requests to schedule the intake appointment/assessment, DMCC will notify the district regarding closure of the referral. Notice to districts will occur by way of:
 - Contacting district special education office (or)
 - E-mailing district director of special education (or)
 - Steering Monthly District Reports

Note: *District will determine the next steps and/or the need to reconvene an IEP team meeting. District will file the information in the appropriate student file.*

6. If parent/guardian responds to the request for an intake assessment, DMCC support staff will schedule the intake appointment/assessment with clinician.
7. Intake clinician will provide parent/guardian with DMCC release forms and assessment plan (D/M 66) for review/signature, and a copy of the special education procedural safeguards (D/M 77) on date of intake appointment.
8. Intake clinician will conduct an assessment to determine educational necessity for school-based mental health services.
9. Clinician, based on the assessment, will determine a 1. diagnosis, 2. determine the student's mental health needs, and 3. develop a treatment plan (CRP) that will assist in determining which Educationally Related Mental Health Service (ERMHS) goals should be included in the student's Individualized Education Program (IEP).

Clinician will complete the Present Levels of Performance and Goal(s) (D/M 68F) for each identified area of educational mental health need(s) on an IEP Addendum (D/M 68M). The clinician will determine the frequency and duration of the ERMHS service based on the number of mental health goals and the frequency and duration required for the student to meet the goal(s) in one year's time. The ERMHS service will be entered on a service line on the IEP Addendum (D/M 68M). The service line will include the service, provider, delivery model, location, frequency and duration of the ERMHS service. The reason for the IEP addendum (D/M 68M) and the outcome of the IEP addendum will be entered on the IEP Addendum (D/M 68M) by the clinician. All of this information will be completed on hard copies of the documents and the documents will be given to the support staff after the meeting (see #10 below).

10. During the addendum meeting, Parent/guardian shall review the Present Levels of Performance and Goals on D/M 68F. The parent/guardian shall review the "Informed Consent" section of the IEP Addendum and provide consent by initialing, where appropriate, the following:
 - Have been given a copy of Special Education Procedural Safeguards/Parent Rights this school year.

- Have received a copy of this Individualized Education Program Addendum/Revision (D/M 68M and D/M 68F).
 - **CONSENT** to making these changes without an IEP team meeting.
 - **(IF APPLICABLE)** It has been explained to me and I understand the reason why a member of the Individualized Education Program (IEP) team is not present.
 - **(IF APPLICABLE) I CONSENT** and excuse the team member referred to above from the IEP team meeting (i.e. General Education teacher).
11. The parent/guardian will be provided a copy of the IEP goals (D/M 68F) and Addendum IEP (D/M 68M). Clinician and parent/guardian sign the IEP Addendum and documents (D/M 68M +D/M 68F) are forwarded to the DMCC support staff. DMCC staff will then enter information into Web IEP. DMCC staff will enter all of this information into Web IEP unless an open IEP document in Web IEP prevents this information from being entered. In this case, DMCC will send the hard copies of the signed addendum and mental health goals to the District for the district to discuss at an IEP meeting or to enter into Web IEP if the IEP document has been closed. DMCC will send a cover letter with the documents explaining that an open IEP prevents the information from being entered as an addendum.
 12. DMCC support staff is responsible for obtaining the DMCC Director's signature (designated LEA representative) on the IEP Addendum (D/M 68M).
 13. DMCC support staff will provide copies of the IEP Addendum and IEP goals to the parent/guardian. The documents will be mailed to the parent.
 14. DMCC support staff will forward a cover letter, signed IEP Addendum (D/M 68M) and IEP goals (D/M 68F) to the designated support person in the district (to the attention of the identified district staff member designated by the special education director) to obtain signatures from the special education and general education teacher, if applicable and to bridge the addendum and goals to the last annual in Management Information System (MIS/WebDA).

Note: *The designated contact person at each district shall be responsible for entering the information into the Management Information System (MIS/WebDA) by way of the IEP Transfer program (Bridge) and/or manual data entry.*

Note: *This process (1-14) can occur during one intake appointment or in more than one appointment as needed.*

Timeline

Upon receipt of the referral packet the DMCC staff will facilitate an intake appointment to obtain consent to assess and conduct the assessment. The assessment must occur within sixty (60) calendar days from the date the assessment plan (D/M 66) is signed by the parent.

Based on an agreement, the following Desert/Mountain SELPA or Desert/Mountain Charter SELPA LEAs authorize the addition of mental health services by an IEP Addendum:

- Academy of Academic Excellence
- Adelanto School District
- Apple Valley Unified School District
- Aveson Charter
- Baker Valley Unified School District
- Barstow Unified School District
- Bear Valley Unified School District
- Desert/Trails Preparatory
- Encore Charter
- Excelsior Education Center
- Helendale School District
- Hesperia Unified School District
- LaVerne Preparatory
- Lucerne Valley Unified School District
- Needles Unified School District
- Odyssey Charter
- Oro Grande School District
- SBCSS – Desert/Mountain Operations Student Services
- Silver Valley Unified School District
- Snowline Joint Unified School District
- Taylion Charter
- Trona Joint Unified School District
- Victor Elementary School District
- Victor Valley Union High School District

IEP Progress Goals

DMCC clinicians are responsible for completing quarterly progress of Educationally Related Mental Health Service (ERMHS) goals onto form D/M 68O for clients on an IEP. The completion dates for progress are set by the DMCC. Clinicians are responsible for entering the progress of ERMHS goals into Web IEP and forwarding a copy to their support person. Copies of the progress of goals shall be provided to the parent/guardian and district by the DMCC support staff. These forms are mailed to the parent and the school district.

Ending Services for a child with an IEP

Clinicians will conduct an assessment for the child receiving mental health services to determine if the child no longer meets criteria for mental health services and if the child has met his IEP mental health goals. The clinician will have a conversation with the parent regarding the completion of mental health services based on the assessment prior to the IEP to discuss the process of ending services. In no way is this conversation a pre-determination but rather a collateral mental health service to discuss progress with a parent. Ending services for a child with an IEP where the services are included in the IEP is an IEP team decision. The clinician will inform his/her support staff that an IEP meeting needs to be requested to end the mental health services in the IEP. The support staff will contact the district to request scheduling an IEP meeting and will inform the clinician of the IEP meeting date and time. The IEP meeting is scheduled by the district to either end mental health services due to meeting IEP goals, or when services are no longer appropriate, or to discuss with the team the need for ongoing/additional assessments or services.

Child Moves:

Within the D/M SELPA: When a child moves within the Desert/Mountain SELPA to a new district, the mental health services will transfer to the assigned clinician at the child's new school site.

Outside of the D/M SELPA: When a child moves out of the Desert/Mountain SELPA and the services continue to be on the IEP, the clinician will inform his/her support staff regarding the move and ask the support staff to contact the district to have an IEP scheduled to exit the child from MIS indicating reason for exiting as "moved" or Code 76.

Child Does Not Meet Educational Necessity:

In the event that a student is evaluated for educationally related mental health services and does not meet educational necessity, DMCC will notify the district by letter and/or email. DMCC will email a request to the District to schedule an IEP to discuss the results of the assessment.

Item 6.1

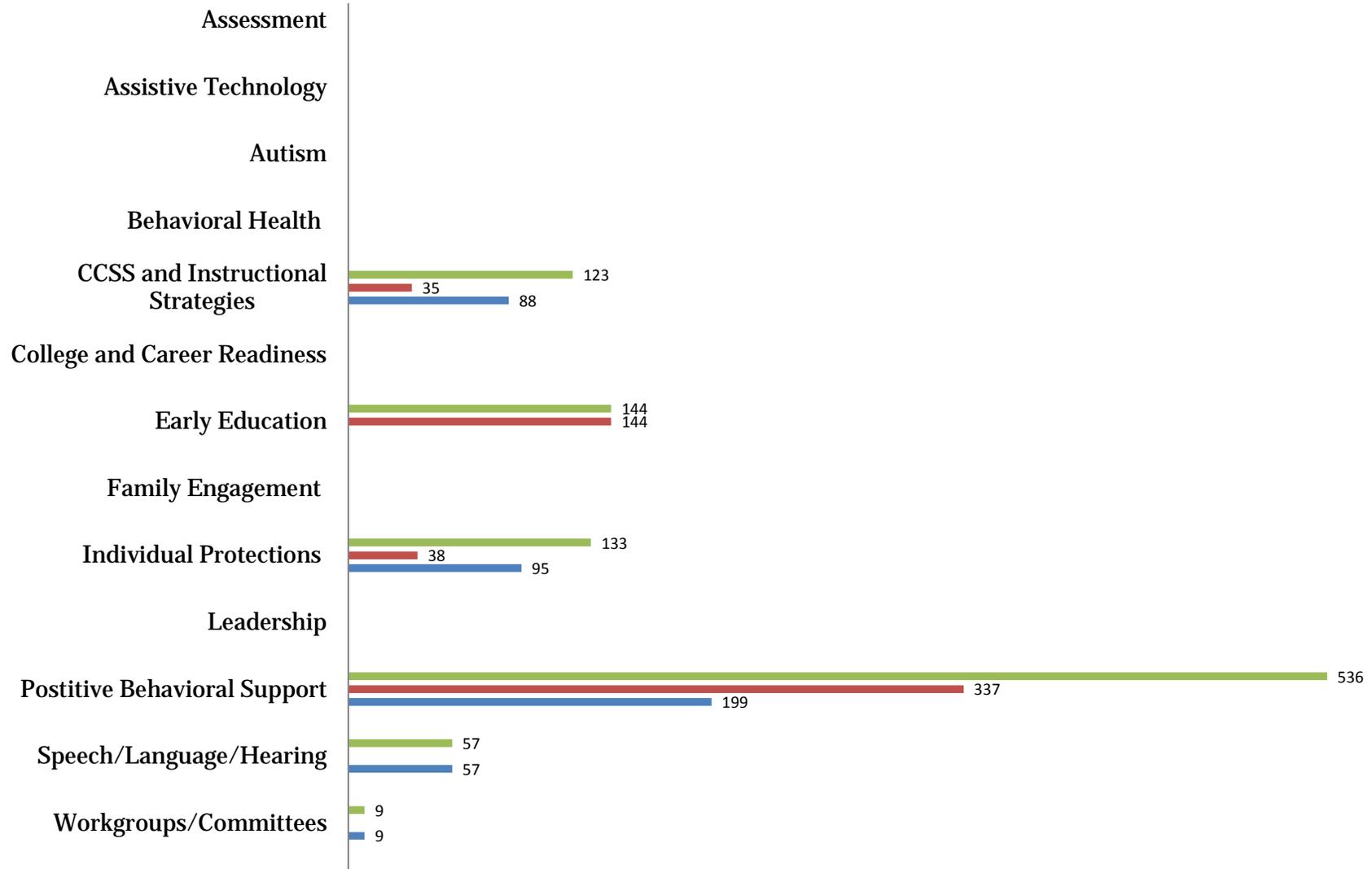
Professional Learning Summary

D/M SELPA PROFESSIONAL LEARNING PARTICIPATION SUMMARY

JULY/AUGUST 2015- 1,002 PARTICIPANTS

1,002 YEAR TO DATE PARTICIPANTS

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

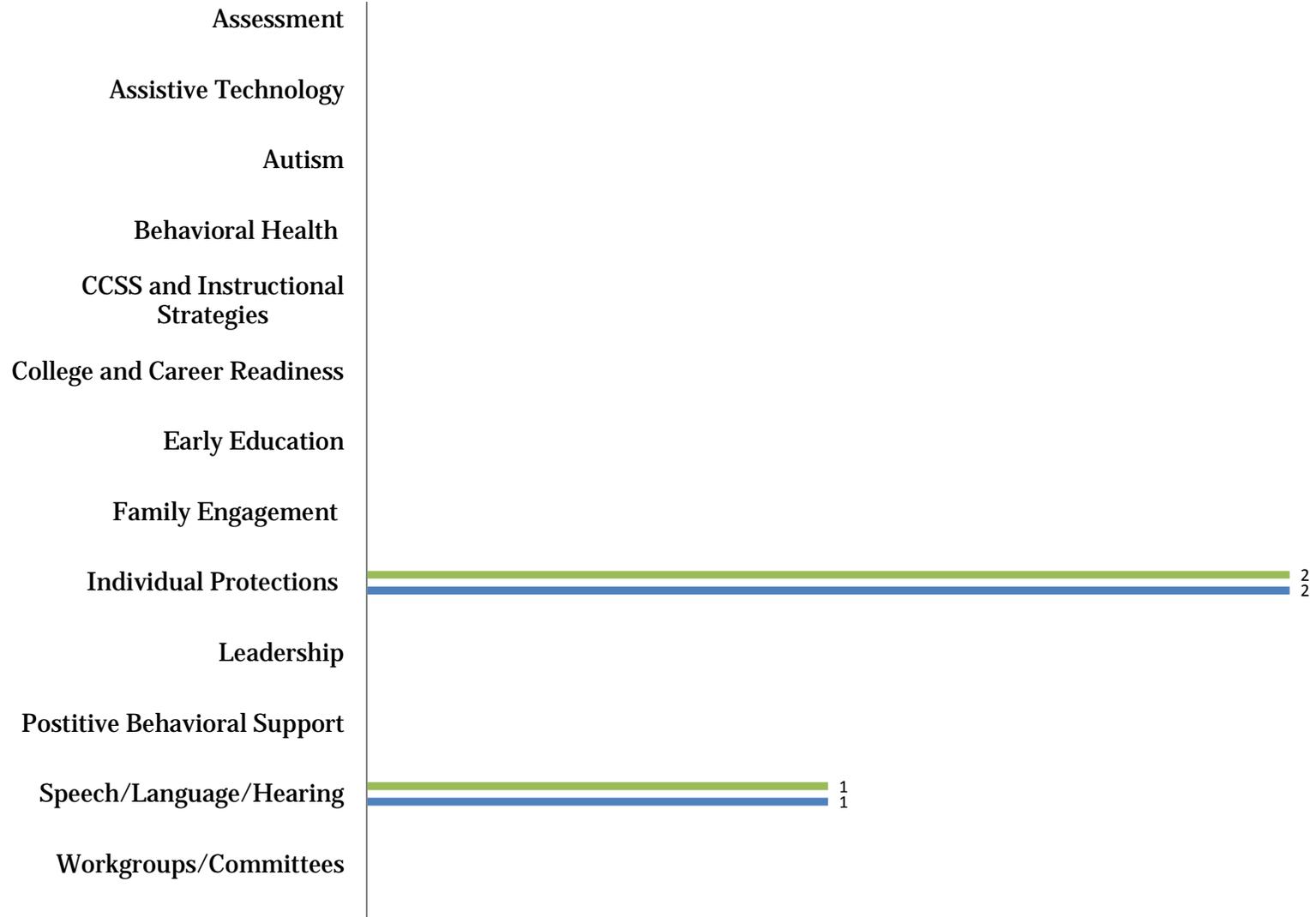


ACADEMY FOR ACADEMIC EXCELLENCE

JULY/AUGUST 2015- 3 PARTICIPANTS

3 YEAR TO DATE PARTICIPANTS

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

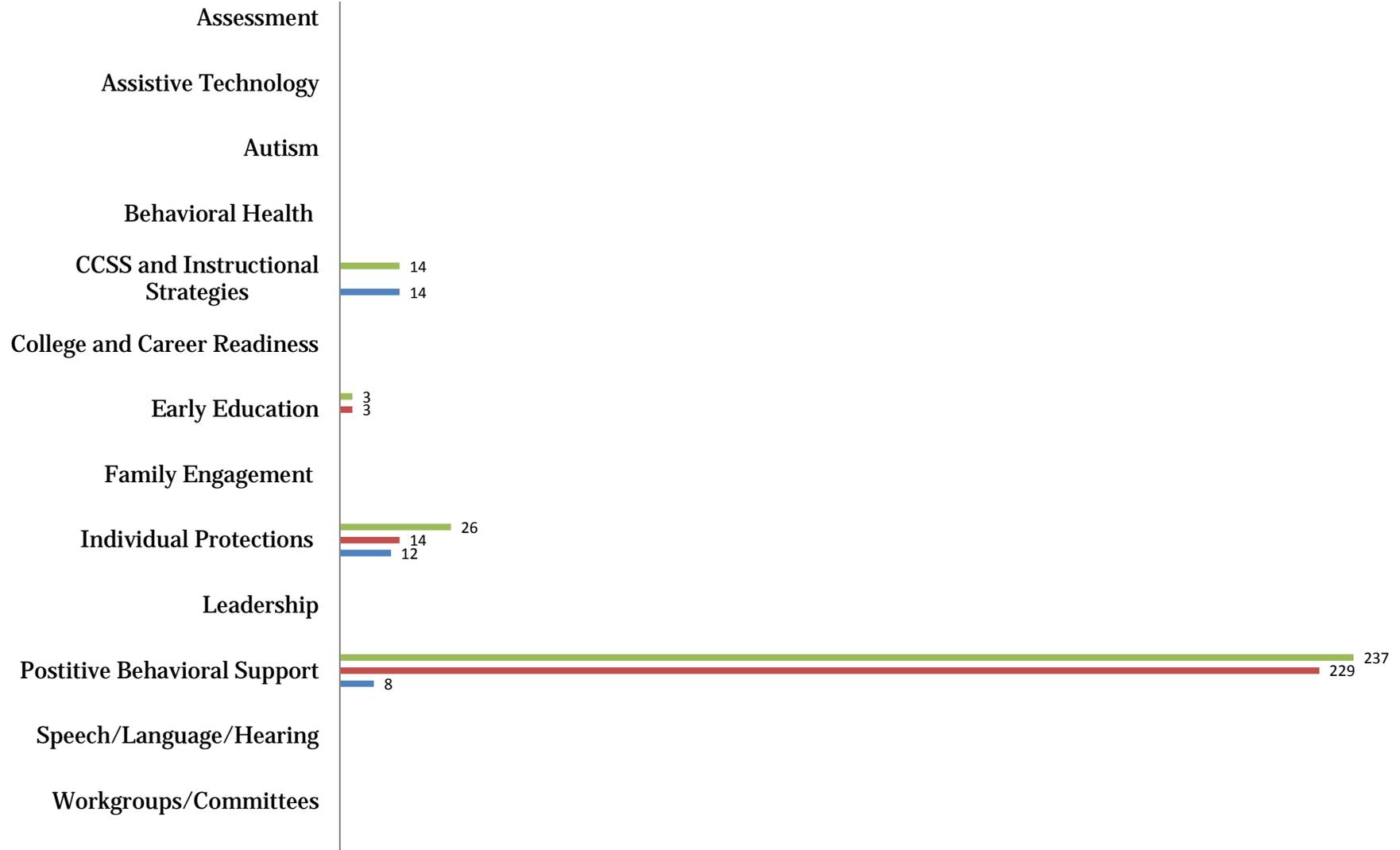


ADELANTO ELEMENTARY SCHOOL DISTRICT

JULY/AUGUST 2015- 280 PARTICIPANTS

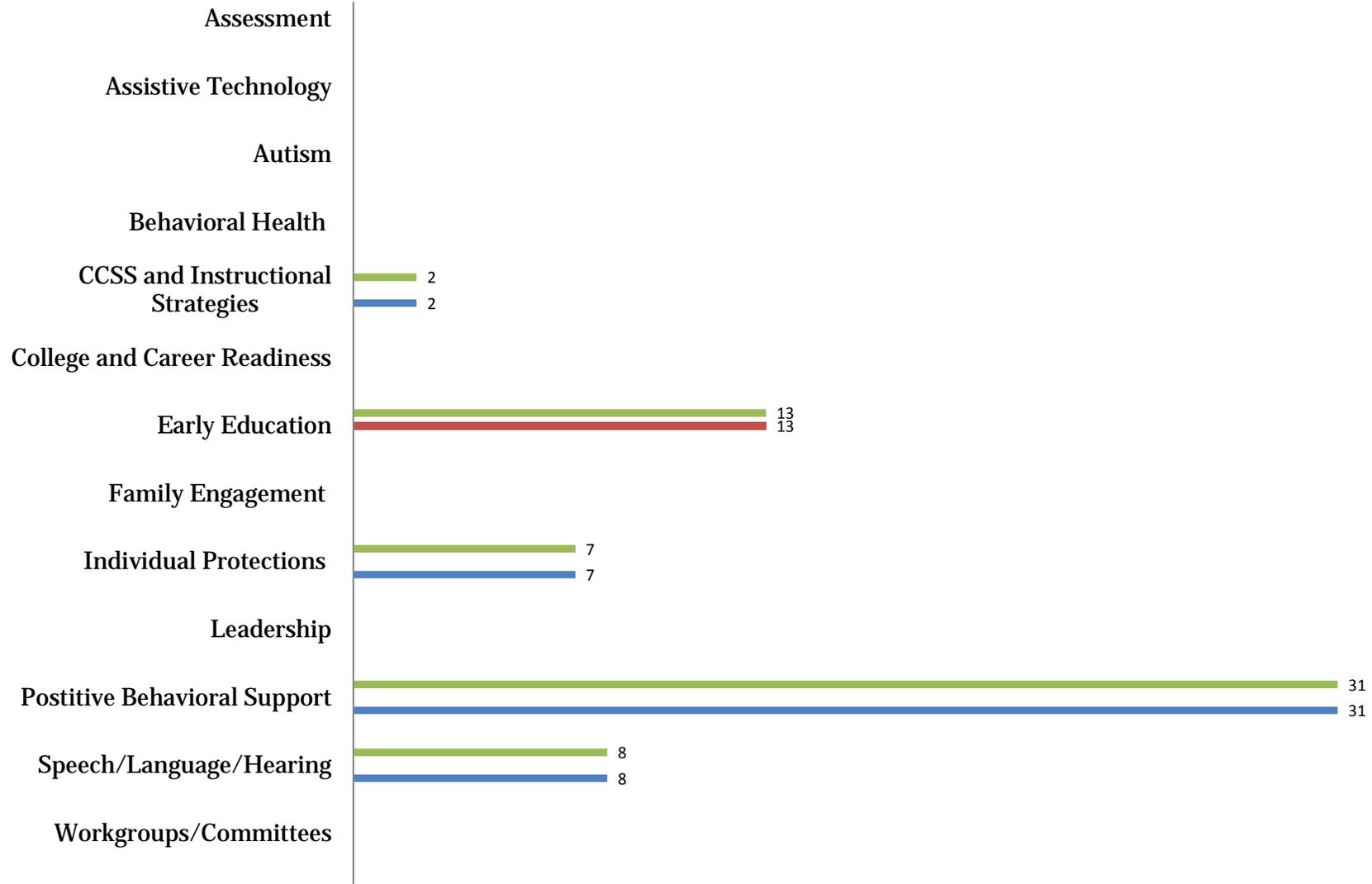
280 YEAR TO DATE PARTICIPANTS

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



APPLE VALLEY UNIFIED SCHOOL DISTRICT
JULY/AUGUST 2015- 61 PARTICIPANTS
61 YEAR TO DATE PARTICIPANTS

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

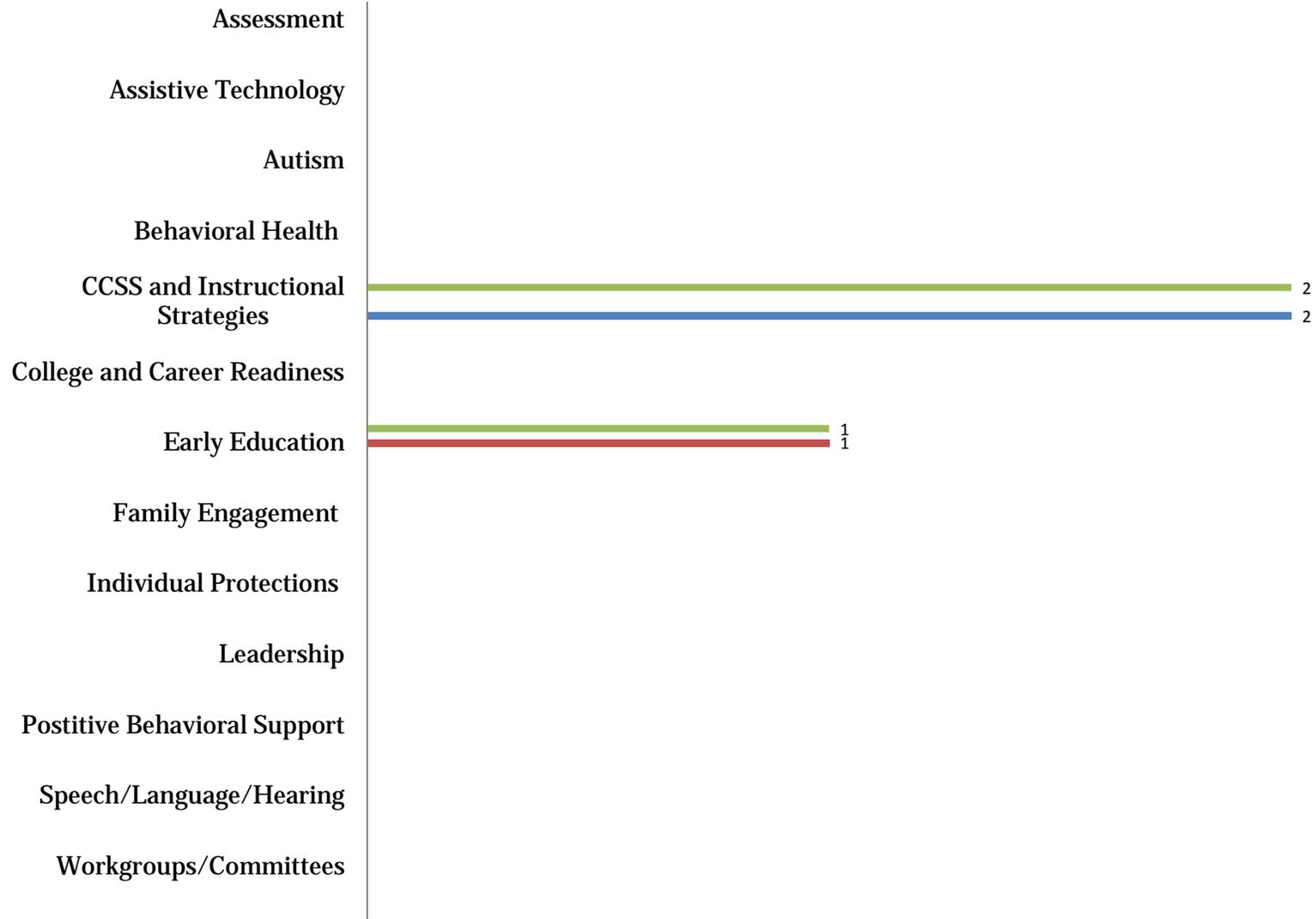


BAKER VALLEY UNIFIED SCHOOL DISTRICT

JULY/AUGUST 2015- 3 PARTICIPANTS

3 YEAR TO DATE PARTICIPANTS

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

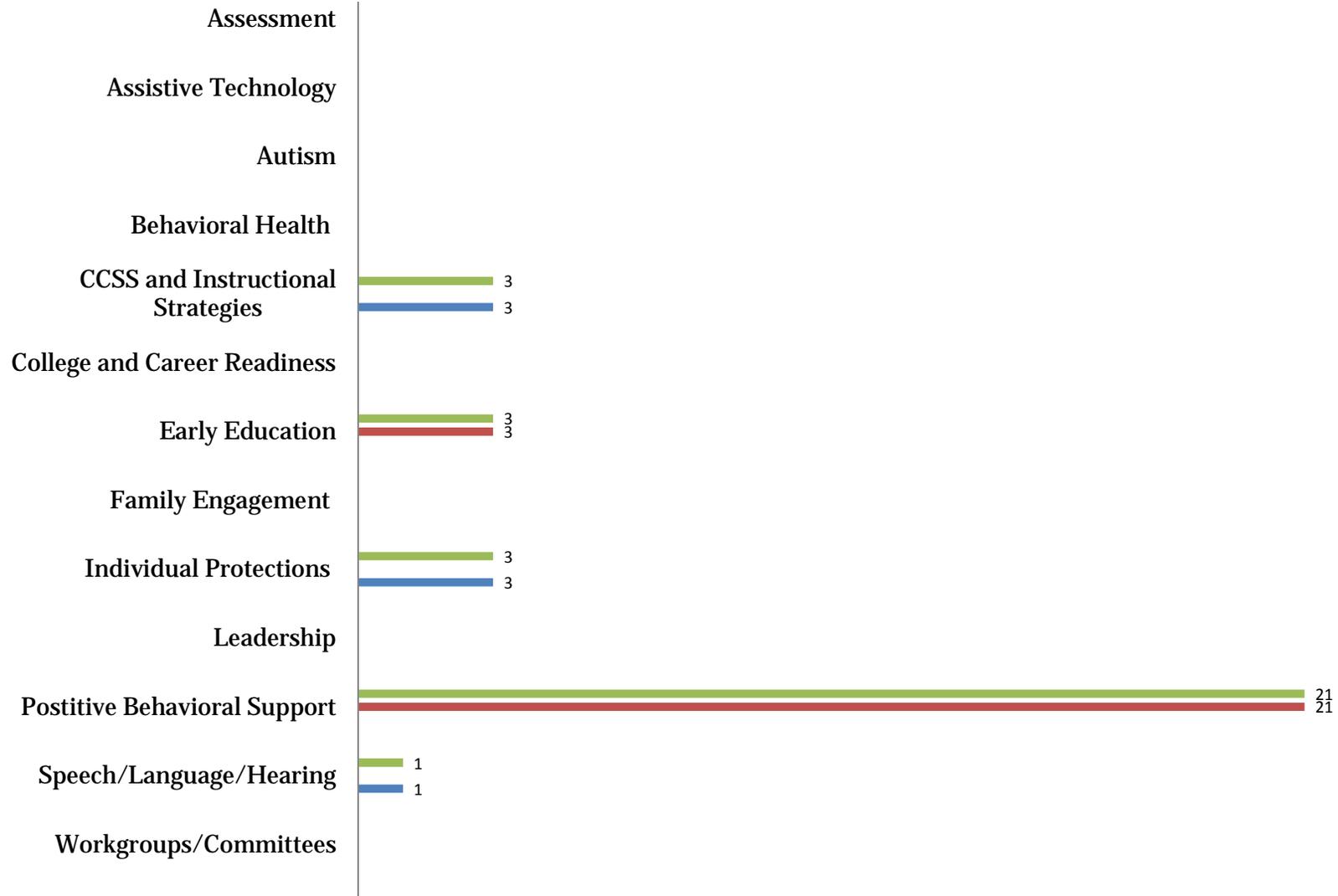


BARSTOW UNIFIED SCHOOL DISTRICT

JULY/AUGUST 2015- 31 PARTICIPANTS

31 YEAR TO DATE PARTICIPANTS

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

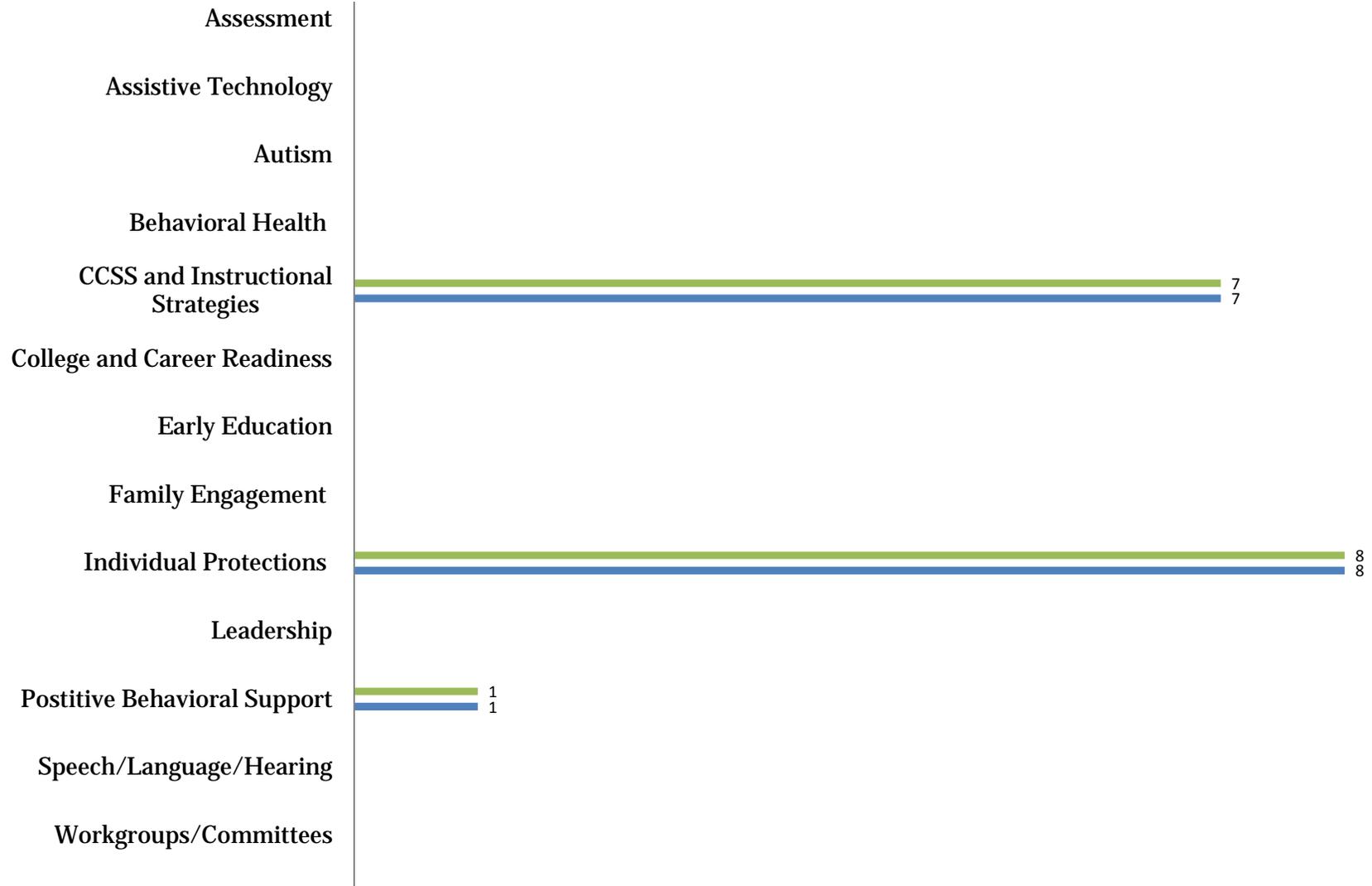


BEAR VALLEY UNIFIED SCHOOL DISTRICT

JULY/AUGUST 2015- 16 PARTICIPANTS

16 YEAR TO DATE PARTICIPANTS

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



DESERT/ MOUNTAIN OPERATIONS

JULY/AUGUST 2015- 11 PARTICIPANTS

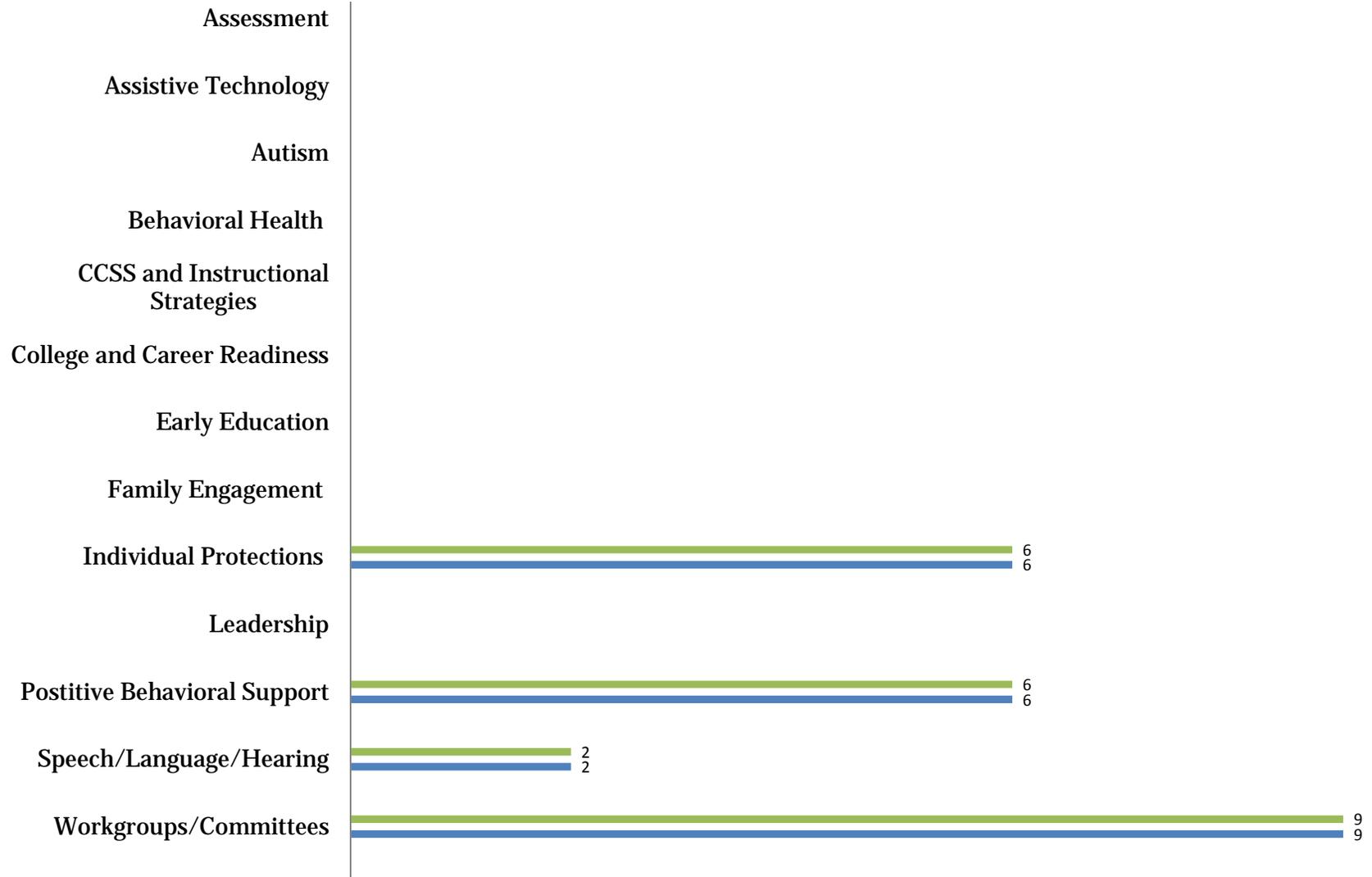
11 YEAR TO DATE PARTICIPANTS

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



DESERT/ MOUNTAIN SELPA
JULY/AUGUST 2015- 23 PARTICIPANTS
23 YEAR TO DATE PARTICIPANTS

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

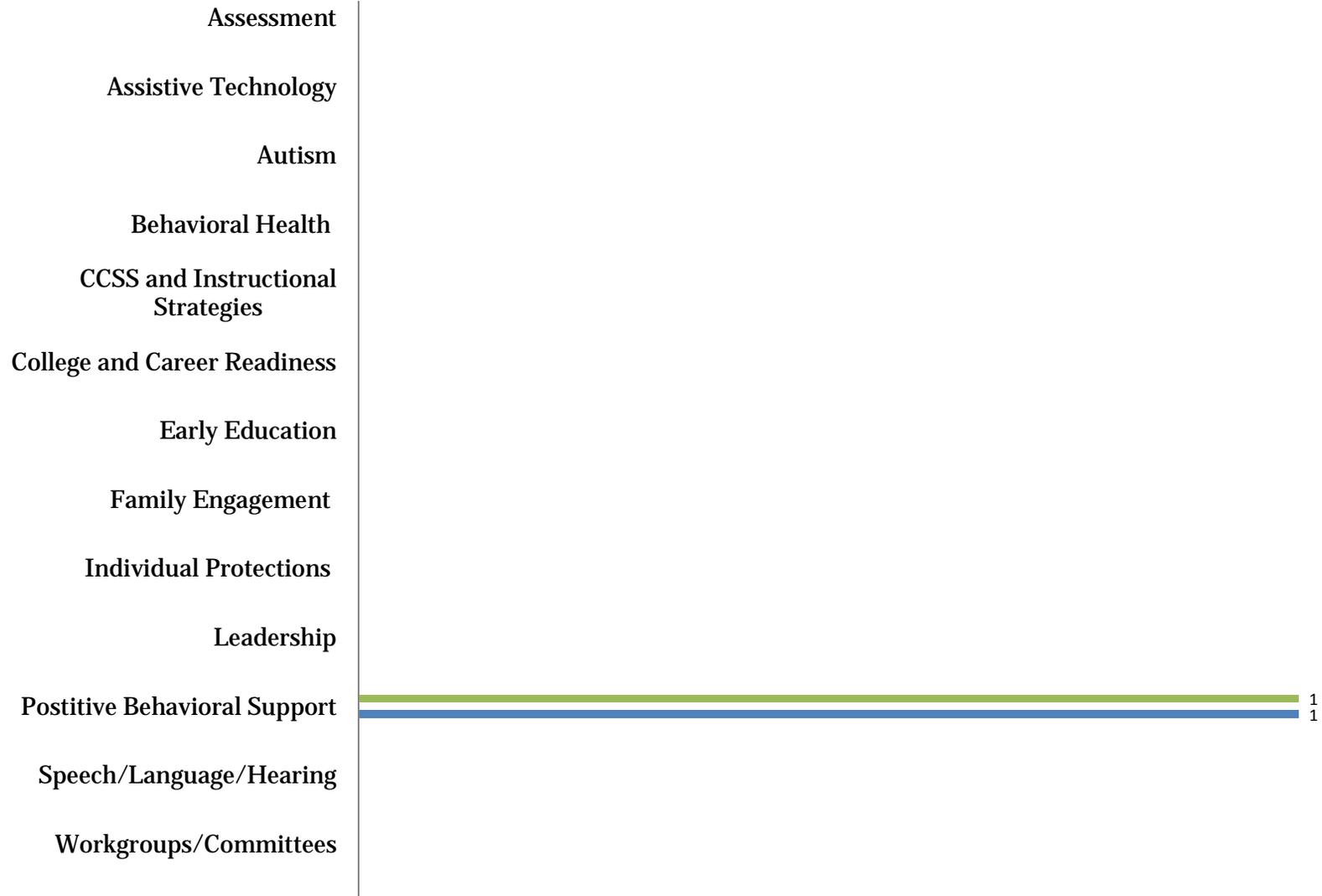


DESERT MOUNTAIN CHILDREN'S CENTER

JULY/AUGUST 2015- 1 PARTICIPANT

1 YEAR TO DATE PARTICIPANT

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

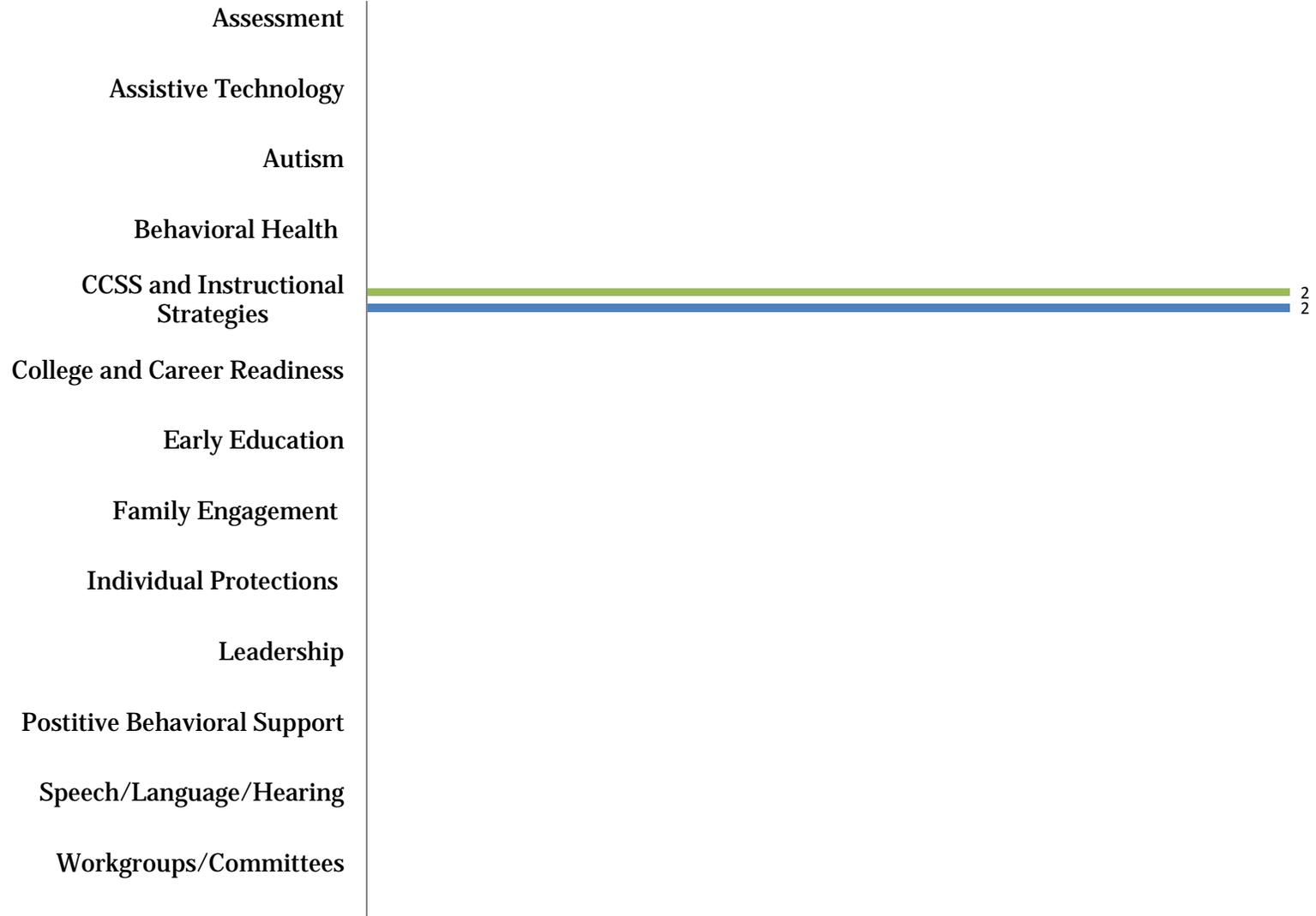


EXCELSIOR CHARTER SCHOOLS

JULY/AUGUST 2015- 2 PARTICIPANTS

2 YEAR TO DATE PARTICIPANTS

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



HEALTH SCIENCES HIGH SCHOOL AND MIDDLE COLLEGE

JULY/AUGUST 2015- 0 PARTICIPANTS

0 YEAR TO DATE PARTICIPANTS

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

Assessment

Assistive Technology

Autism

Behavioral Health

CCSS and Instructional
Strategies

College and Career Readiness

Early Education

Family Engagement

Individual Protections

Leadership

Postitive Behavioral Support

Speech/Language/Hearing

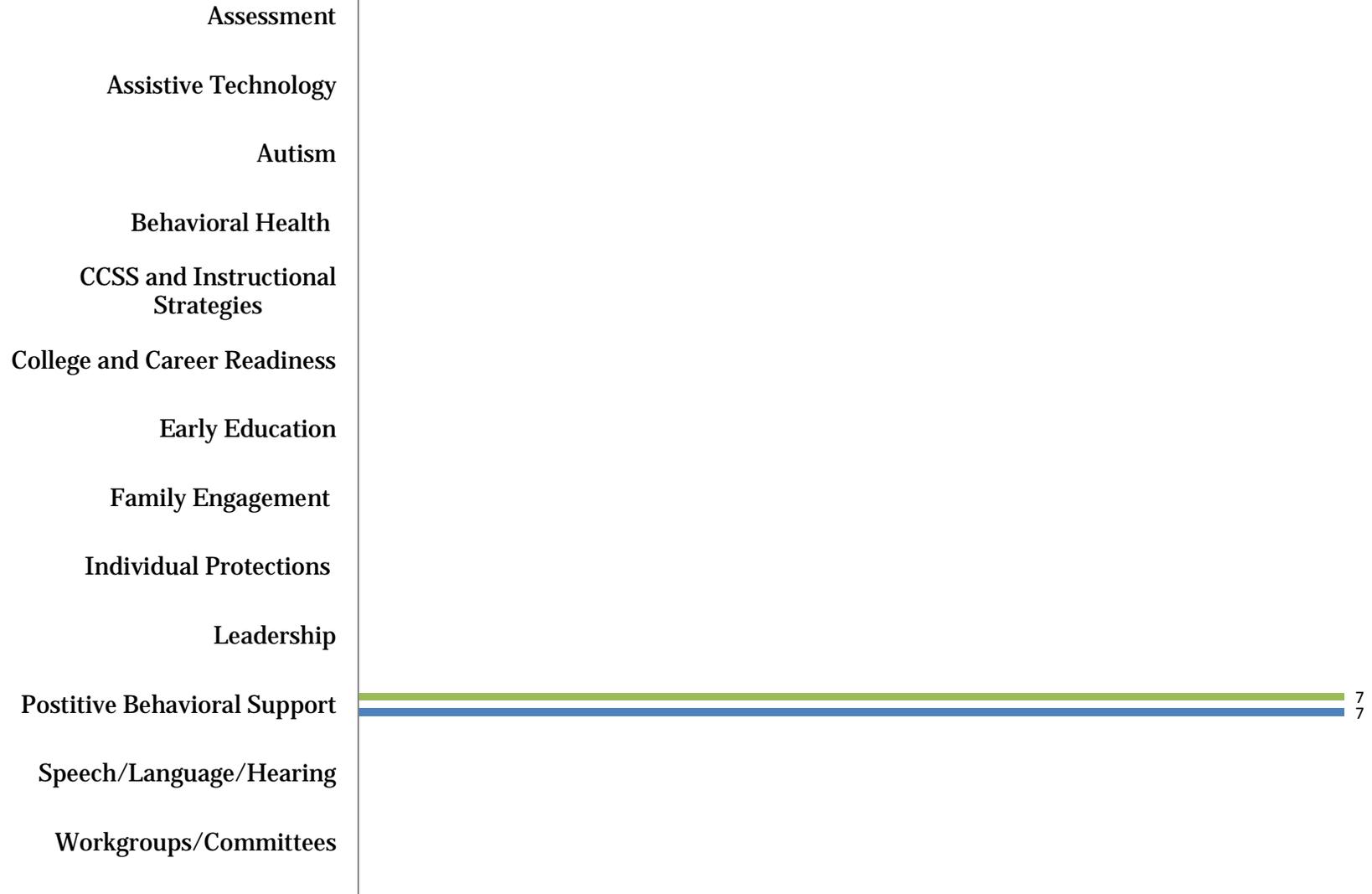
Workgroups/Committees

HELENDALE SCHOOL DISTRICT

JULY/AUGUST 2015- 7 PARTICIPANTS

7 YEAR TO DATE PARTICIPANTS

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

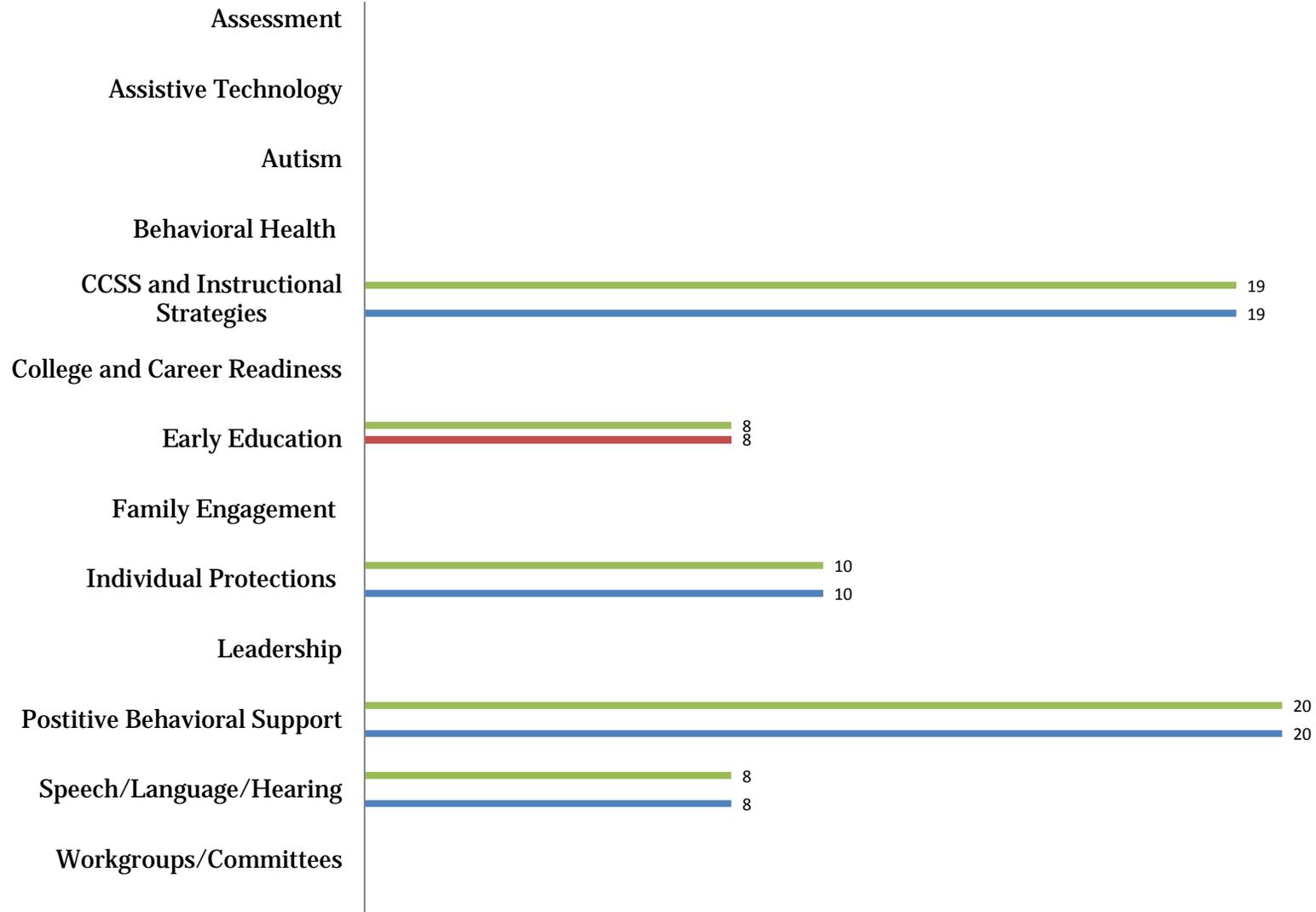


HESPERIA UNIFIED SCHOOL DISTRICT

JULY/AUGUST 2015- 65 PARTICIPANTS

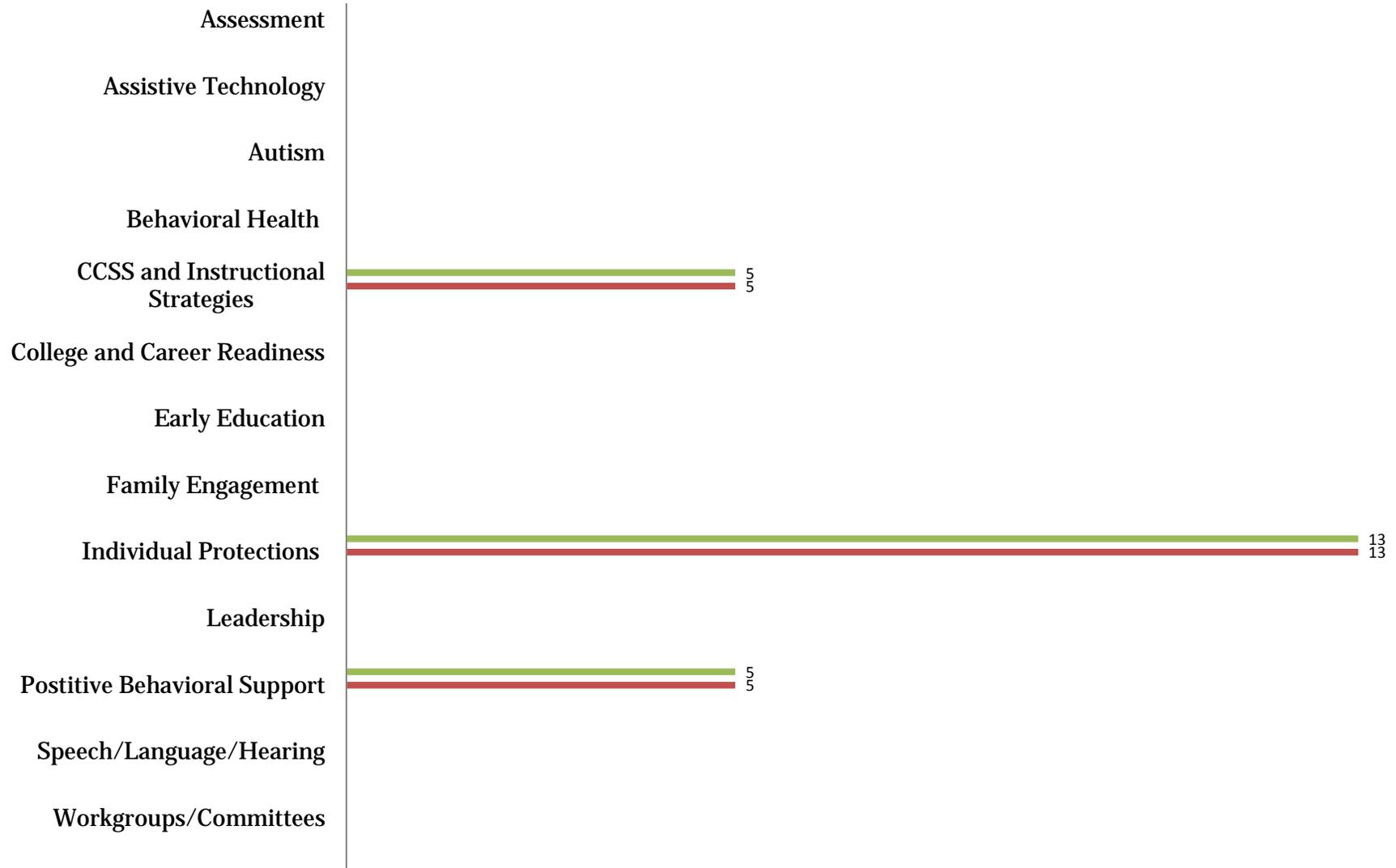
65 YEAR TO DATE PARTICIPANTS

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



HIGH TECH HIGH
JULY/AUGUST 2015- 23 PARTICIPANTS
23 YEAR TO DATE PARTICIPANTS

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

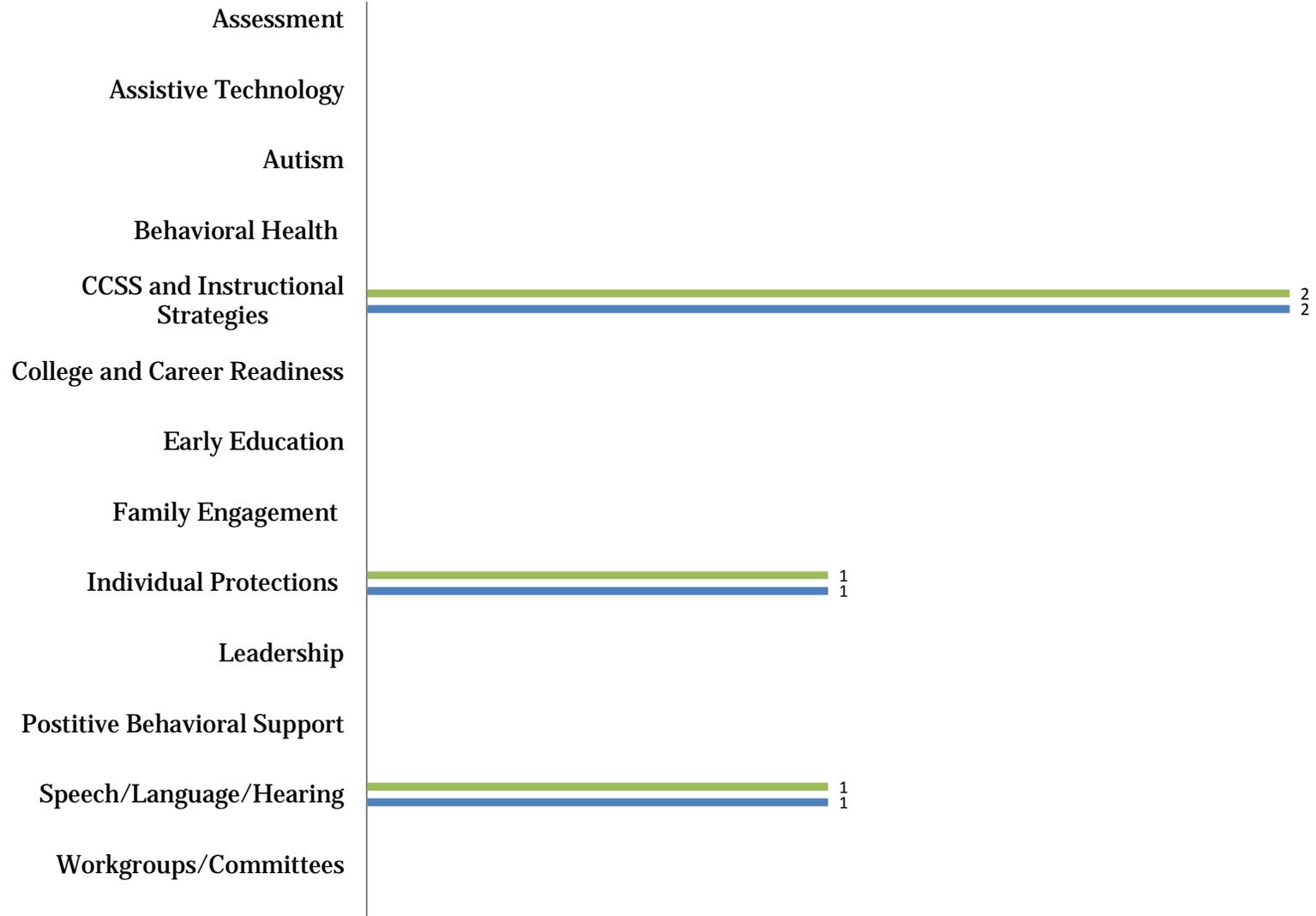


LUCERNE VALLEY UNIFIED SCHOOL DISTRICT

JULY/AUGUST 2015- 4 PARTICIPANTS

4 YEAR TO DATE PARTICIPANTS

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

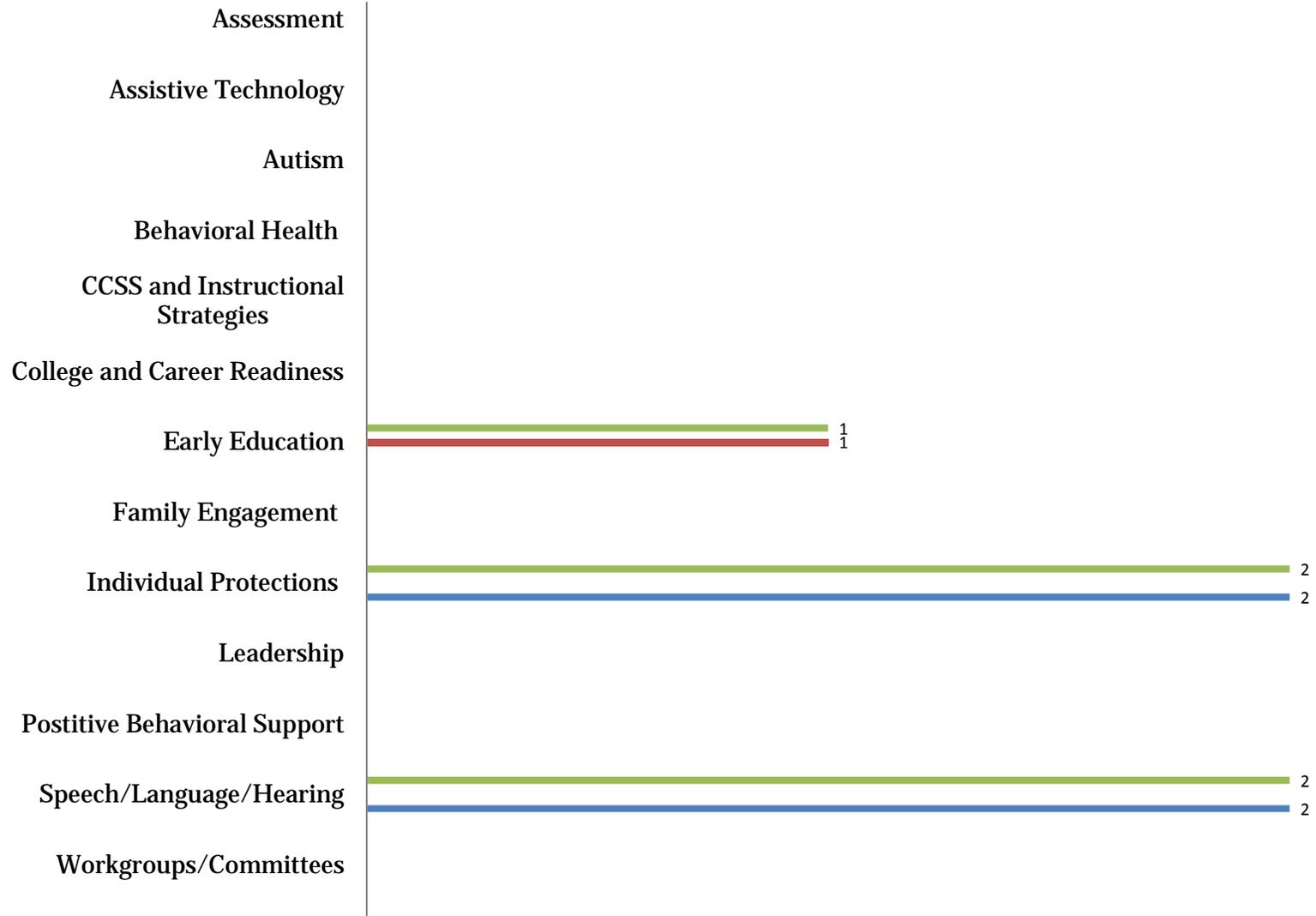


NEEDLES UNIFIED SCHOOL DISTRICT

JULY/AUGUST 2015- 5 PARTICIPANTS

5 YEAR TO DATE PARTICIPANTS

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



NORTON SPACE & AERONAUTICS ACADEMY

JULY/AUGUST 2015- 0 PARTICIPANTS

0 YEAR TO DATE PARTICIPANTS

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

Assessment

Assistive Technology

Autism

Behavioral Health

CCSS and Instructional
Strategies

College and Career Readiness

Early Education

Family Engagement

Individual Protections

Leadership

Postitive Behavioral Support

Speech/Language/Hearing

Workgroups/Committees

ORGANIZATION

JULY/AUGUST 2015- 106 PARTICIPANTS

106 YEAR TO DATE PARTICIPANTS

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

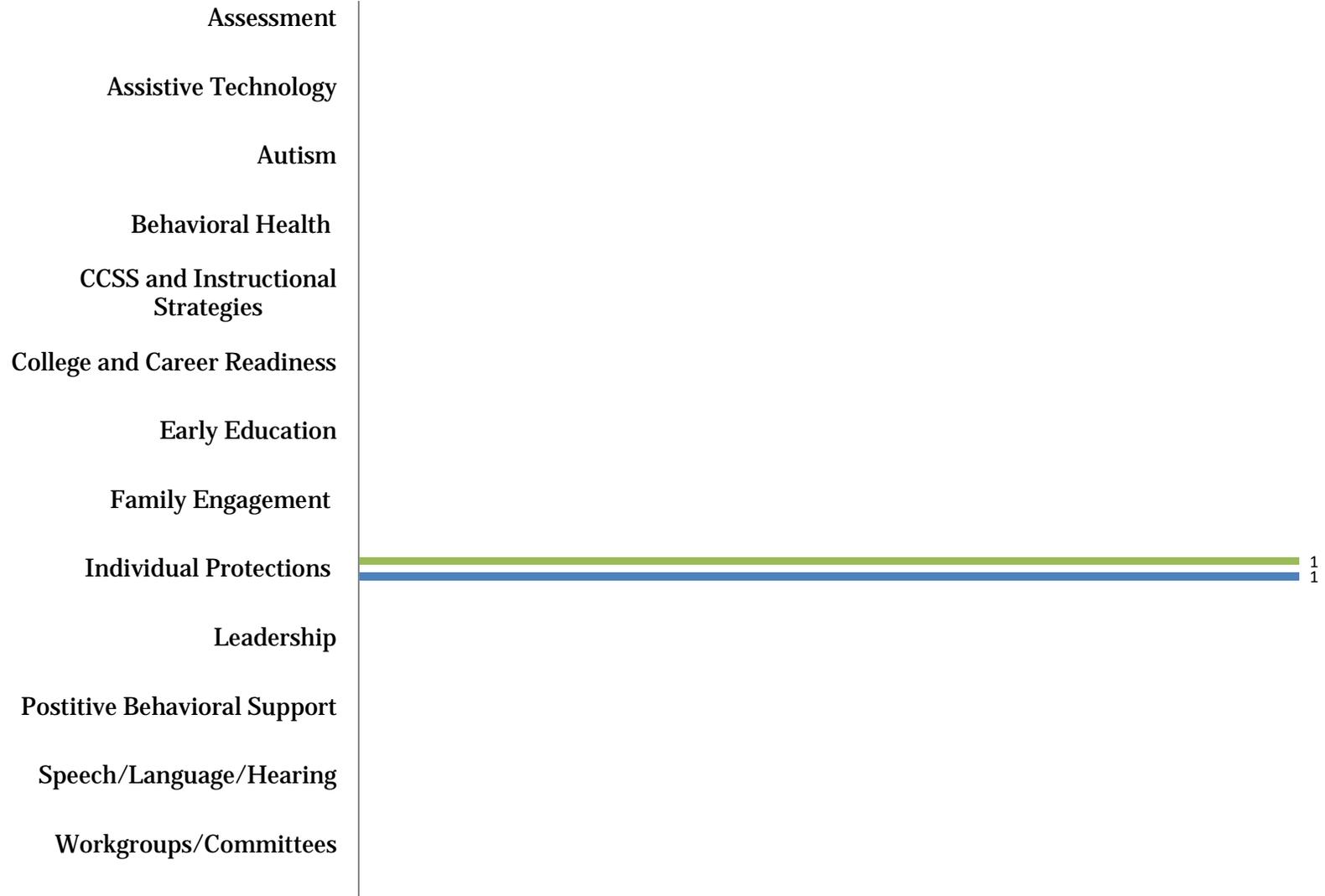


ORO GRANDE SCHOOL DISTRICT

JULY/AUGUST 2015- 1 PARTICIPANT

1 YEAR TO DATE PARTICIPANT

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

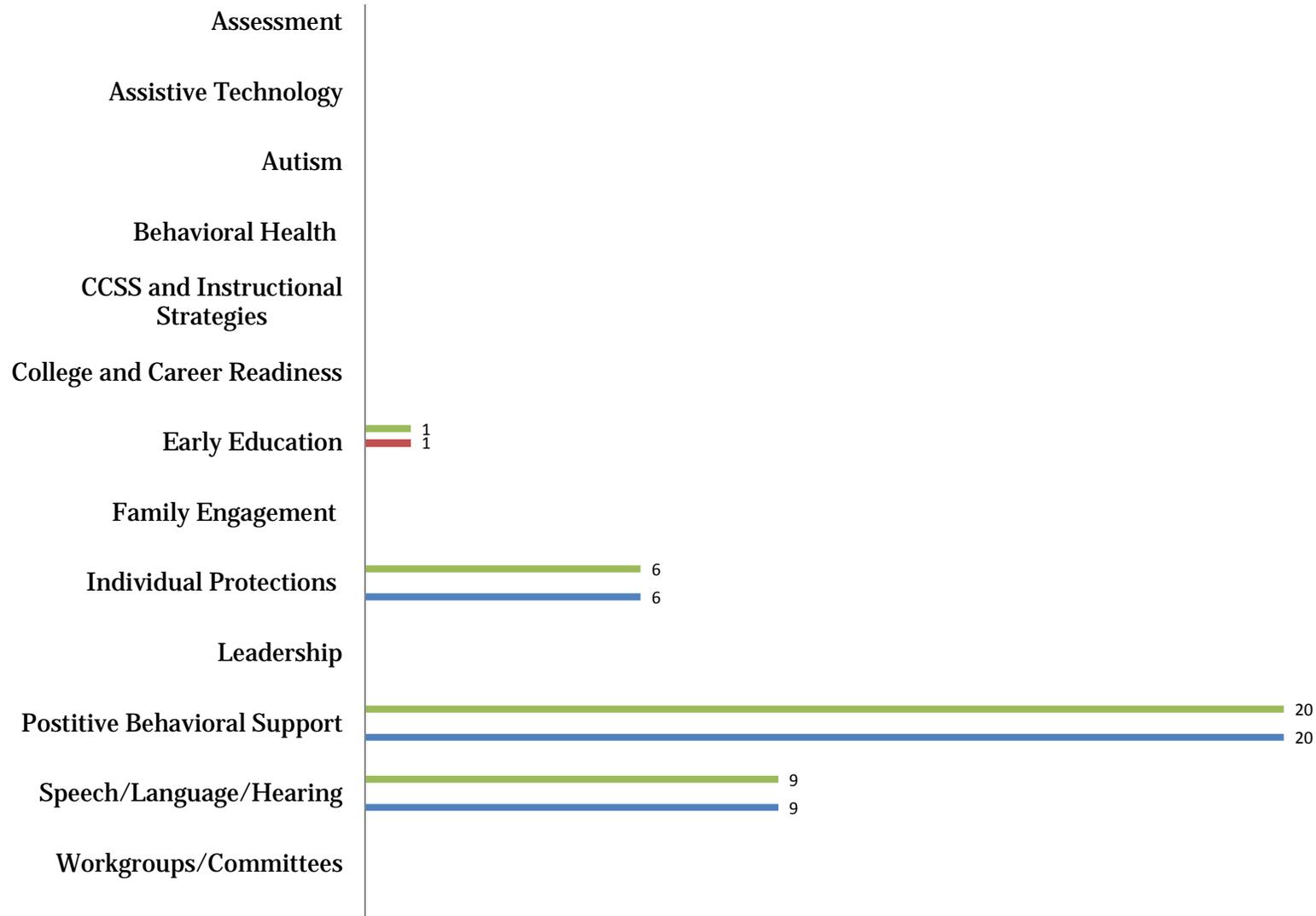


SAN BERNARDINO COUNTY SUPERINTENDENT OF SCHOOLS

JULY/AUGUST 2015- 36 PARTICIPANTS

36 YEAR TO DATE PARTICIPANTS

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

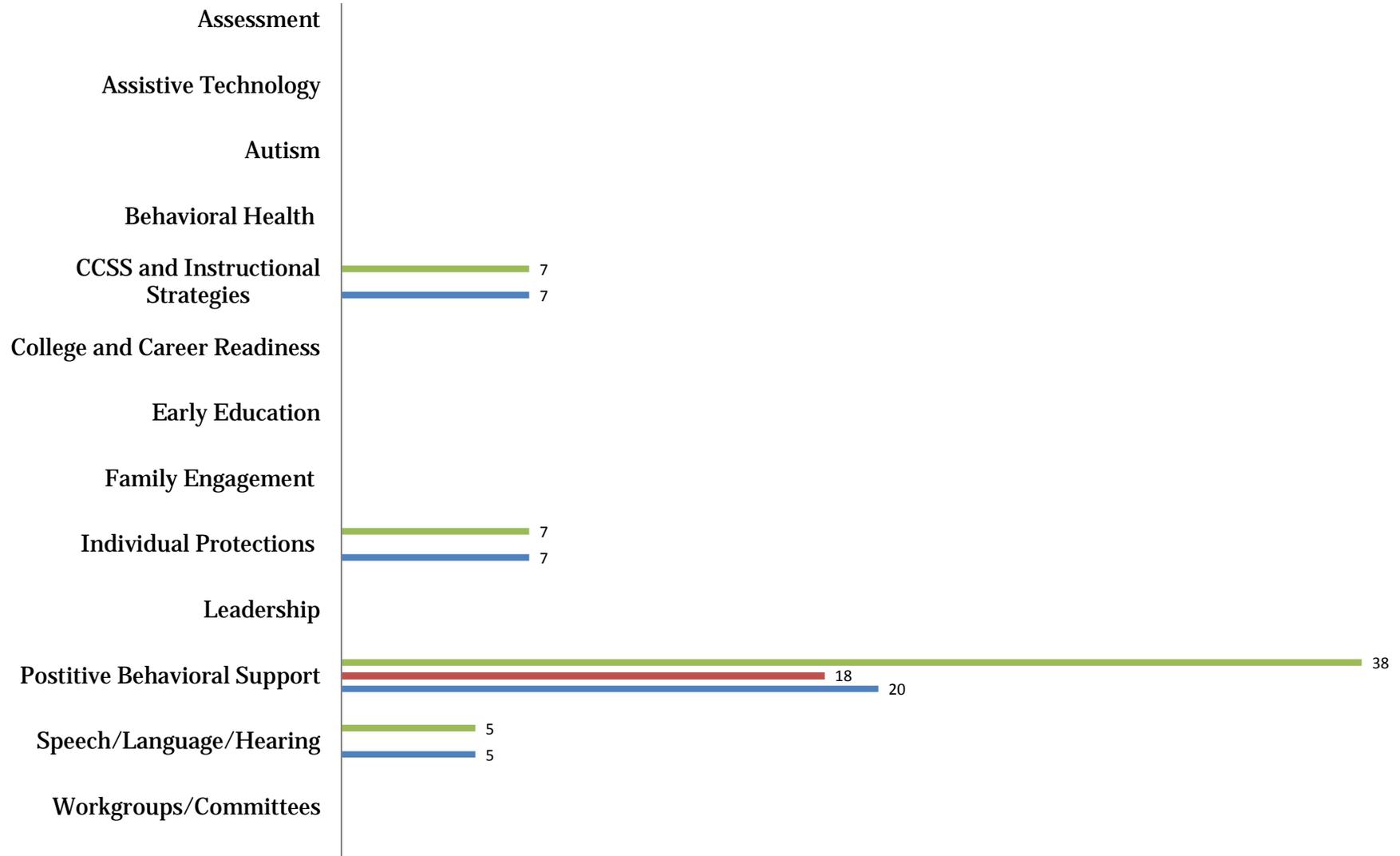


SILVER VALLEY UNIFIED SCHOOL DISTRICT

JULY/AUGUST 2015-57 PARTICIPANTS

57 YEAR TO DATE PARTICIPANTS

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

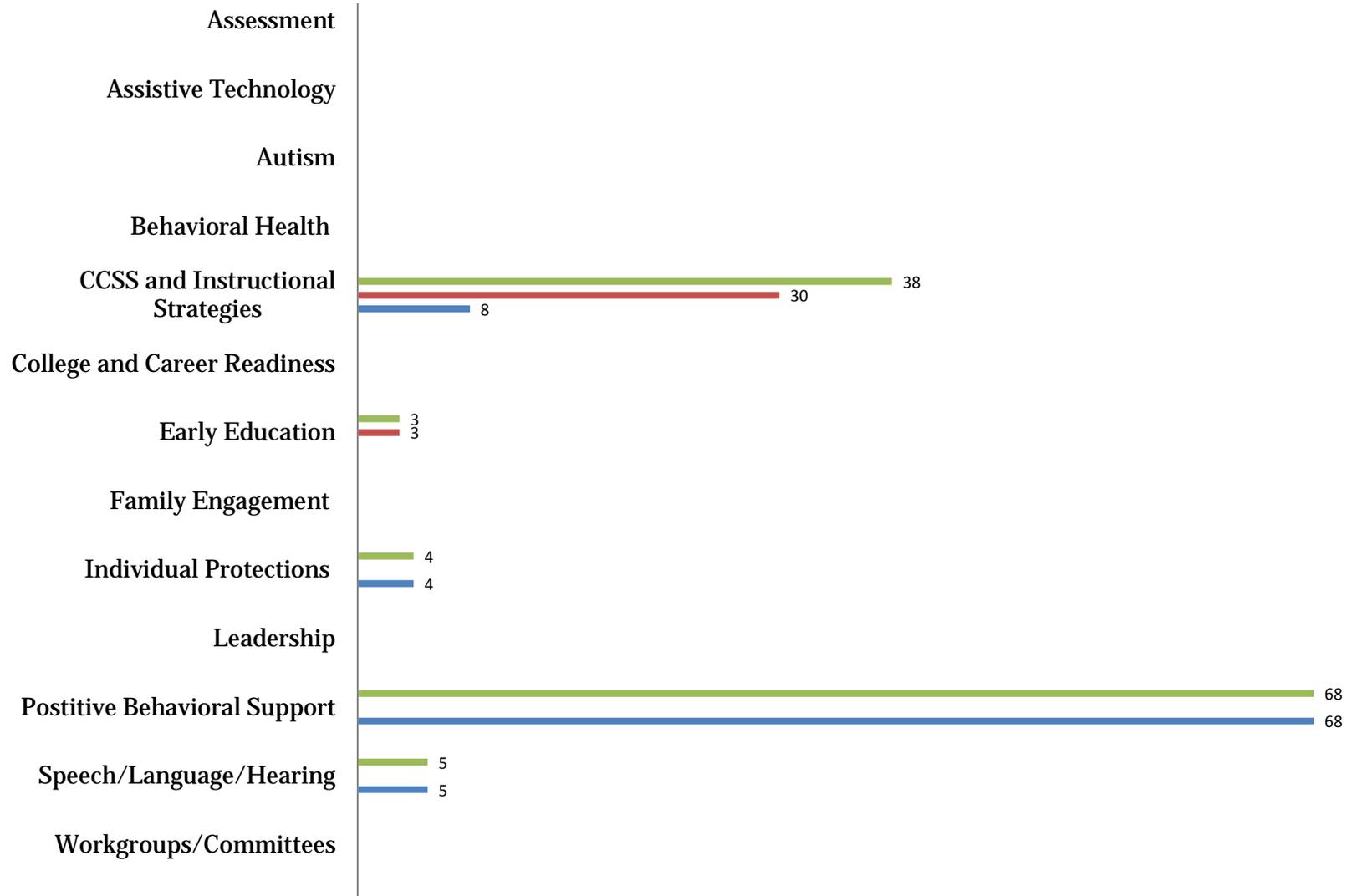


SNOWLINE JOINT UNIFIED SCHOOL DISTRICT

JULY/AUGUST 2015- 118 PARTICIPANTS

118 YEAR TO DATE PARTICIPANTS

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

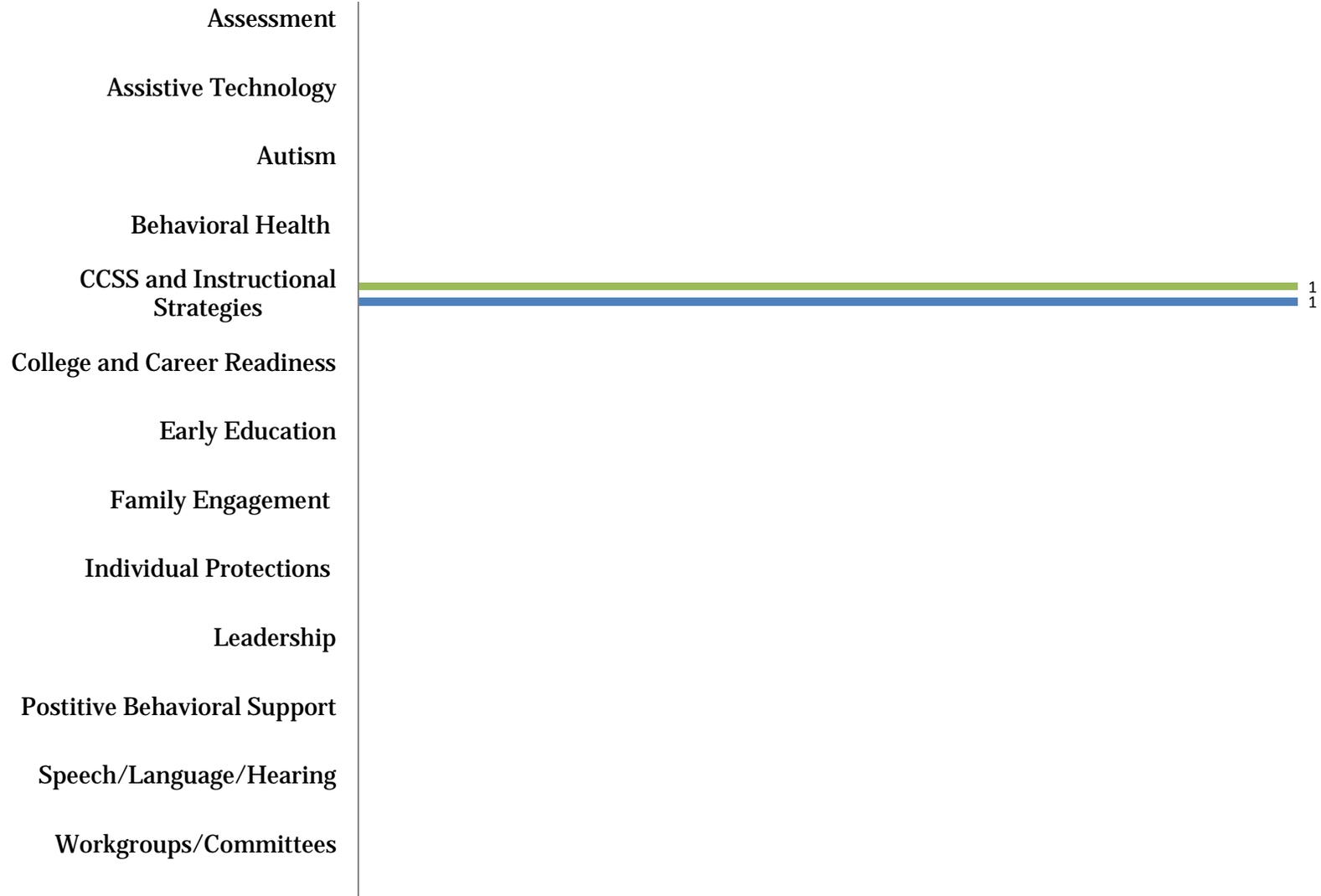


TRONA JOINT UNIFIED SCHOOL DISTRICT

JULY/AUGUST 2015- 1 PARTICIPANT

1 YEAR TO DATE PARTICIPANT

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

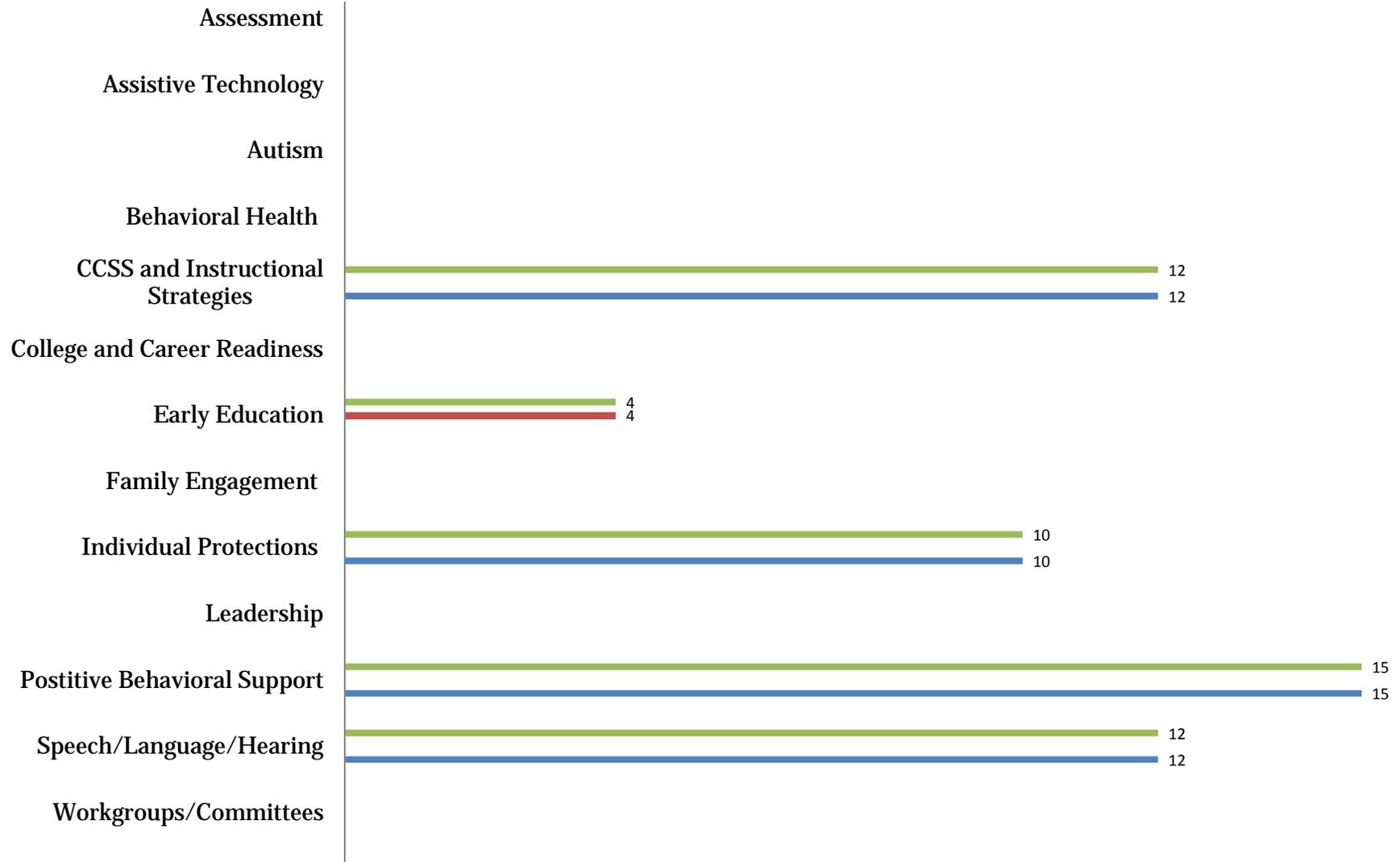


VICTOR ELEMENTARY SCHOOL DISTRICT

JULY/AUGUST 2015- 53 PARTICIPANTS

53 YEAR TO DATE PARTICIPANTS

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

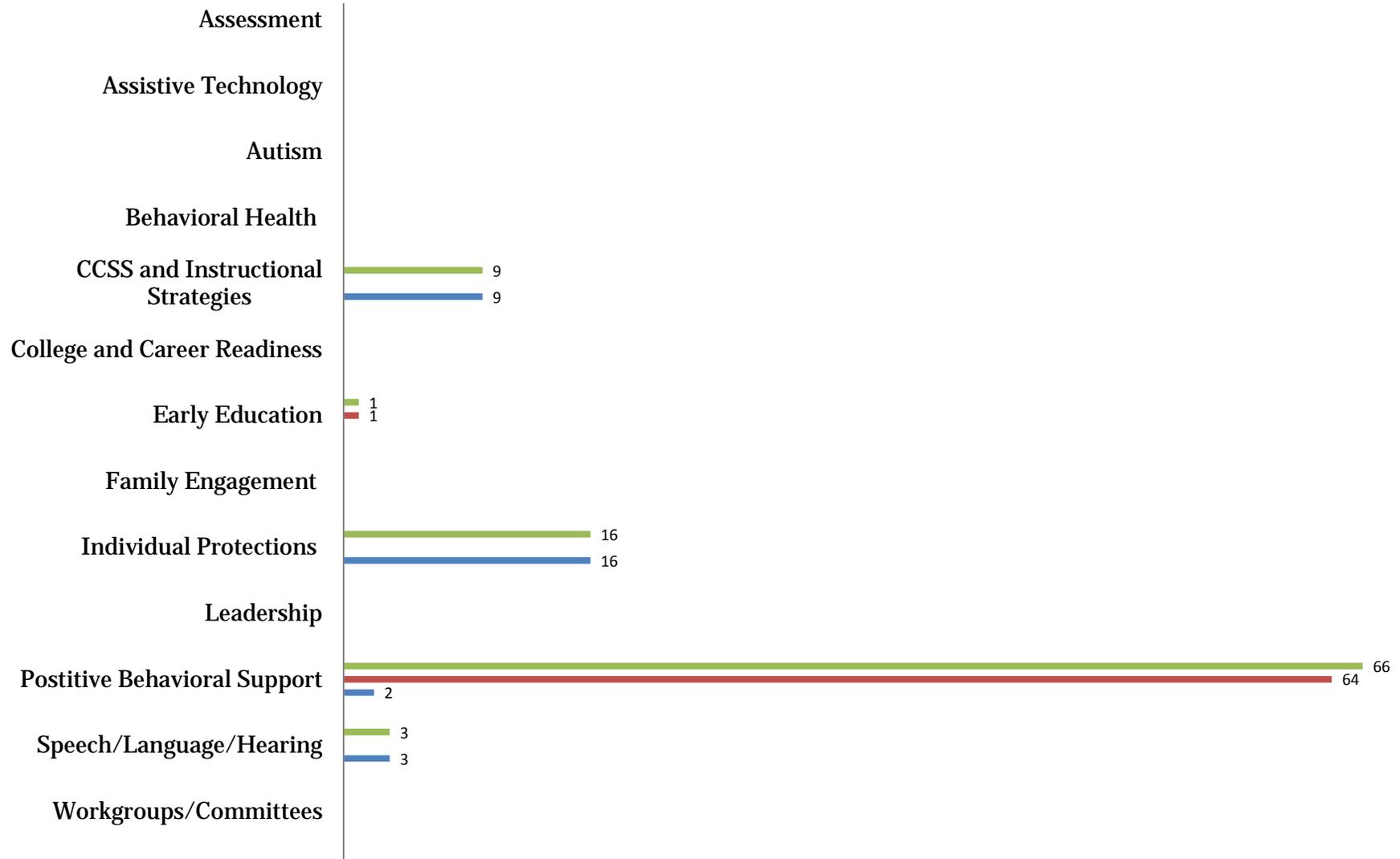


VICTOR VALLEY UNION HIGH SCHOOL DISTRICT

JULY/AUGUST 2015- 95 PARTICIPANTS

95 YEAR TO DATE PARTICIPANTS

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

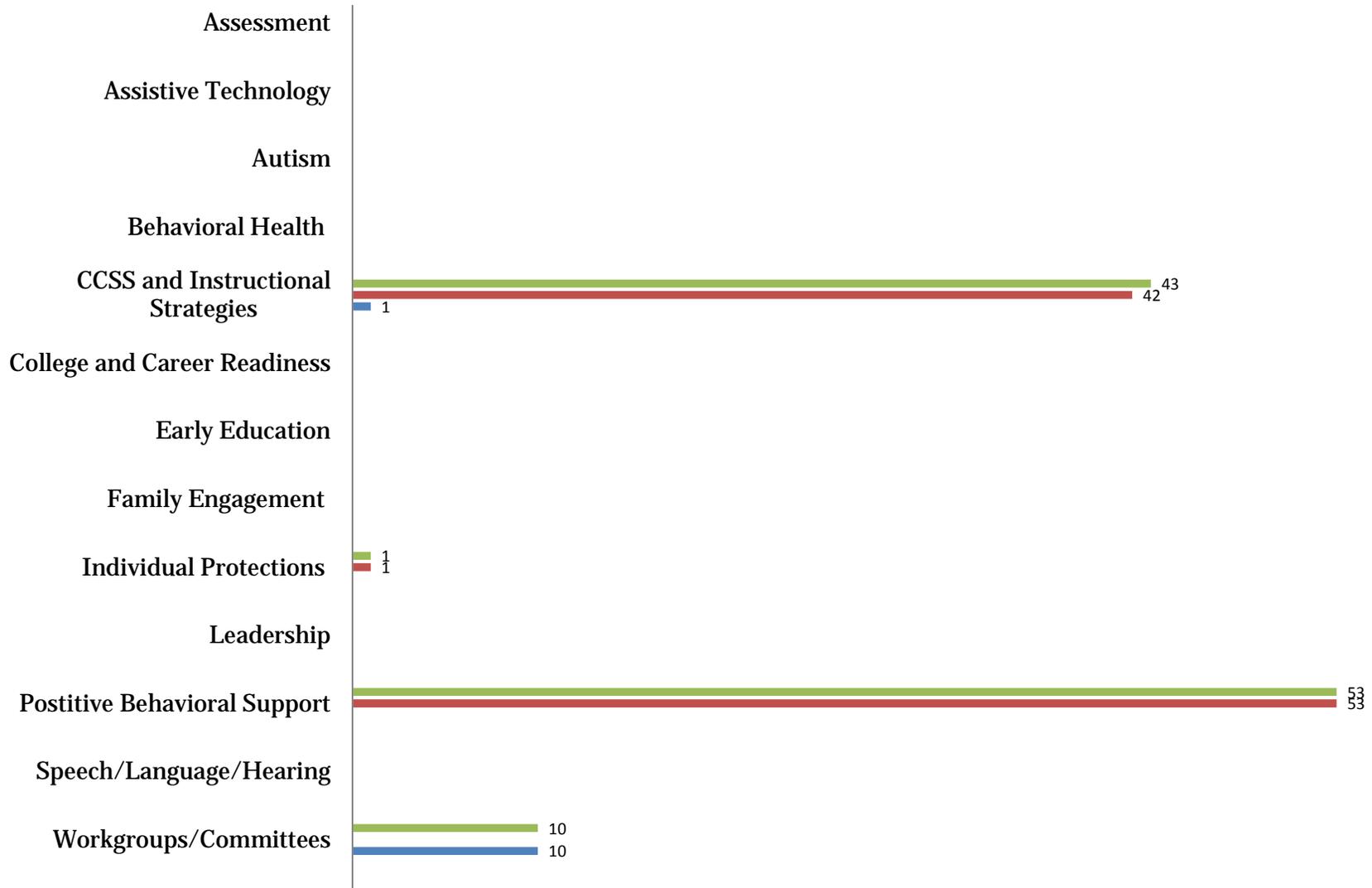


D/M CHARTER SELPA PROFESSIONAL LEARNING PARTICIPATION SUMMARY

JULY/AUGUST 2015- 107 PARTICIPANTS

107 YEAR TO DATE PARTICIPANTS

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

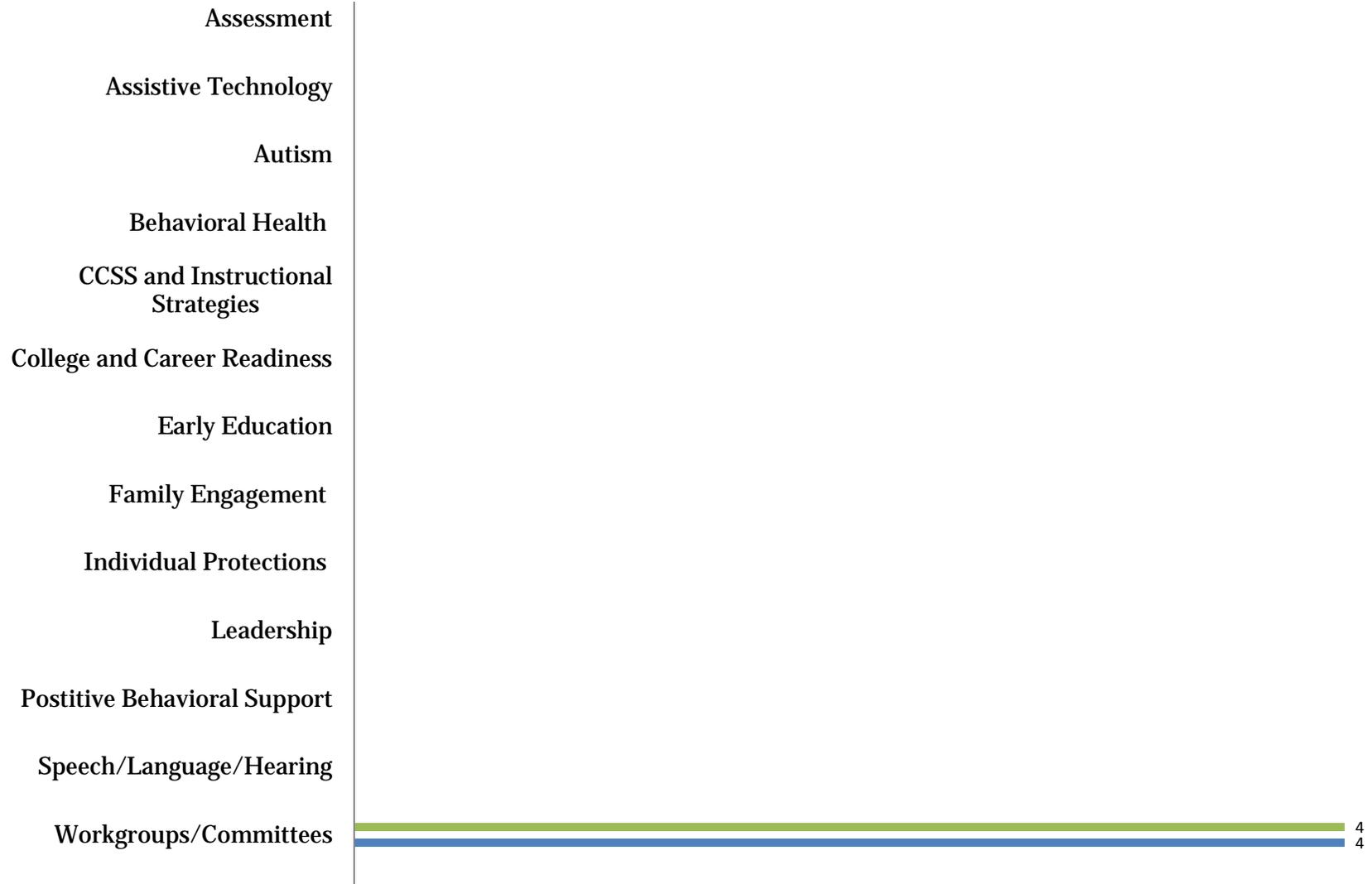


AVESON GLOBAL LEADERSHIP ACADEMY

JULY/AUGUST 2015- 4 PARTICIPANTS

4 YEAR TO DATE PARTICIPANTS

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



AVESON SCHOOL OF LEADERS

JULY/AUGUST 2015- 0 PARTICIPANTS

0 YEAR TO DATE PARTICIPANTS

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

Assessment

Assistive Technology

Autism

Behavioral Health

CCSS and Instructional
Strategies

College and Career Readiness

Early Education

Family Engagement

Individual Protections

Leadership

Postitive Behavioral Support

Speech/Language/Hearing

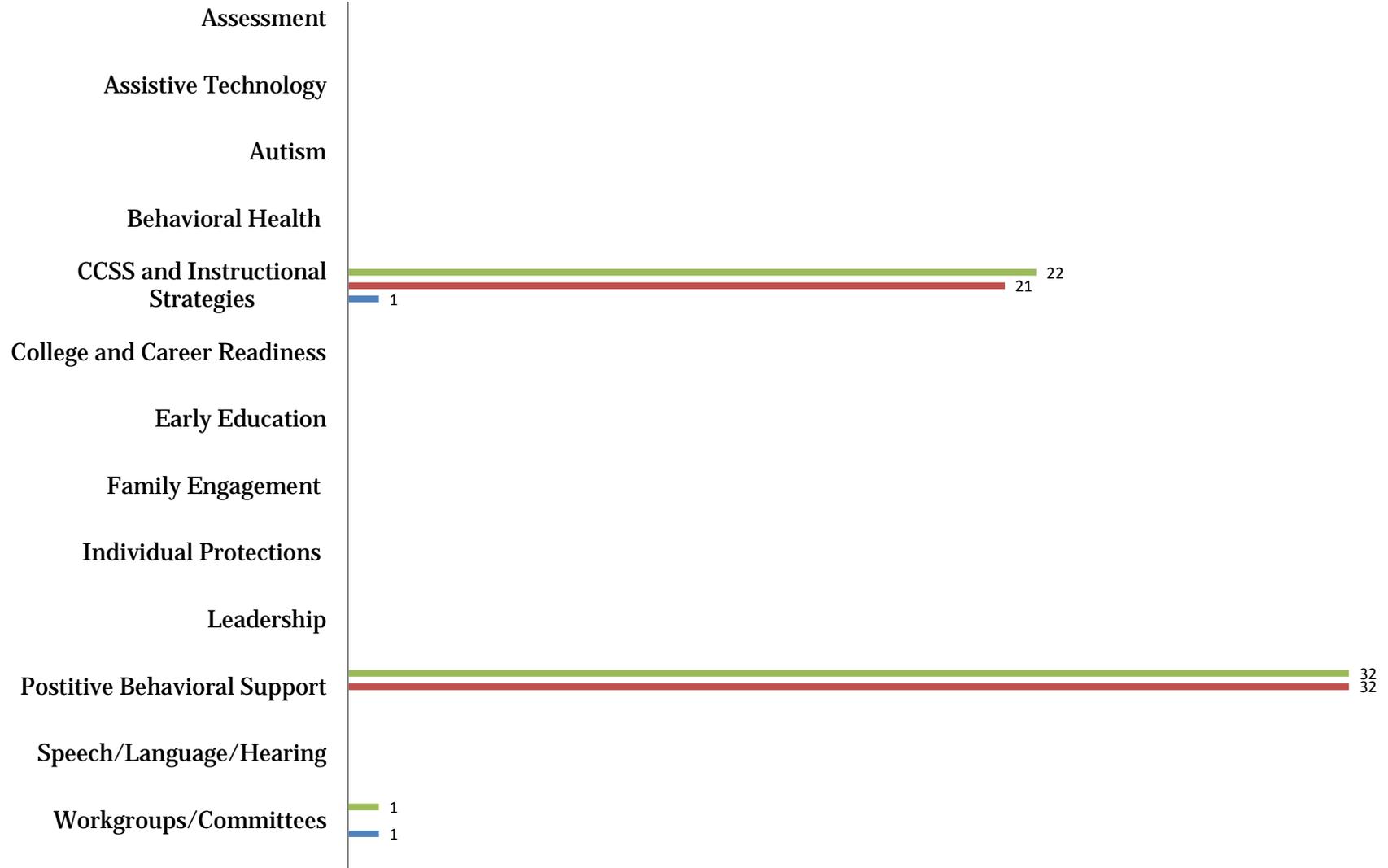
Workgroups/Committees

DESERT TRAILS PREP ACADEMY

JULY/AUGUST 2015- 55 PARTICIPANTS

55 YEAR TO DATE PARTICIPANTS

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

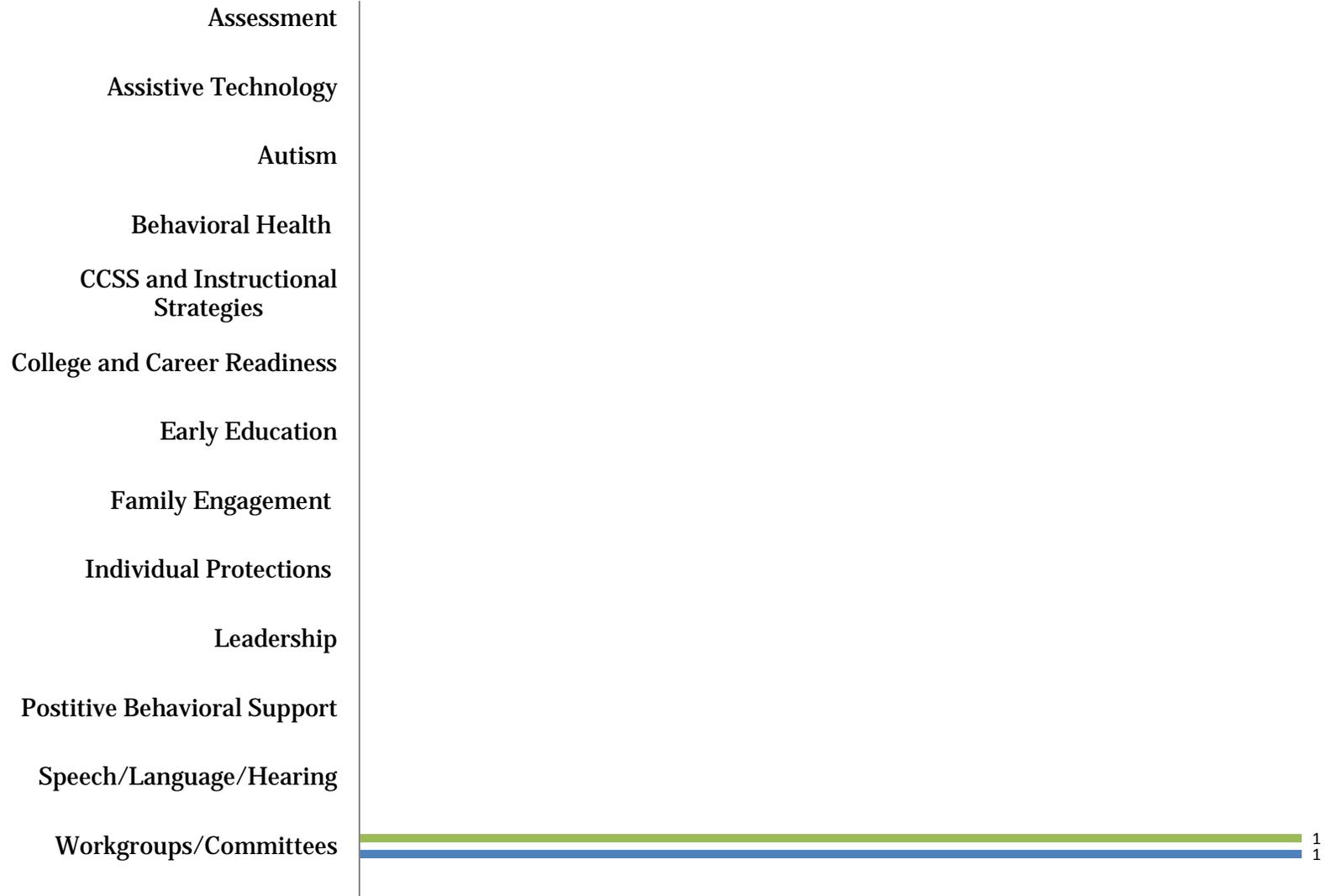


ENCORE JUNIOR/SENIOR HIGH SCHOOL

JULY/AUGUST 2015- 1 PARTICIPANT

1 YEAR TO DATE PARTICIPANTS

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

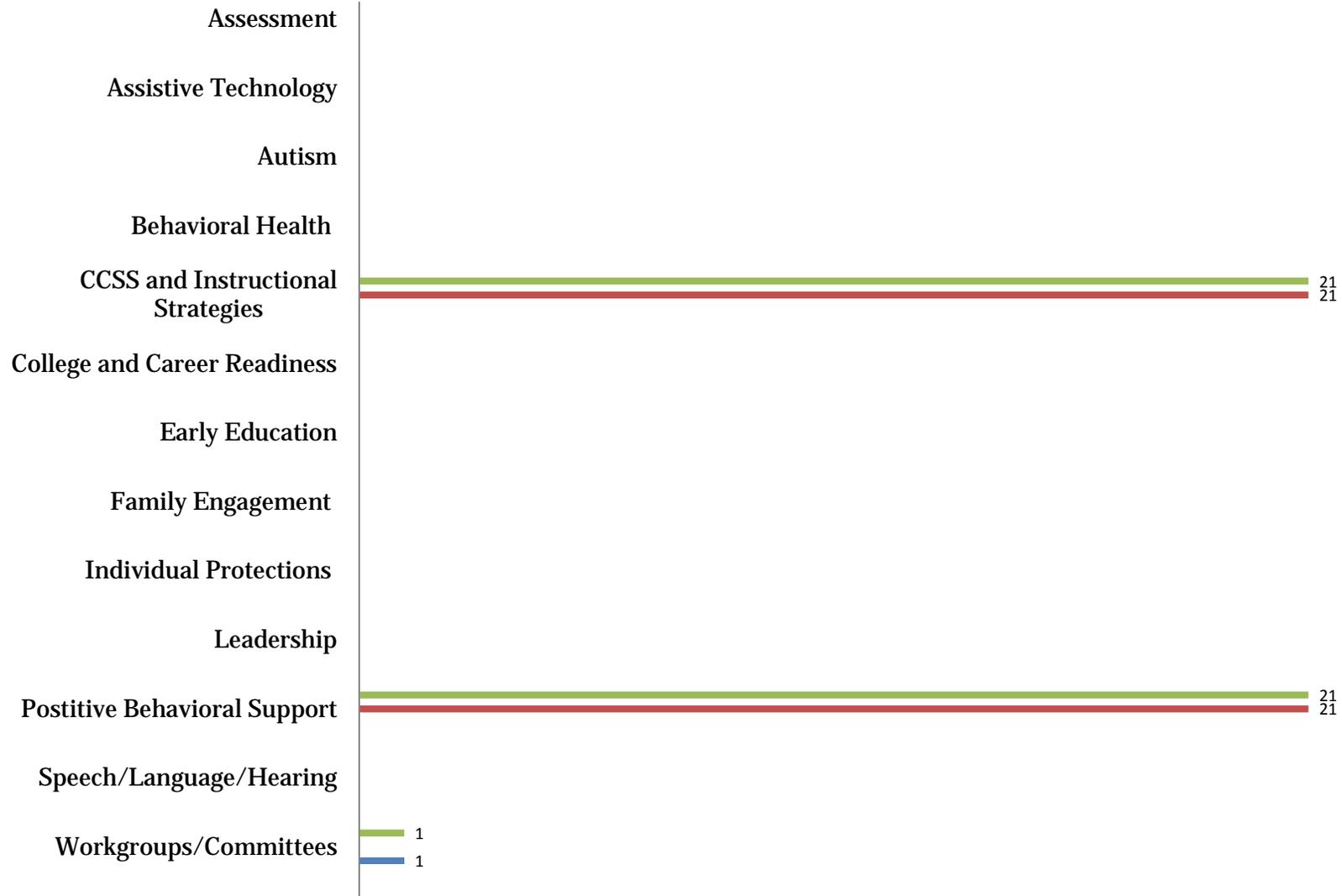


LAVERNE ELEMENTARY PREP ACADEMY

JULY/AUGUST 2015- 43 PARTICIPANTS

43 YEAR TO DATE PARTICIPANTS

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

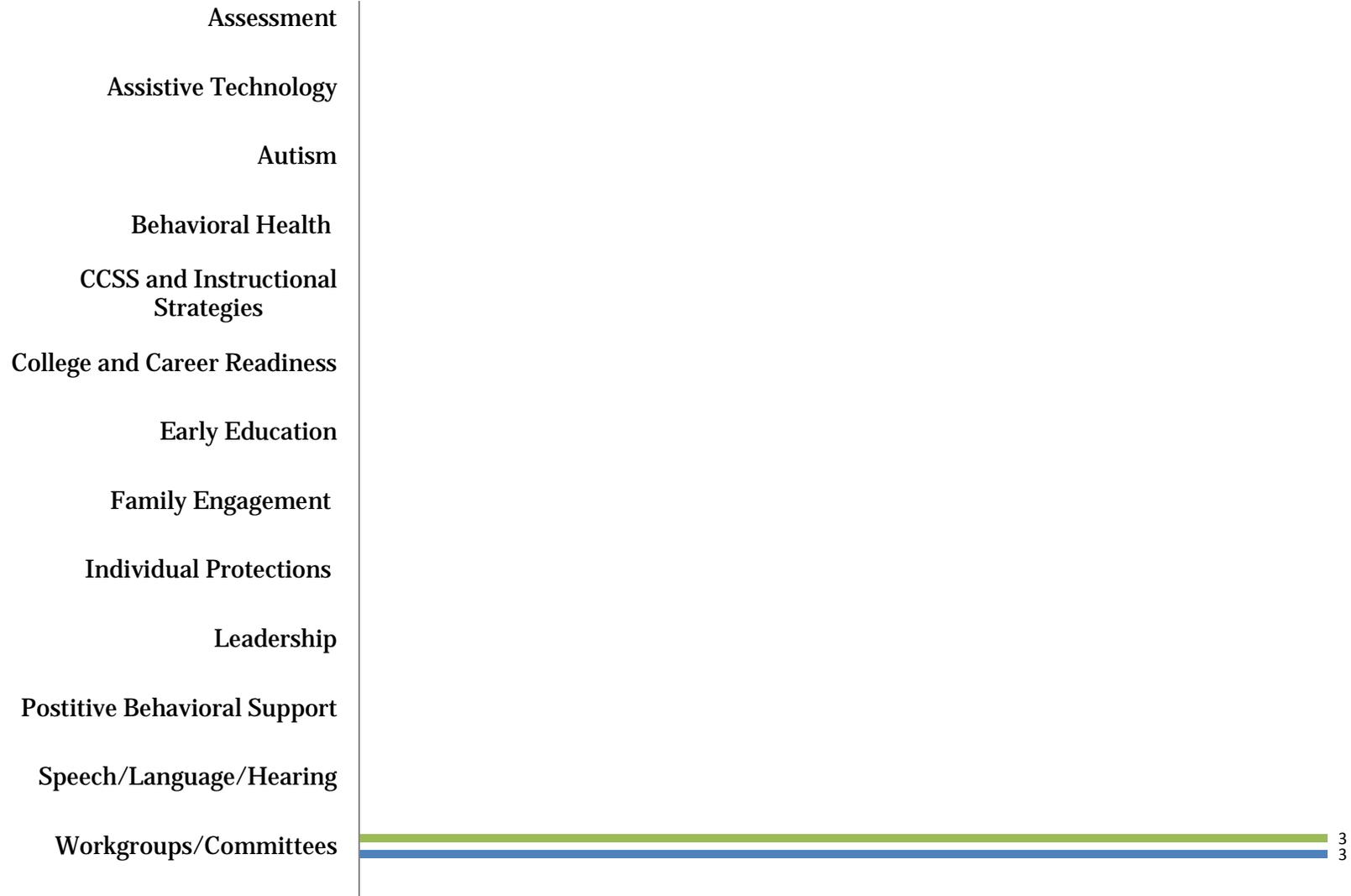


ODYSSEY CHARTER SCHOOLS

JULY/AUGUST 2015- 3 PARTICIPANTS

3 YEAR TO DATE PARTICIPANTS

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

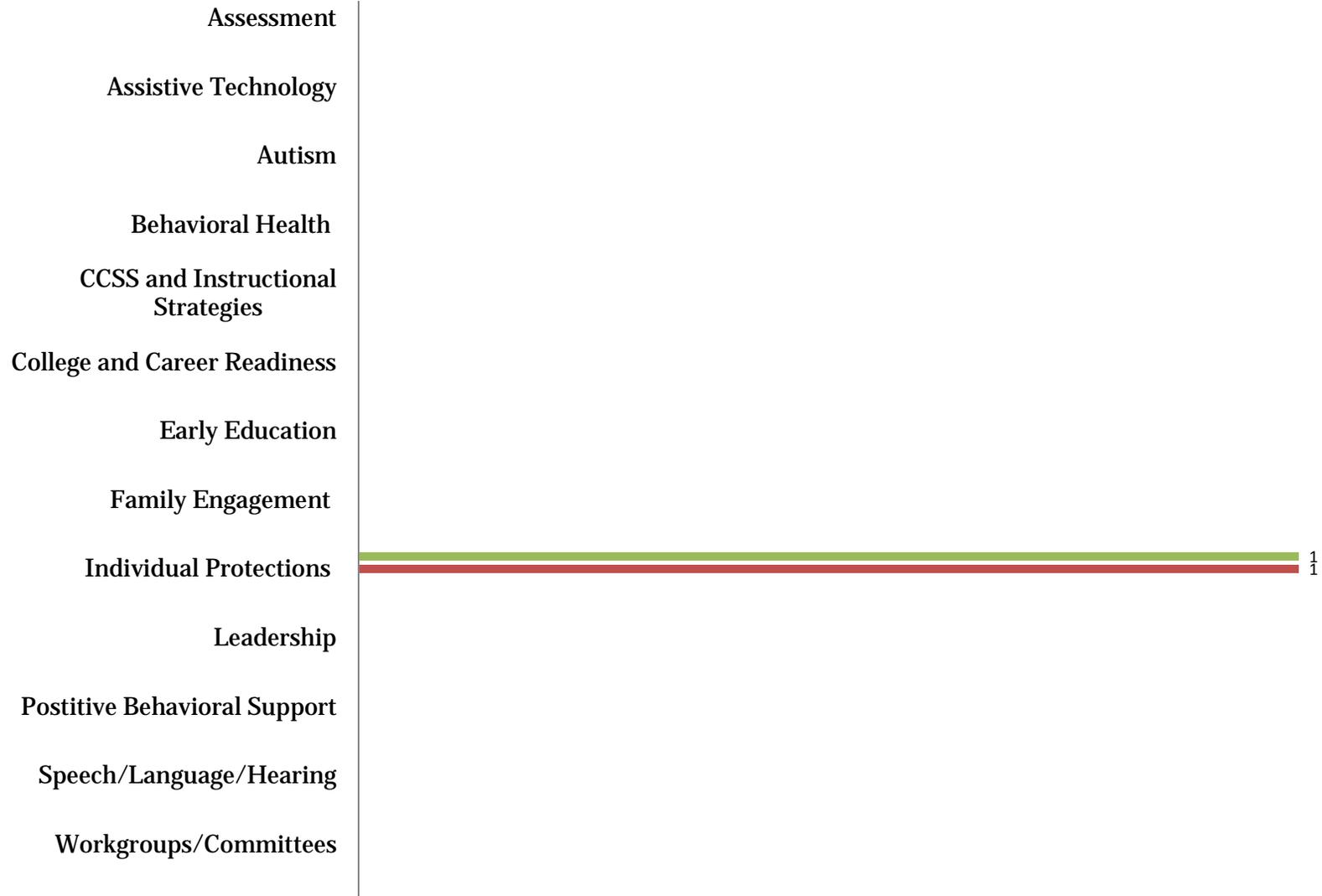


TAYLION HIGH DESERT ACADEMY

JULY/AUGUST 2015- 1 PARTICIPANT

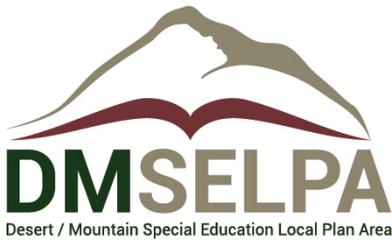
1 YEAR TO DATE PARTICIPANTS

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



Item 6.2

Professional Learning Updates



Desert / Mountain Special Education Local Plan Area
17800 Highway 18
Apple Valley, CA 92307-1219

P 760-552-6700
F 760-242-5363
W www.dmselpa.org



STEVE ZUIEBACK'S LEADERSHIP PRACTICES FOR CHALLENGING TIMES

Description: The focus of Steve Zuieback's training is on the interconnections between leadership, organizational systems, and the powerful dialogue processes necessary to create more innovative breakthrough strategies for organizations. The sessions utilize hands-on-practice of real issues such as implementation of the common core and implementation of the LCAP. Each specific process and practice is modeled by Steve Zuieback and practiced in small groups by participants. Each training day is a combination of theory, process, and leadership and facilitation skill building.

Presented By: Steve Zuieback

Date: 11/03/2015 | 11/04/2015 | 12/01/2015 | 12/02/2015 | 01/14/2016 | 01/15/2016 | 02/09/2016 | 02/10/2016

Registration Time: 8:00 a.m.

Training Time: 8:30 a.m. – 4:00 p.m.

Cost: \$1,200 Cost includes Steve Zuieback's book, Leadership Practices for Challenging Times; the Process Flash Cards; and lunch every day.

ADDITIONAL INFORMATION:

Intended Audience: District and site level administrators and teacher leaders/coaches

Location: Desert Mountain Educational Service Center (DMESC) 17800 Highway 18 Apple Valley, CA 92307

Registration: To ensure that we provide enough materials for everyone please register online at: <http://sbcss.k12oms.org/52-99522>.

The registration deadline is October 20, 2015. For additional registration information, please contact Caryn Valdez at (760) 955-3552. For additional information regarding training content, please contact Corinne Foley at (760) 955-3552. There are no refunds for no-shows or cancellations after the registration deadline.

Special Accommodations: Please submit any special accommodation requests at least fifteen working days prior to the training by notating your request when registering at: <http://sbcss.k12oms.org/52-99522>.

Item 6.3

Assessment Updates



September 1, 2015

Dear District Superintendents and Charter School Administrators:

**2015–16 CAASPP INSTITUTES: A PROFESSIONAL LEARNING OPPORTUNITY
FOR SCHOOL DISTRICTS AND SCHOOLS**

To further support implementation of the California Assessment of Student Performance and Progress (CAASPP) System, the California Department of Education (CDE) has partnered with the Sacramento County Office of Education (SCOE) to conduct regional CAASPP Institutes for local educational agency (LEA) teams during the 2015–16 school year. The CAASPP Institutes will offer participants:

- **Strategies for using CAASPP to improve teaching and learning:** Participants will learn practical strategies and best practices for using the CAASPP System to improve teaching and learning, with a focus on the Smarter Balanced Summative Assessments, Interim Assessments, and Digital Library of formative assessment resources.
- **Cross-LEA sharing and collaboration:** Participants will meet with colleagues from other LEAs to share and learn about successful uses of the CAASPP System.
- **Guided team planning time:** Attending teams will develop LEA-specific plans and action steps that address local needs and can be implemented locally.

Each CAASPP Institute will be comprised of two sessions: Session 1 will take place this fall and will be two days in length, and Session 2 will take place in the spring and will be one day in length. The table below shows a complete listing of CAASPP Institute locations and dates.

Location	*CCSESA Region	Session 1 (Fall 2015)	Session 2 (Spring 2016)
Bakersfield	8	November 5–6	February 16
Burbank/Los Angeles	11	October 26–27	February 9
Clovis	7	November 16–17	February 17
Los Angeles	11	November 2–3	February 2
Orange County	9	November 9–10	February 17
Riverside	10	November 9–10	February 23
Sacramento	3	October 21–22	February 1
San Bernardino	10	October 29–30	February 8
San Diego	9	November 12–13	February 4
San Joaquin	6	October 26–27	February 2
Santa Clara	5	November 16–17	February 12
Santa Rosa	1	November 2–3	February 11
Tehama/Shasta	2	November 4–5	February 4
Ventura	8	November 12–13	February 29

*CCSESA = California County Superintendents Educational Services Association

September 1, 2015
Page 2

The CAASPP Institutes are designed for teams from school districts and schools. Teams must be comprised of at least three, but no more than six, members. If demand exceeds capacity for a particular location, registration priority will be given to LEA teams. In addition, factors such as team composition and school demographics will be taken into consideration.

The composition of each team will vary, but it is recommended that each multidisciplinary team include members with expertise in one or more of the following areas:

- Site or district leadership
- English-language arts and/or mathematics
- Assessment
- Special education
- English language development/English language learners
- Regional System of District and School Support (RSDSS)

Teams may apply online to participate in a CAASPP Institute. The online application can be accessed at <https://www.surveymonkey.com/r/CAASPPInstituteTeams>. **In applying to participate, teams must commit to participate in Session 1 and 2.**

The application window will close on Friday, September 18. Once the application window closes, SCOE will begin to notify accepted applicants. Teams should not make any travel arrangements until the team's application has been confirmed by a member of the SCOE team. Please note that travel expenses for this training are not covered by the CDE or SCOE.

Questions about the CAASPP Institutes should be directed to Jackie Adams, SCOE Program Specialist, by phone at 916-228-2207 or by e-mail at jadams@scoe.net.

Sincerely,

/s/

Keric Ashley, Deputy Superintendent
District, School, and Innovation Branch

KA:ks

cc: LEA CAASPP coordinators
Special Education Local Plan Area Directors
County Superintendents

California Department of Education July 2015			California Alternate Assessment Blueprint for English-language Arts, Grade 3				2016		2017, 2018	
Content Category	NCSC Percentages	ETS Percentages	Common Core State Standard	Core Content Connector	Essential Understanding	Number of Item(s)	Point Range Per Item	Number of Item(s)	Point Range Per Item	
Reading: Literary	30%	30%	3.RL.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	3.RL.h1 Answer questions related to the relationship between characters, setting, events, or conflicts (e.g., characters and events, characters and conflicts, setting and conflicts).	Identify a character, setting, event, or conflict.*	4	5-7	6	10-12	
				3.RL.i2 Answer questions (literal and inferential) and refer to text to support your answer.	Recall information in a text (e.g., repeated story lines).					
			3.RL.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine central message, lesson, or moral and explain how it is conveyed through key details in text. 3.SL.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	3.RL.k2 Determine the central message, lesson, moral, and key details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Identify the topic of a text or information presented in diverse media.*					
Reading: Informational	25%	25%	3.RI.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	3.RI.h1 Identify the purpose of a variety of text features. 3.RI.5	Identify the text feature (e.g., charts, illustrations, maps, titles).	3	4-5	4	6-8	
			3.RI.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	3.RI.h4 Use illustrations (e.g., maps, photographs, diagrams, timelines) in informational texts to answer questions.	Identify an illustration in text.*					
			3.RI.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. 3.SL.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	3.RI.i2 Determine the main idea of text read, read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Identify the topic of a text or information presented in diverse media.*					
			3.RI.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.	3.RI.k5 Determine the main idea of a text; recount the key details and explain how they support the main idea.	Identify the topic of a text.					
Reading: Vocabulary	9%	9%	3.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from an array of strategies. 3.L.4a Use sentence-level context as a clue to the meaning of the word or phrase.	3.RWL.i2 Use sentence context as a clue to the meaning of a new word, phrase, or multiple meaning word.	Recall the meaning of frequently used nouns.*	1	1-2	2	3-5	

California Department of Education July 2015			California Alternate Assessment Blueprint for English-language Arts, Grade 3						
Content Category	NCSC Percentages	ETS Percentages	Common Core State Standard	Core Content Connector	Essential Understanding	2016		2017, 2018	
						Number of Item(s)	Point Range Per Item	Number of Item(s)	Point Range Per Item
Reading: Foundation	6%	6%	3.RF.4 Read with sufficient accuracy and fluency to support comprehension. 3.RF.4b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	3.RWL.h2 Identify grade level words with accuracy.	Identify frequently used nouns.*	1	1-2	1	1-2
Writing	30%	30%	Research to Build and Present Knowledge (informative/explanatory) W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	3.WI.i4 Sort evidence (e.g., graphic organizer) collected from print and/or digital sources into provided categories.	Identify information from print and digital sources on given topics (e.g., pictures of animals).*	4	5-7	6	10-12
			Text Types and Purposes (informative/explanatory) W.3.2 Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. W.3.2a Introduce a topic and group related information together; include illustrations when useful to aiding	3.WI.p1 Include text features (e.g., numbers, labels, diagrams, charts, graphics) to enhance clarity and meaning.	Identify different types of text features found in informational text.				
			Production and Distribution of Writing (narrative) W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.	3.WL.o1 With guidance and support from adults, produce a clear, coherent, permanent product that is appropriate to the specific task, purpose (e.g., to entertain), or audience.	Given a specific purpose, produce a permanent product (e.g., select text appropriate to the purpose, identify descriptive sentences, and select a concluding statement).*				
		100%	*Static Standards, tested yearly (8)			13	16-23	19	30-39
					Router Items	21		Router Items	9
					Non-Router Items	6		Non-Router Items	16
					Total Items on Form	27		Total Items on Form	25

California Alternate Assessment Blueprint for English-language Arts, Grade 4

Content Category	NCSC Percentages	ETS Percentages	Common Core State Standard	Core Content Connector	Essential Understanding	2016		2017, 2018	
						Number of Item(s)	Point Range Per Item	Number of Item(s)	Point Range Per Item
Reading: Literary	30%	30%	4.RL.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	4.RL.i1 Refer to details and examples in a text when explaining what the text says explicitly.	Recall a detail in a text.	4	5-7	6	10-12
			4.RL.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.	4.RL.k2 Determine the theme of a story, drama, or poem; refer to text to support answer.	Determine the topic of story or poem.*				
			4.RL.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a characters thoughts, words, or actions).	4.RL.l1 Describe character traits (e.g., actions, deeds, dialogue, description, motivation, interactions); use details from text to support description.	Identify a character in text.*				
Reading: Informational	25%	25%	4.RI.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	4.RI.h4 Use information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) to answer questions.	Identify basic text features (e.g., charts, graphs, diagrams, time lines, maps).	3	4-5	4	6-8
			4.RI.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.	4.RI.i3 Determine the main idea of an informational text.	Identify the topic of a text.*				
			4.RI.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	4.RI.l1 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	Locate information within a simplified chart, map or graph.*				
Reading: Vocabulary	9%	9%	4.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from an array of strategies. 4.L.4a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of the word or phrase.	4.RWL.i2 Use context as a clue to determine the meaning of unknown words, multiple meaning words, or words showing shades of meaning.	Understand that words can have more than one meaning.*	1	1-2	2	3-5
			4.L.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conversation, and endangered when discussing animal preservation).	4.RWL.j1 Use general academic and domain specific words and phrases accurately.	Identify general academic words (e.g., EDL 2 or 3- map, character, equal, book, name, paper, etc).				

California Alternate Assessment Blueprint for English-language Arts, Grade 4

Content Category	NCSC Percentages	ETS Percentages	Common Core State Standard	Core Content Connector	Essential Understanding	2016		2017, 2018	
						Number of Item(s)	Point Range Per Item	Number of Item(s)	Point Range Per Item
Reading: Foundation	6%	6%	<p>4.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>4.RF.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>	4.RWL.h2 Identify grade level words with accuracy and on successive attempts.	Identify frequently used words (e.g., EDL 2 or 3).*	1	1-2	1	1-2
Writing	30%	30%	<p>Text Types and Purposes (informative/explanatory)</p> <p>W.4.2 Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.4.2a Introduce a topic clearly and group related information in paragraphs and sections; including formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p>	4.WI.p1 Include formatting (e.g., headings, bulleted information), illustrations, and multimedia when useful to promote understanding.	Identify a concluding sentence that signals a close of a paragraph (e.g., In conclusion..., As a result..., Finally...)*.	4	5-7	6	10-12
			<p>Text Types and Purposes (informative/explanatory)</p> <p>W.4.2 Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.4.2e Provide a concluding statement or section related to the information or explanation presented.</p>	4.WI.q1 Provide a concluding statement or section to support the information presented.	Identify the purpose of using different formats, illustrations, or multimedia (e.g., bullets are used for listing items).				
			<p>Production and Distribution of Writing (narrative)</p> <p>W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>	4.WL.o1 Produce a clear coherent permanent that is appropriate to the specific task, purpose (e.g. to entertain), or audience.	Given a specific purpose, produce a permanent product (e.g., select text appropriate to the purpose, identify descriptive sentences, and select a concluding statement).*				
		100%	*Static Standards, tested yearly (8)			13	16-23	19	30-39

Router Items	21
Non-Router Items	6
Total Items on Form	27

Router Items	9
Non-Router Items	16
Total Items on Form	25

California Alternate Assessment Blueprint for English-language Arts, Grade 5

Content Category	NCSC Percentages	ETS Percentages	Common Core State Standard	Core Content Connector	Essential Understanding	2016		2017, 2018	
						Number of Item(s)	Point Range Per Item	Number of Items	Point Range Per Item
Reading: Literary	30%	30%	5.RL.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text	5.RL.b1 Refer to details and examples in a text when explaining what the text says explicitly.	Recall details in a text.	4	5-7	6	10-12
			5.RL.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	5.RL.c2 Summarize a text from beginning to end in a few sentences.	Identify what happens in the beginning of a story.*				
			5.RL.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	5.RL.d1 Compare characters, settings, events within a story; provide or identify specific details in the text to support the comparison.	Identify characters, setting and events in a story.*				
Reading: Informational	30%	30%	5.RI.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	5.RI.c4 Determine the main idea, and identify key details to support the main idea.	Identify the topic of text.*	4	5-7	6	10-12
			5.RI.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	5.RI.d5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	EU 1: Identify a similarity between two pieces of information from a text. EU 2: Identify a difference between two pieces of information from a text.				
			5.RI.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	5.RI.e2 Explain how an author uses reasons and evidence to support particular points in a text.	Identify main/key ideas/points in a text.*				
Reading: Vocabulary	10%	10%	5.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from an array of strategies. 5.L.4a Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of the word or phrase.	5.RWL.a2 Use context to determine the meaning of unknown or multiple meaning words or phrases.	Identify multiple meaning words (e.g., EDL 3 or 4).*	1	1-2	1	2-3

California Alternate Assessment Blueprint for English-language Arts, Grade 5

Content Category	NCSC Percentages	ETS Percentages	Common Core State Standard	Core Content Connector	Essential Understanding	2016		2017, 2018	
						Number of Item(s)	Point Range Per Item	Number of Items	Point Range Per Item
Writing	30%	30%	Text Types and Purposes (informative/explanatory) W.5.2 Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.	5.WI.b3 Organize ideas, concepts, and information (using definition, classification, comparison/contrast, and cause/effect).	Identify relationship of set of items in various categories (definition, classification, compare/contrast, cause/effect).*	4	5-7	6	10-12
			W.5.2a Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	5.WI.d1 Support a topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	Identify facts and details related to a specified topic.				
			W.5.2b Develop the topic with facts, definitions,						
			Production and Distribution of Writing (narrative) W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	5.WL.h1 Produce a clear coherent permanent product that is appropriate to the specific task, purpose (e.g. to entertain), or audience.	Given a specific purpose, produce a permanent product (e.g., select text appropriate to the purpose, identify descriptive sentences, and select a concluding statement).*				
		100%	*Static Standards, tested yearly (7)			13	16-23	19	32-39

Router Items	21	Router Items	9
Non-Router Items	6	Non-Router Items	16
Total Items on Form	27	Total Items on Form	25

California Alternate Assessment Blueprint for English-language Arts, Grade 6

Content Category	NCSC Percentages	ETS Percentages	Common Core State Standard	Core Content Connector	Essential Understanding	2016		2017, 2018		
						Number of Item(s)	Point Range Per Item	Number of Item(s)	Point Range Per Item	
Reading: Literary	20%	20%	6.RL.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	6.RL.b2 Refer to details and examples in a text when explaining what the text says explicitly.	Recall details in a text.	3	4-5	4	6-8	
				6.RL.b3 Use specific details from the text (words, interactions, thoughts, motivations) to support inferences or conclusions about characters including how they change during the course of the story.	Identify characters in a story.*					
				6.RL.c3 Summarize a text from beginning to end in a few sentences without including personal opinions.	Identify what happens in the beginning and ending of a story.*					
Reading: Informational	40%	40%	6.RI.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	6.RI.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	6.RI.b4 Summarize information gained from a variety of sources including media or texts.	5	6-8	7	13-15	
				6.RI.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	6.RI.c2 Provide a summary of the text distinct from personal opinions or judgments.					Identify the main idea of a text.*
				6.RI.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	6.RI.g4 Determine how key individuals, events, or ideas are elaborated or expanded on in a text.					Identify a description of an event or individual in a text.
				6.RI.g6 Evaluate the claim or argument; determine if it is supported by evidence.	Identify a fact from the text.*					
Reading: Vocabulary	10%	10%	6.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from an array of strategies. 6.L.4a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of the word or phrase.	6.RWL.a1 Use context to determine the meaning of unknown or multiple meaning words or phrases.	Identify multiple meaning words (e.g., EDL 4 or 5).*	1	1-2	2	3-4	
				6.RWL.c1 Use general academic and domain specific words and phrases accurately.	Identify general academic words (e.g., EDL 4 or 5).					

California Alternate Assessment Blueprint for English-language Arts, Grade 6

Content Category	NCSC Percentages	ETS Percentages	Common Core State Standard	Core Content Connector	Essential Understanding	2016		2017, 2018	
						Number of Item(s)	Point Range Per Item	Number of Item(s)	Point Range Per Item
Writing	30%	30%	Text Types and Purposes (narrative) W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. W.6.3a Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	6.WL.c1 Organize ideas and event so that they unfold naturally.	Identify the order of events given a short passage/text (e.g., sequence a set of events from an adapted chapter).*	4	5-7	6	10-12
			Text Types and Purposes (narrative) W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. W.6.3c Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	6.WL.c3 Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	Match transition words, phrases, and clauses within a text.				
			Production and Distribution of Writing (informative/explanatory) W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	6.WI.h2 Produce a clear coherent permanent product that is appropriate to the specific task (e.g., topic), purpose (e.g., to inform), and audience (e.g., reader).	Given a specific purpose, produce a permanent product (e.g., select text appropriate to the purpose, identify descriptive sentences, and select a concluding statement).*				
		100%	*Static Standards, tested yearly (8)			13	16-22	19	32-39

Router Items	21	Router Items	9
Non-Router Items	6	Non-Router Items	16
Total Items on Form	27	Total Items on Form	25

California Alternate Assessment Blueprint for English-language Arts, Grade 7

Content Category	NCSC Percentages	ETS Percentages	Common Core State Standard	Core Content Connector	Essential Understanding	2016		2017, 2018	
						Number of Item(s)	Point Range Per Item	Number of Item(s)	Point Range Per Item
Reading: Literary	20%	20%	7.RL.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	7.RL.i2 Use two or more pieces of textual evidence to support inferences, conclusions, or summaries of text.	Make an inference from a literary text.	3	4-5	4	6-8
			7.RL.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	7.RL.j1 Analyze the development of the theme or central idea over the course of the text.	Identify the theme or central idea of the text.*				
Reading: Informational	40%	40%	7.RI.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	7.RI.j1 Use two or more pieces of evidence to support inferences, conclusions, or summaries of text.	Identify a conclusion from an informational text.	5	6-8	7	13-15
			7.RI.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	7.RI.j5 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	Identify the relationship between people, events, or ideas in a text.				
			7.RI.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	7.RI.k4 Evaluate the claim or argument to determine if they are supported by evidence.	Identify a claim from the text.*				
			7.RI.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	7.RI.l1 Compare/contrast how two or more authors write about the same topic.	EU 1: Identify two texts on the same topic. EU2: Compare/contrast two statements related to a single detail within topic.*				
Reading: Vocabulary	10%	10%	7.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from an array of strategies. 7.L.4a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of the word or phrase.	7.RWL.g1 Use context as a clue to determine the meaning of a grade appropriate word or phrase.	Use context as a clue to determine the meaning of a word (e.g., EDL grade 5 or 6).	1	1-2	2	3-5

California Alternate Assessment Blueprint for English-language Arts, Grade 7

Content Category	NCSC Percentages	ETS Percentages	Common Core State Standard	Core Content Connector	Essential Understanding	2016		2017, 2018	
						Number of Item(s)	Point Range Per Item	Number of Item(s)	Point Range Per Item
Writing	30%	30%	Text Types and Purposes (narrative) W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. W.7.3e Provide a conclusion that follows from and reflects on the narrated experiences or events.	7.WL.o1 Select or provide a concluding statement or paragraph that follows from the narrated experiences or events.	Provide a conclusion (concluding sentence, paragraph or extended ending) that follows from the narrated experiences or events.	4	5-7	6	10-12
			Text Types and Purposes (narrative) W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. W.7.3d Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	7.WL.l1 Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	Identify a visual image to match provided text.*				
			Production and Distribution of Writing (informative/explanatory) W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	7.WL.jo1 Produce a clear coherent permanent product (e.g. select/generate responses to form paragraph/essay) that is appropriate to the specific task (e.g., topic), purpose (e.g., to inform), or audience (reader).	Given a specific purpose, produce a permanent product (e.g., select text appropriate to the purpose, identify descriptive sentences, and select a concluding statement).*				
						13	16-22	19	32-40

100% *Static Standards, tested yearly (5)

Router Items	21
Non-Router Items	6
Total Items on Form	27

Router Items	9
Non-Router Items	16
Total Items on Form	25

California Alternate Assessment Blueprint for English-language Arts, Grade 8

Content Category	NCSC Percentages	ETS Percentages	Common Core State Standard	Core Content Connector	Essential Understanding	2016		2017, 2018	
						Number of Item(s)	Point Range Per Item	Number of Item(s)	Point Range Per Item
Reading: Literary	20%	20%	8.RL.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	8.RL.i2 Use two or more pieces of evidence to support inferences, conclusions, or summaries of text.	Make an inference from a literary text	3	4-5	5	8-10
			8.RL.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	8.RL.j2 Analyze the development of the theme or central idea over the course of the text including its relationship to the characters, setting and plot.	Identify the theme or central idea of the text.*				
Reading: Informational	40%	40%	8.RI.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	8.RI.j1 Use two or more pieces of evidence to support inferences, conclusions, or summaries of text.	Make an inference from an informational text.	5	6-8	7	13-15
			8.RI.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.	8.RI.k2 Determine how the information in each section contribute to the whole or to the development of ideas.	Identify supporting key details/key information within a paragraph.*				
			8.RI.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	8.RI.k4 Identify an argument or claim that the author makes.	Identify a fact from the text.*				
			8.RI.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	8.RI.l1 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	Identify a similar topic in two texts.*				
Reading: Vocabulary	10%	10%	8.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from an array of strategies. 8.L.4a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of the word or phrase.	8.RWL.g1 Use context as a clue to the meaning of a grade-appropriate word or phrase.	Use context as a clue to determine the meaning of a word (e.g., EDL grade 6 or 7).*	1	1-2	1	1-2
			8.L.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	8.RWL.i1 Use general academic and domain specific words and phrases accurately.	Identify general academic words (e.g., EDL 6 or 7).				
			Production and Distribution of Writing (informative/explanatory) W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	8.WI.o1 Produce a clear coherent permanent product (e.g. select/generate responses to form paragraph/essay) that is appropriate to the specific task (e.g., topic), purpose (e.g., to inform), or audience (e.g., reader).	Given a specific purpose, produce a permanent product (e.g., select text appropriate to the purpose, identify descriptive sentences, and select a concluding statement).*				

California Alternate Assessment Blueprint for English-language Arts, Grade 8

Content Category	NCSC Percentages	ETS Percentages	Common Core State Standard	Core Content Connector	Essential Understanding	2016		2017, 2018	
						Number of Item(s)	Point Range Per Item	Number of Item(s)	Point Range Per Item
Writing	30%	30%	Research to Build and Present Knowledge (argument) W.8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	8.WP.j1 Gather relevant information (e.g., highlight in text, quote or paraphrase from text or discussion) from print and/or digital sources.	Identify sources of information relevant to the topic (e.g., print and/or digital).*	4	5-7	6	10-12
			Text Types and Purposes (argument) W.8.1 Write arguments to support claims with clear reasons and relevant evidence. W.8.1a Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.	8.WP.k2 Create an organizational structure in which ideas are logically grouped to support the writer's claim.	Given a writer's claims, identify the writer's perspective on the topic (e.g., pro or con).				
						13	16-22	19	32-39
		100%	*Static Standards, tested yearly (7)						

Router Items	21
Non-Router Items	6
Total Items on Form	27

Router Items	9
Non-Router Items	16
Total Items on Form	25

California Alternate Assessment Blueprint for English-language Arts, Grade 11

Content Category	NCSC Percentages	ETS Percentages	Common Core State Standard	Core Content Connector	Essential Understanding	2016		2017, 2018	
						Number of Item(s)	Point Range Per Item	Number of Item(s)	Point Range Per Item
Reading: Literary	15%	15%	11-12.RL.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	1112.RL.b1 Use two or more pieces of evidence to support inferences, conclusions, or summaries of the plot, purpose or theme within a text.	Identify a summary of the plot of a literary text.*	2	2-3	3	5-7
			11-12.RL.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning.	1112.RL.d1 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning.	Identify elements of a story's plot (e.g., exposition, rising action, climax, falling action, resolution).				
Reading: Informational	45%	45%	11-12.RI.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	1112.RI.b1 Use two or more pieces of evidence to support inferences, conclusions, or summaries or text.	Identify a conclusion from an informational text.*	6	9-12	9	15-17
			11-12.RI.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.	1112.RI.b5 Determine how key details support the development of the central idea of a text.	Identify the central idea or key detail of a text.*				
			11-12.RI.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.	1112.RI.d1 Determine the author's point of view or purpose in a text.	Identify what an author tells about a topic.				
			11-12.RI.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.	1112.RI.e1 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.	Locate information within a text related to a given topic.*				
Reading: Vocabulary	10%	10%	11-12.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 11-12 reading and content, choosing flexibly from an array of strategies. 11-12.L.4a Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	1112.RWL.b1 Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position in a sentence) as a clue to the meaning of a word or phrase.	Use context as a clue to determine the meaning of a word in text (e.g., EDL grade 8 or 9).*	1	1-2	2	2-3

California Alternate Assessment Blueprint for English-language Arts, Grade 11

Content Category	NCSC Percentages	ETS Percentages	Common Core State Standard	Core Content Connector	Essential Understanding	2016		2017, 2018	
						Number of Item(s)	Point Range Per Item	Number of Item(s)	Point Range Per Item
			11-12.RI.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.	11112.RWL.c3 Develop and explain ideas for why authors made specific word choices within text.	Identify a word or words used to describe a person, place, thing, action or event in a text (e.g., EDL grade 8 or 9).				
Writing	30%	30%	Text Types and Purposes (informative/explanatory) W.11-12.2 Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. W.11-12.2a Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	1112.WI.b2 Create an organizational structure for writing that groups information logically (e.g., cause/effect, compare/contrast, descriptions and examples), to support paragraph focus.	Identify information that doesn't belong in a paragraph based on an organizational structure (e.g., examples, descriptions, cause/effect, compare/contrast).	4	5-7	5	8-10
			Text Types and Purposes (informative/explanatory) W.11-12.2 Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. W.11-12.2b Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	1112.WI.b4 Select the facts, extended definitions, concrete details, quotations, or other information and examples that are most relevant to the focus and appropriate for the audience.	Match details, facts, or examples to a topic.*				
			Production and Distribution of Writing (argument) W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	1112.WP.f1 Produce a clear coherent permanent product that is appropriate to the specific task, purpose (to persuade), and audience.	Given a specific purpose, produce a permanent product (e.g., select text appropriate to the purpose, identify descriptive sentences, and select a concluding statement).*				
		100%	*Static Standards, tested yearly (7)			13	16-24	19	30-37

NCSC = National Center and State Collaborative
ETS = Educational Testing Service

Router Items	21
Non-Router Items	6
Total Items on Form	27

Router Items	9
Non-Router Items	16
Total Items on Form	25

California Alternate Assessment Blueprint for Mathematics, 2016, Grade 3

Domain	NCSC	Approximate ETS Percentages	CCSS	CCCs	Essential Understandings	Within the Router		Outside of Route	
						2 Pt	1 Pt	2 Pt	1 Pt
Operations & Algebraic Thinking	30%	30%	3.OA.A.1 Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. <i>For example, describe a context in which a total number of objects can be expressed as 5×7.</i>	3.NO.2d3 Solve multiplication problems with neither number greater than 5.	Create an array of sets (e.g., 3 rows of 2).	0	3	0	0
Operations & Algebraic Thinking			3.OA.D.8 Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.	3.NO.2e1 Solve or solve and check one or two-step word problems requiring addition, subtraction or multiplication with answers up to 100.	Combine (+), decompose (-), and multiply (x) with concrete objects; use counting to get the answers. Match the action of combining with vocabulary (i.e., in all; altogether) or the action of decomposing with vocabulary (i.e., have left; take away) in a word problem.	3	0	1	0
Operations & Algebraic Thinking			3.OA.D.9 Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. <i>For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.</i>	3.PRF.2d1 Identify multiplication patterns in a real world setting.	Concrete understanding of a pattern as a set that repeats regularly or grows according to a rule; Ability to identify a pattern that grows (able to show a pattern) (shapes, symbols, objects).	0	0	0	1

California Alternate Assessment Blueprint for Mathematics, 2016, Grade 3

Domain	NCSC	Approximate ETS Percentages	CCSS	CCCs	Essential Understandings	Within the Router		Outside of Route	
						2 Pt	1 Pt	2 Pt	1 Pt
Number & Operations in Base Ten	20%	35%	3.NBT.A.1 Use place value understanding to round whole numbers to the nearest 10 or 100.	3.NO.1j3 Use place value to round to the nearest 10 or 100.	Identify ones or tens in bundled sets – Similar/different with concrete representations (i.e., is this set of manipulatives (8 ones) closer to this set (a ten) or this set (a one)?).	0	3	0	0
Number & Operations in Base Ten			3.NBT.A.2 Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.	3.NO.2c1 Solve multi-step addition and subtraction problems up to 100.	Combine (+) or decompose (-) with concrete objects; use counting to get the answers.	3	0	0	0
Number & Operations—Fractions	20%		3.NF.A.1 Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$.	3.NO.1i3 Identify the fraction that matches the representation (rectangles and circles; halves, fourths, and thirds, eighths).	Identify part and whole when item is divided. Count the number of the parts selected (3 of the 4 parts; have fraction present but not required to read $3/4$).	0	0	0	1
Number & Operations—Fractions			3.NF.A.3d Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.	3.SE.1g1 Use $=$, $<$, or $>$ to compare two fractions with the same numerator or denominator.	Concrete representation of a fractional part of a whole as greater than, less than, equal to another.	0	3	0	0

California Alternate Assessment Blueprint for Mathematics, 2016, Grade 3

Domain	NCSC	Approximate ETS Percentages	CCSS	CCCs	Essential Understandings	Within the Router		Outside of Route	
						2 Pt	1 Pt	2 Pt	1 Pt
Measurement & Data	20%	35%	3.MD.B.3 Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. <i>For example, draw a bar graph in which each square in the bar graph might represent 5 pets.</i>	3.DPS.1g1 Collect data, organize into picture or bar graph.	Organize data into a graph using objects (may have number symbols).	3	0	1	0
Measurement & Data			3.MD.C.6 Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).	3.ME.1d2 Measure area of rectangular figures by counting squares.	Ability to identify the area of a rectangular figure.	0	0	0	1
Geometry	10%		3.G.A.2 Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. <i>For example, partition a shape into 4 parts with equal area, and describe the area of each part as 1/4 of the area of the shape.</i>	3.GM.1i1 Partition rectangles into equal parts with equal area.	Concept of equal parts; Partitioning with concrete objects; Find the rectangle that is the same or match two congruent rectangles.	0	3	0	1
						0	0	0	0
						18	12	4	4
						9	12	2	4
						Total items		27	
						Total points		38	

California Alternate Assessment Blueprint for Mathematics, 2016, Grade 4

Domain	NCSC	Approximate ETS Percentages	CCSS	CCCs	Essential Understandings	Within the Router		Outside of Router	
						2 Pt	1 Pt	2 Pt	1 Pt
Operations & Algebraic Thinking	30%	30%	4.OA.A.1 Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.	4.NO.2d7 Determine how many objects go into each group when given the total number of objects and groups where the number in each group or number of groups is not > 10 .	Create an array of objects given a specific number of rows and the total number, place one object in each group/row at a time.	0	3	0	0
Operations & Algebraic Thinking			4.OA.A.2 Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.	4.PR.F.1e3 Solve multiplicative comparisons with an unknown using up to 2-digit numbers with information presented in a graph or word problem (e.g., an orange hat cost \$3. A purple hat cost 2 times as much. How much does the purple hat cost? [$3 \times 2 = p$]).	Identify visual multiplicative comparisons (e.g., which shows two times as many tiles as this set?).	3	0	0	0
Operations & Algebraic Thinking			4.OA.A.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.	4.NO.2e2 Solve or solve and check one or two step word problems requiring addition, subtraction, or multiplication with answers up to 100.	Select the representation of manipulatives on a graphic organizer to show addition/multiplication equation; Match to same for representations of equations with equations provided (may be different objects but same configuration).	0	3	0	0

California Alternate Assessment Blueprint for Mathematics, 2016, Grade 4

Domain	NCSC	Approximate ETS Percentages	CCSS	CCCs	Essential Understandings	Within the Router		Outside of Router	
						2 Pt	1 Pt	2 Pt	1 Pt
Number & Operations in Base Ten	10%	40%	4.NBT.A.3 Use place value understanding to round multi-digit whole numbers to any place.	4.NO.1j5 Use place value to round to any place (i.e., ones, tens, hundreds, thousands).	Identify ones, tens, hundreds in bundled sets – Similar/different with concrete representations (i.e., is this set of manipulatives (8 tens) closer to this set (a hundred) or this set (a ten)?).	0	3	0	1
Number & Operations—Fractions	30%		4.NF.A.1 Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.	4.NO.1m1 Determine equivalent fractions.	Equivalency: what is and what is not equivalent; this may begin with numbers/sets of objects: e.g., $3=3$ or two fraction representations that are identical (two pies showing $2/3$).	0	0	1	0
Number & Operations—Fractions			4.NF.A.2 Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $1/2$. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.	4.NO.1n2 Compare up to 2 given fractions that have different denominators.	Differentiate between parts and a whole.	3	0	1	0
Number & Operations—Fractions			4.NF.A.2 Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $1/2$. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.	4.SE.1g2 Use $=$, $<$, or $>$ to compare 2 fractions (fractions with a denominator of 10 or less).	Concrete representation of a fractional part of a whole as greater than, less than, equal to another.	0	0	0	1

California Alternate Assessment Blueprint for Mathematics, 2016, Grade 4

Domain	NCSC	Approximate ETS Percentages	CCSS	CCCs	Essential Understandings	Within the Router		Outside of Router	
						2 Pt	1 Pt	2 Pt	1 Pt
Measurement & Data	20%	30%	4.MD.A.3 Apply the area and perimeter formulas for rectangles in real world and mathematical problems. <i>For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.</i>	4.ME.1g2 Solve word problems using perimeter and area where changes occur to the dimensions of a rectilinear figure.	Identify the perimeter; Identify the area; Show each when size of figure changes.	0	3	0	0
Measurement & Data			4.MD.B.4 Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Solve problems involving addition and subtraction of fractions by using information presented in line plots. <i>For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.</i>	4.DPS.1g3 Collect data, organize in graph (e.g. picture graph, line plot, bar graph).	Identify data set based on a single attribute (e.g., pencils vs. markers); Identify data set with more or less (e.g., this bar represents a set with more); Organize the data into a graph using objects (may have number symbols).	3	0	0	0
Geometry	10%		4.G.A.2 Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.	4GM.1h2 Classify two-dimensional shapes based on attributes (# of angles).	Identify attributes within a 2-dimensional figure (e.g., rectangles have sides – student identifies sides of rectangle – and angles – student identifies angles in rectangle).	0	0	0	2
						0	0	0	0
						points 18	12	4	4
						items 9	12	2	4
Total items									27
Total points									38

California Alternate Assessment Blueprint for Mathematics, 2016, Grade 5

Domain	NCSC	Approximate ETS Percentages	CCSS	CCCs	Essential Understandings	Within the Router		Outside of Router	
						2 Pt	1 Pt	2 Pt	1 Pt
Operations & Algebraic Thinking	10%	15%	5.OA.B.3 Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. <i>For example, given the rule “Add 3” and the starting number 0, and given the rule “Add 6” and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.</i>	5.PRF.2b1 Generate or select a comparison between two graphs from a similar situation.	Compare two pieces of information provided in a single display.	3	0	0	0
Number & Operations in Base Ten	40%		5.NBT.A.3a Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$.	5.NO.1b1 Read, write, or select a decimal to the hundredths place.	Recognize part whole using materials divided into tenths – Count tenths to determine how many (e.g., 4 tenths) (.4 have the decimal present but not required to read).	0	0	0	1
Number & Operations in Base Ten			5.NBT.A.4 Use place value understanding to round decimals to any place.	5.NO.1b4 Round decimals to the next whole number.	Identify place value to the ones, tens, hundreds, thousands.	0	0	0	1
Number & Operations in Base Ten			5.NBT.B.6 Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	5.NO.2a5 Solve word problems that require multiplication or division.	Combine (\times) or decompose (\div) with concrete objects; use counting to get the answers.	3	0	1	0

California Alternate Assessment Blueprint for Mathematics, 2016, Grade 5

Domain	NCSC	Approximate ETS Percentages	CCSS	CCCs	Essential Understandings	Within the Router		Outside of Router	
						2 Pt	1 Pt	2 Pt	1 Pt
Number & Operations in Base Ten		55%	5.NBT.B.7 Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.	5.NO.2c1 Solve 1 step problems using decimals.	Combine (+) or decompose (-) with concrete objects; use counting to get the answers; Match the action of combining with vocabulary (i.e., in all; altogether) or the action of decomposing with vocabulary (i.e., have left; take away) in a word problem.	0	0	0	1
Number & Operations—Fractions	20%		5.NF.A.2 Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. <i>For example, recognize an incorrect result $2/5 + 1/2 = 3/7$, by observing that $3/7 < 1/2$.</i>	5.NO.2c2 Solve word problems involving the addition, subtraction, multiplication or division of fractions.	Identify what to do with the parts when given the key word (using the fractional parts).	3	0	1	0
Number & Operations—Fractions			5.NF.B.5b Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $a/b = (n \times a)/(n \times b)$ to the effect of multiplying a/b by 1.	5.PRF.1a1 Determine whether the product will increase or decrease based on the multiplier.	Limit to whole numbers and 1 or more; Show what happens to set when have one of these (1x) versus some other number (e.g., 2x).	0	3	0	0

California Alternate Assessment Blueprint for Mathematics, 2016, Grade 5

Domain	NCSC	Approximate ETS Percentages	CCSS	CCCs	Essential Understandings	Within the Router		Outside of Router	
						2 Pt	1 Pt	2 Pt	1 Pt
Measurement & Data	20%	30%	5.MD.A.1 Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.	5.ME.1b2 Convert standard measurements of length.	To measure an object or quantity using 2 different units to show they mean the same thing (e.g., 12 inches and 1 foot). If larger unit, there are less; smaller units, you need more.	0	3	0	0
Measurement & Data			5.MD.A.1 Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.	5.ME.2a1 Solve problems involving conversions of standard measurement units when finding area, volume, time-lapse, or mass.	Identify what measures time (clock used to measure time; calendar used to measure days); identify past/present (for lapsed time).	0	3	0	0
Geometry	10%		5.G.A.1 Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).	5.GM.1c3 Use ordered pairs to graph given points.	Identify the x- and y-axis; or concept of intersection.	0	3	1	0
						0	0	0	0
						18	12	6	3
						9	12	3	3
						Total items		27	
						Total points		39	

points
items

California Alternate Assessment Blueprint for Mathematics, 2016, Grade 6

Domain	NCSC	Approximate ETS Percentages	CCSS	CCCs	Essential Understandings	Within the Router		Outside of Router	
						2 Pt	1 Pt	2 Pt	1 Pt
Ratios & Proportional Relationships	30%	30%	<p>6.RP.A.1 Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. <i>For example, “The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak.” “For every vote candidate A received, candidate C received nearly three votes.”</i></p>	<p>6.PRF.1c1 Describe the ratio relationship between two quantities for a given situation.</p>	<p>Match/identify a simple ratio (1:X) to the relationship between two quantities.</p>	3	0	1	0
Ratios & Proportional Relationships			<p>6.RP.A.3c Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent.</p>	<p>6.NO.1f1 Find a percent of a quantity as rate per 100.</p>	<p>State a relationship to a quantity out of 100.</p>	0	3	0	0
The Number System	30%		<p>6.NS.A.1 Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. <i>For example, create a story context for $(2/3) \div (3/4)$ and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that $(2/3) \div (3/4) = 8/9$ because $3/4$ of $8/9$ is $2/3$. (In general, $(a/b) \div (c/d) = ad/bc$.) How much chocolate will each person get if 3 people share $1/2$ lb of chocolate equally? How many $3/4$-cup servings are in $2/3$ of a cup of yogurt? How wide is a rectangular strip of land with length $3/4$ mi and area $1/2$ square mi? .</i></p>	<p>6.NO.2c3 Solve one-step, addition, subtraction, multiplication, or division problems with fractions or decimals.</p>	<p>Concept of +, -, x, ÷. Concept of fraction and decimal. Use concrete object to represent the removal (subtraction) or addition of one half from/to a whole object.</p>	3	0	0	0

California Alternate Assessment Blueprint for Mathematics, 2016, Grade 6

Domain	NCSC	Approximate ETS Percentages	CCSS	CCCs	Essential Understandings	Within the Router		Outside of Router	
						2 Pt	1 Pt	2 Pt	1 Pt
		25%	6.NS.B.3 Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.						
The Number System			6.NS.C.5 Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.	6.NO.1d4 Select the appropriate meaning of a negative number in a real world situation.	Ability to select the appropriate representation of more than or less than 0 in a real world situation.	0	0	1	0
The Number System			6.NS.C.6a Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., $-(-3) = 3$, and that 0 is its own opposite.	6.NO.1d2 Locate positive and negative numbers on a number line.	Recognize how values/numbers lie on either side of zero.	0	0	0	1

California Alternate Assessment Blueprint for Mathematics, 2016, Grade 6

Domain	NCSC	Approximate ETS Percentages	CCSS	CCCs	Essential Understandings	Within the Router		Outside of Router	
						2 Pt	1 Pt	2 Pt	1 Pt
Expressions & Equations	20%	25%	6.EE.A.2 Write, read, and evaluate expressions in which letters stand for numbers.	6.PRF.1d1 Solve real world single-step linear equations.	Recognize the intended outcome of a word problem based on a linear equation.	0	3	0	0
Expressions & Equations			6.EE.C.9 Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation $d = 65t$ to represent the relationship between distance and time.	6.ME.2a2 Solve one-step real world measurement problems involving unit rates with ratios of whole numbers when given the unit rate (3 inches of snow falls per hour, how much in 6 hours).	Identify a familiar unit rate.	0	0	1	0
Expressions & Equations			6.EE.B.7 Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p , q and x are all nonnegative rational numbers.	6.NO.2a6 Solve problems or word problems using up to three digit numbers and any of the four operations.	Decompose (\div) with concrete objects; use counting to get the answer.	3	0	0	0
Geometry	10%	10%	6.G.A.1 Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.	6.GM.1d1 Find the area of quadrilaterals.	Use manipulatives to measure the area of a rectangle (e.g., tiling).	0	3	0	1

California Alternate Assessment Blueprint for Mathematics, 2016, Grade 6

Domain	NCSC	Approximate ETS Percentages	CCSS	CCCs	Essential Understandings	Within the Router		Outside of Router		
						2 Pt	1 Pt	2 Pt	1 Pt	
Statistics & Probability	10%	10%	6.SP.A.2 Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.	6.DPS.1d3 Select statement that matches mean, mode, and spread of data for 1 measure of central tendency for given data set.	Identify the highest and lowest value in a data set given a number line and matching symbols; Identify the representation (Plastic snap cubes, wiki sticks) of the mode; Use concrete materials to produce the mean (leveled plastic snap cubes).	0	3	0	1	
						points	18	12	6	3
						items	9	12	3	3
						Total items		27		
						Total points		39		

California Alternate Assessment Blueprint for Mathematics, 2016, Grade 7

Domain	NCSC	Approximate ETS Percentages	CCSS	CCCs	Essential Understandings	Within the Router		Outside of Router	
						2 Pt	1 Pt	2 Pt	1 Pt
Ratios & Proportional Relationships	40%	35%	7.RP.A.2 Recognize and represent proportional relationships between quantities.	7.NO.2f1 Identify the proportional relationship between two quantities (use rules or symbols to show quantitative relationships).	Recognize the constancy of one object to its parts (i.e., one fact, two eyes).	0	0	0	1
Ratios & Proportional Relationships			7.RP.A.2a Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin.	7.NO.2f2 Determine if two quantities are in a proportional relationship using a table of equivalent ratios or points graphed on a coordinate plane.	Use a table to recognize the quantity of two entries, without counting, to determine which is relatively larger.	0	3	0	0
			7.RP.A.2b Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.			0	0	0	0
Ratios & Proportional Relationships			7.RP.A.3 Use proportional relationships to solve multistep ratio and percent problems. Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.	7.PRF.1f1 Use proportional relationships to solve multistep percent problems in real world situations.	Identify how one variable changes in relation to another variable in a directly proportional relationship (e.g., $a/b = c/d$, if a increases, what will happen to c ?).	0	0	1	1
Ratios & Proportional Relationships			7.RP.A.3 Use proportional relationships to solve multistep ratio and percent problems. Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.	7.NO.2f6 Solve word problems involving ratios.	Show rate when asked; Show proportion when asked; Select a set for the ratio given (Maria stamps three letters every minute which we write as 3:1. Show me the letters she stamps in a minute).	3	0	0	0

California Alternate Assessment Blueprint for Mathematics, 2016, Grade 7

Domain	NCSC	Approximate ETS Percentages	CCSS	CCCs	Essential Understandings	Within the Router		Outside of Router	
						2 Pt	1 Pt	2 Pt	1 Pt
The Number System	20%	15%	7.NS.A.2 Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.	7.NO.2i1 Solve multiplication problems with positive/negative numbers.	Create an array of objects for the mathematical equation and match answer symbol (+ or -) following multiplication rules for an equation.	0	3	0	0
The Number System			7.NS.A.2 Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.	7.NO.2i2 Solve division problems with positive/negative numbers.	Create an array of objects for the mathematical equation and match answer symbol (+ or -) following division rules for an equation.	0	3	0	0
Expressions & Equations	10%	20%	7.EE.B.4 Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.	7.PRF.1g2 Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and in-equalities to solve problems by reasoning about the quantities.	Record/replace a variable in an equation with a fact from a story on a graphic organizer.	3	0	1	0
Geometry	20%	15%	7.G.B.4 Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.	7.ME.2d1 Apply formula to measure area and circumference of circles.	Recognize the area of a circle and the circumference when shown a graphic representation.	0	0	1	0
Geometry			7.G.B.6 Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.	7.GM.1h2 Find the surface area of three-dimensional figures using nets of rectangles or triangles.	Demonstrate the concept of the surface area of a rectangular prism; Fill rectangular prism.	0	3	0	1

California Alternate Assessment Blueprint for Mathematics, 2016, Grade 7

Domain	NCSC	Approximate ETS Percentages	CCSS	CCCs	Essential Understandings	Within the Router		Outside of Router	
						2 Pt	1 Pt	2 Pt	1 Pt
Statistics & Probability	10%	15%	7.SP.B.4 Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations. <i>For example, decide whether the words in a chapter of a seventh-grade science book are generally longer than the words in a chapter of a fourth-grade science book.</i>	7.DPS.1k1 Analyze graphs to determine or select appropriate comparative inferences about two samples or populations.	Understand basic information from simple graphs (e.g., interpret a bar graph using the understanding that the taller column on a graph has a higher frequency, the shorter column on a graph has a lower frequency).	3	0	0	0
						18	12	6	3
		9				12	3	3	
						Total items		27	
						Total points		39	

California Alternate Assessment Blueprint for Mathematics, 2016, Grade 8

Domain	NCSC	Approximate ETS Percentages	CCSS	CCCs	Essential Understandings	Within the Router		Outside of Router	
						2 Pt	1 Pt	2 Pt	1 Pt
The Number System	10%	10%	8.NS.A.2 Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions (e.g., π^2). <i>For example, by truncating the decimal expansion of $\sqrt{2}$, show that $\sqrt{2}$ is between 1 and 2, then between 1.4 and 1.5, and explain how to continue on to get better approximations.</i>	8.NO.1k3 Use approximations of irrational numbers to locate them on a number line.	Recognize how values/numbers can lie between whole number values on a number line.	0	3	0	0
Expressions & Equations	20%	35%	8.EE.B.5 Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed.	8.PRF.1e2 Represent proportional relationships on a line graph.	Recognize a positive relationship between two variables.	0	0	1	0
Expressions & Equations			8.EE.C.7 Solve linear equations in one variable.	8.PRF.1g3 Solve linear equations with 1 variable.	Use manipulatives or graphic organizer to solve a problem.	0	3	0	0
Functions	20%		8.F.B.4 Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x, y) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.	8.PRF.2e2 Identify the rate of change (slope) and initial value (y-intercept) from graphs.	Indicate the point on a line that crosses the y-axis.	0	0	1	0

California Alternate Assessment Blueprint for Mathematics, 2016, Grade 8

Domain	NCSC	Approximate ETS Percentages	CCSS	CCCs	Essential Understandings	Within the Router		Outside of Router	
						2 Pt	1 Pt	2 Pt	1 Pt
Functions			8.F.B.5 Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.	8.PR.F.1f2 Describe or select the relationship between the two quantities given a line graph of the situation.	Use a graph to recognize the quantity in two sets, without counting, to determine which is relatively larger.	3	0	0	0
Geometry	30%	30%	8.G.A.2 Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them.	8.GM.1g1 Recognize congruent and similar figures.	Demonstrate the concept of congruent and similar (e.g., match concrete examples of congruent shapes, match concrete examples of similar shapes).	0	0	0	1
Geometry			8.G.A.4 Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them.	8.ME.1e1 Describe the changes in surface area, area, and volume when the figure is changed in some way (e.g., scale drawings).	Recognize how the space inside a figure increases when the sides are lengthened.	3	0	1	0
Geometry			8.G.C.9 Know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems.	8.ME.2d2 Apply the formula to find the volume of 3-dimensional shapes (i.e., cubes, spheres, and cylinders).	Ability to recognize attributes of a 3-dimensional shape.	0	3	0	1

California Alternate Assessment Blueprint for Mathematics, 2016, Grade 8

Domain	NCSC	Approximate ETS Percentages	CCSS	CCCs	Essential Understandings	Within the Router		Outside of Router		
						2 Pt	1 Pt	2 Pt	1 Pt	
Statistics & Probability	20%	25%	8.SP.A.1 Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.	8.DPS.1h1 Graph bivariate data using scatter plots and identify possible associations between the variable.	Locate points on the x-axis and y-axis of an adapted grid (not necessarily numeric).	0	3	0	1	
Statistics & Probability			8.SP.A.4 Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables. <i>For example, collect data from students in your class on whether or not they have a curfew on school nights and whether or not they have assigned chores at home. Is there evidence that those who have a curfew also tend to have chores?</i>	8.DPS.1k2 Analyze displays of bivariate data to develop or select appropriate claims about those data.	Use graphic supports (e.g., highlighted transparency of an association) to identify the appropriate statement when given a relationship between two variables.	3	0	0	0	
						points	18	12	6	3
						items	9	12	3	3
							Total items		27	
							Total points		39	

California Alternate Assessment Blueprint for Mathematics, 2016, Grade 11

Domain	NCSC	Approximate ETS Percentages	CCSS	CCCs	Essential Understandings	Within the Router		Outside of Router	
						2 Pt	1 Pt	2 Pt	1 Pt
Number and Quantity: The Real Number System	20%	20%	HSN-RN.A.2 Rewrite expressions involving radicals and rational exponents using the properties of exponents.	HS.NO.1a1 Simplify expressions that include exponents.	Create an array with a number multiplied by itself (Show me 3 rows of 3).	0	3	0	0
Number and Quantity: Quantities			HSN-Q.A.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.	H.ME.1a2 Solve real world problems involving units of measurement.	Ability to solve real world measurement problems that require interpretation and use of a table.	3	0	0	0
Algebra: Creating Equations	50%	50%	HSA-CED.A.1 Create equations and inequalities in one variable and use them to solve problems. <i>Include equations arising from linear and quadratic functions, and simple rational and exponential functions.</i>	H.PRF.2b1 Translate a real-world problem into a one-variable linear equation.	Match an equation with one variable to the real world context.	0	0	2	0
Algebra: Creating Equations			HSA-REI.A.1 Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.	H.PRF.2b2 Solve equations with one or two variables using equations or graphs.	Count and arrange a given number of objects into two sets in multiple combinations.	0	3	0	0
Algebra: Creating Equations			HSA-REI.B.3 Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.	H.ME.1b2 Solve a linear equation to find a missing attribute given the area, surface area, or volume and the other attribute.	Identify the unknown quantity when given an equation and labeled figure.	0	0	1	0
Functions: Interpreting Functions			HSF-LE.A.1 Distinguish between situations that can be modeled with linear functions and with exponential functions.	H.PRF.1c1 Select the appropriate graphical representation of a linear model based on real world events.	Match a point not on a line as not being part of a data set for a given line.	0	3	0	1
Functions: Interpreting Functions			HSF-LE.A.3 Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function.	H.PRF. 2c1 Make predictions based on a given model (for example, a weather model, data for athletes over years).	Extend a graph when provided a relationship and two choices.	3	0	0	0

California Alternate Assessment Blueprint for Mathematics, 2016, Grade 11

Domain	NCSC	Approximate ETS Percentages	CCSS	CCCs	Essential Understandings	Within the Router		Outside of Router		
						2 Pt	1 Pt	2 Pt	1 Pt	
Geometry: Similarity, Right Triangles, & Trigonometry	10%	10%	HSG-SRT.A.2 Given two figures, use the definition of similarity in terms of similarity transformations to decide if they are similar; explain using similarity transformations the meaning of similarity for triangles as the equality of all corresponding pairs of angles and the proportionality of all corresponding pairs of sides.	H.GM.1b1 Use definitions to demonstrate congruency and similarity in figures.	Identify the right angle within a given triangle; Identify sides and/or hypotenuse of a right triangle.	0	3	0	1	
Statistics & Probability: Interpreting Categorical & Quantitative Data	20%	20%	HSS-ID.A.1 Represent data with plots on the real number line (dot plots, histograms, and box plots).	H.DPS.1b1 Complete a graph given the data, using dot plots, histograms, or box plots.	Make a connection between categories in a data table to the appropriate axis of a graph.	3	0	0	0	
Statistics & Probability: Interpreting Categorical & Quantitative Data			HSS-ID.A.2 Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.	H.DPS.1c1 Use descriptive stats; range, median, mode, mean, outliers/gaps to describe data set.	Identify the highest and lowest value in a data set given a number line and matching symbols (concept of range).	0	0	0	1	
NCSC = National Center and State Collaborative ETS = Educational Testing Service CCSS = Common Core State Standards CCCs = Core Content Connectors										
Pt = Points						points	18	12	6	3
						items	9	12	3	3
						Total items				27
						Total points				39

California Alternate Assessment Blueprint for Mathematics, 2017–18, Grade 3

Domain	NCSC	Approximate ETS Percentages	CCSS	CCCs	Essential Understandings	Within the Router		Outside of Router	
						2 Pt	1 Pt	2 Pt	1 Pt
Operations & Algebraic Thinking	30%	30%	3.OA.A.1 Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. <i>For example, describe a context in which a total number of objects can be expressed as 5×7.</i>	3.NO.2d3 Solve multiplication problems with neither number greater than 5.	Create an array of sets (e.g., 3 rows of 2).	0	0	0	3
Operations & Algebraic Thinking			3.OA.D.8 Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.	3.NO.2e1 Solve or solve and check one or two-step word problems requiring addition, subtraction or multiplication with answers up to 100.	Combine (+), decompose (-), and multiply (x) with concrete objects; use counting to get the answers. Match the action of combining with vocabulary (i.e., in all; altogether) or the action of decomposing with vocabulary (i.e., have left; take away) in a word problem.	3	0	0	0
Operations & Algebraic Thinking			3.OA.D.9 Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. <i>For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.</i>	3.PRF.2d1 Identify multiplication patterns in a real world setting.	Concrete understanding of a pattern as a set that repeats regularly or grows according to a rule; Ability to identify a pattern that grows (able to show a pattern) (shapes, symbols, objects).	0	0	0	1

California Alternate Assessment Blueprint for Mathematics, 2017–18, Grade 3

Domain	NCSC	Approximate ETS Percentages	CCSS	CCCs	Essential Understandings	Within the Router		Outside of Router	
						2 Pt	1 Pt	2 Pt	1 Pt
Number & Operations in Base Ten	20%	40%	3.NBT.A.1 Use place value understanding to round whole numbers to the nearest 10 or 100.	3.NO.1j3 Use place value to round to the nearest 10 or 100.	Identify ones or tens in bundled sets – Similar/different with concrete representations (i.e., is this set of manipulatives (8 ones) closer to this set (a ten) or this set (a one)?).	0	0	0	3
Number & Operations in Base Ten			3.NBT.A.2 Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.	3.NO.2c1 Solve multi-step addition and subtraction problems up to 100.	Combine (+) or decompose (-) with concrete objects; use counting to get the answers.	3	0	0	0
Number & Operations—Fractions	3.NF.A.1 Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$.		3.NO.1i3 Identify the fraction that matches the representation (rectangles and circles; halves, fourths, and thirds, eighths).	Identify part and whole when item is divided. Count the number of the parts selected (3 of the 4 parts; have fraction present but not required to read $3/4$).	0	0	2	0	
Number & Operations—Fractions	20%		3.NF.A.3d Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.	3.SE.1g1 Use $=$, $<$, or $>$ to compare two fractions with the same numerator or denominator.	Concrete representation of a fractional part of a whole as greater than, less than, equal to another.	0	0	0	3

California Alternate Assessment Blueprint for Mathematics, 2017–18, Grade 3

Domain	NCSC	Approximate ETS Percentages	CCSS	CCCs	Essential Understandings	Within the Router		Outside of Router	
						2 Pt	1 Pt	2 Pt	1 Pt
Measurement & Data	20%	30%	3.MD.B.3 Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs. <i>For example, draw a bar graph in which each square in the bar graph might represent 5 pets.</i>	3.DPS.1g1 Collect data, organize into picture or bar graph.	Organize data into a graph using objects (may have number symbols).	3	0	0	0
Measurement & Data			3.MD.C.6 Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).	3.ME.1d2 Measure area of rectangular figures by counting squares.	Ability to identify the area of a rectangular figure.	0	0	0	3
Geometry	10%		3.G.A.2 Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. <i>For example, partition a shape into 4 parts with equal area, and describe the area of each part as 1/4 of the area of the shape.</i>	3.GM.1i1 Partition rectangles into equal parts with equal area.	Concept of equal parts; Partitioning with concrete objects; Find the rectangle that is the same or match two congruent rectangles.	0	0	0	1
						0	0	0	0
						points 18	0	4	14
						items 9	0	2	14

Total items	25
Total points	36

California Alternate Assessment Blueprint for Mathematics, 2017–18, Grade 4

Domain	NCSC	Approximate ETS Percentages	CCCs	Essential Understandings	Within the Router		Outside of Router	
					2 Pt	1 Pt	2 Pt	1 Pt
Operations & Algebraic Thinking	30%	35%	4.NO.2d7 Determine how many objects go into each group when given the total number of objects and groups where the number in each group or number of groups is not > 10.	Create an array of objects given a specific number of rows and the total number, place one object in each group/row at a time.	0	0	0	3
Operations & Algebraic Thinking			4.PRF.1e3 Solve multiplicative comparisons with an unknown using up to 2-digit numbers with information presented in a graph or word problem (e.g., an orange hat cost \$3. A purple hat cost 2 times as much. How much does the purple hat cost? [$3 \times 2 = p$]).	Identify visual multiplicative comparisons (e.g., which shows two times as many tiles as this set?).	3	0	0	0
Operations & Algebraic Thinking			4.NO.2e2 Solve or solve and check one or two step word problems requiring addition, subtraction, or multiplication with answers up to 100.	Select the representation of manipulatives on a graphic organizer to show addition/multiplication equation; Match to same for representations of equations with equations provided (may be different objects but same configuration).	0	0	0	3

California Alternate Assessment Blueprint for Mathematics, 2017–18, Grade 4

Domain	NCSC	Approximate ETS Percentages	CCCs	Essential Understandings	Within the Router		Outside of Router	
					2 Pt	1 Pt	2 Pt	1 Pt
Number & Operations in Base Ten	10%	30%	4.NO.1j5 Use place value to round to any place (i.e., ones, tens, hundreds, thousands).	Identify ones, tens, hundreds in bundled sets – Similar/different with concrete representations (i.e., is this set of manipulatives (8 tens) closer to this set (a hundred) or this set (a ten)?).	0	0	0	1
Number & Operations—Fractions	30%		4.NO.1m1 Determine equivalent fractions.	Equivalency: what is and what is not equivalent; this may begin with numbers/sets of objects: e.g., 3=3 or two fraction representations that are identical (two pies showing 2/3).	0	0	1	0
Number & Operations—Fractions			4.NO.1n2 Compare up to 2 given fractions that have different denominators.	Differentiate between parts and a whole.	3	0	0	0
Number & Operations—Fractions			4.SE.1g2 Use =, <, or > to compare 2 fractions (fractions with a denominator of 10 or less).	Concrete representation of a fractional part of a whole as greater than, less than, equal to another.	0	0	0	3

California Alternate Assessment Blueprint for Mathematics, 2017–18, Grade 4

Domain	NCSC	Approximate ETS Percentages	CCCs	Essential Understandings	Within the Router		Outside of Router	
					2 Pt	1 Pt	2 Pt	1 Pt
Measurement & Data	20%	35%	4.ME.1g2 Solve word problems using perimeter and area where changes occur to the dimensions of a rectilinear figure.	Identify the perimeter; Identify the area; Show each when size of figure changes.	0	0	2	0
Measurement & Data			4.DPS.1g3 Collect data, organize in graph (e.g. picture graph, line plot, bar graph).	Identify data set based on a single attribute (e.g., pencils vs. markers); Identify data set with more or less (e.g., this bar represents a set with more); Organize the data into a graph using objects (may have number symbols).	3	0	0	0
Geometry	10%		4GM.1h2 Classify two-dimensional shapes based on attributes (# of angles).	Identify attributes within a 2-dimensional figure (e.g., rectangles have sides – student identifies sides of rectangle – and angles – student identifies angles in rectangle).	0	0	0	3
					0	0	0	0
					18	0	6	13
					9	0	3	13
							points	
							items	
					Total items			25
					Total points			37

California Alternate Assessment Blueprint for Mathematics, 2017–18, Grade 5

Domain	NCSC	Approximate ETS Percentages	CCCs	Essential Understandings	Within the Router		Outside of Router	
					2 Pt	1 Pt	2 Pt	1 Pt
Operations & Algebraic Thinking	10%	10%	5.PRF.2b1 Generate or select a comparison between two graphs from a similar situation.	Compare two pieces of information provided in a single display.	0	0	0	3
Number & Operations in Base Ten	40%	60%	5.NO.1b1 Read, write, or select a decimal to the hundredths place.	Recognize part whole using materials divided into tenths – Count tenths to determine how many (e.g.,4 tenths) (.4 have the decimal present but not required to read).	3	0	0	0
Number & Operations in Base Ten			5.NO.1b4 Round decimals to the next whole number.	Identify place value to the ones, tens, hundreds, thousands.	0	0	0	2
Number & Operations in Base Ten			5.NO.2a5 Solve word problems that require multiplication or division.	Combine (x) or decompose (÷) with concrete objects; use counting to get the answers.	0	0	0	1
Number & Operations in Base Ten			5.NO.2c1 Solve 1 step problems using decimals.	Combine (+) or decompose (-) with concrete objects; use counting to get the answers; Match the action of combining with vocabulary (i.e., in all; altogether) or the action of decomposing with vocabulary (i.e., have left; take away) in a word problem.	3	0	0	0

California Alternate Assessment Blueprint for Mathematics, 2017–18, Grade 5

Domain	NCSC	Approximate ETS Percentages	CCCs	Essential Understandings	Within the Router		Outside of Router	
					2 Pt	1 Pt	2 Pt	1 Pt
Number & Operations—Fractions	20%	30%	5.NO.2c2 Solve word problems involving the addition, subtraction, multiplication or division of fractions.	Identify what to do with the parts when given the key word (using the fractional parts).	0	0	0	2
Number & Operations—Fractions			5.PRF.1a1 Determine whether the product will increase or decrease based on the multiplier.	Limit to whole numbers and 1 or more; Show what happens to set when have one of these (1x) versus some other number (e.g., 2x).	0	0	2	1
Measurement & Data	20%		5.ME.1b2 Convert standard measurements of length.	To measure an object or quantity using 2 different units to show they mean the same thing (e.g., 12 inches and 1 foot). If larger unit, there are less; smaller units, you need more.	0	0	0	2
Measurement & Data			5.ME.2a1 Solve problems involving conversions of standard measurement units when finding area, volume, time-lapse, or mass.	Identify what measures time (clock used to measure time; calendar used to measure days); identify past/present (for lapsed time).	3	0	0	0
Geometry	10%		5.GM.1c3 Use ordered pairs to graph given points.	Identify the x- and y-axis; or concept of intersection.	0	0	0	3
					0	0	0	
					18	0	4	14
					9	0	2	14
					Total items			25
					Total points			36

points
items

California Alternate Assessment Blueprint for Mathematics, 2017–18, Grade 6

Domain	NCSC	Approximate ETS Percentages	CCCs	Essential Understandings	Within the Router		Outside of Router	
					2 Pt	1 Pt	2 Pt	1 Pt
Ratios & Proportional Relationships	30%	30%	6.PRF.1c1 Describe the ratio relationship between two quantities for a given situation.	Match/identify a simple ratio (1:X) to the relationship between two quantities.	0	0	0	3
Ratios & Proportional Relationships			6.NO.1f1 Find a percent of a quantity as rate per 100.	State a relationship to a quantity out of 100.	3	0	0	0
The Number System	30%	30%	6.NO.2c3 Solve one-step, addition, subtraction, multiplication, or division problems with fractions or decimals.	Concept of +, -, x, ÷. Concept of fraction and decimal. Use concrete object to represent the removal (subtraction) or addition of one half from/to a whole object.	0	0	0	3
The Number System			6.NO.1d4 Select the appropriate meaning of a negative number in a real world situation.	Ability to select the appropriate representation of more than or less than 0 in a real world situation.	3	0	0	0
The Number System			6.NO.1d2 Locate positive and negative numbers on a number line.	Recognize how values/numbers lie on either side of zero.	0	0	0	2
Expressions & Equations			6.PRF.1d1 Solve real world single-step linear equations.	Recognize the intended outcome of a word problem based on a linear equation.	0	0	0	1

California Alternate Assessment Blueprint for Mathematics, 2017–18, Grade 6

Domain	NCSC	Approximate ETS Percentages	CCCs	Essential Understandings	Within the Router		Outside of Router	
					2 Pt	1 Pt	2 Pt	1 Pt
Expressions & Equations	20%	20%	6.ME.2a2 Solve one-step real world measurement problems involving unit rates with ratios of whole numbers when given the unit rate (3 inches of snow falls per hour, how much in 6 hours).	Identify a familiar unit rate.	0	0	0	1
Expressions & Equations			6.NO.2a6 Solve problems or word problems using up to three digit numbers and any of the four operations.	Decompose (\div) with concrete objects; use counting to get the answer.	3	0	0	0
Geometry	10%	10%	6.GM.1d1 Find the area of quadrilaterals.	Use manipulatives to measure the area of a rectangle (e.g., tiling).	0	0	0	3
Statistics & Probability	10%	10%	6.DPS.1d3 Select statement that matches mean, mode, and spread of data for 1 measure of central tendency for given data set.	Identify the highest and lowest value in a data set given a number line and matching symbols; Identify the representation (Plastic snap cubes, wiki sticks) of the mode; Use concrete materials to produce the mean (leveled plastic snap cubes).	0	0	0	3
points					18	0	0	16

Total items	25
Total points	34

California Alternate Assessment Blueprint for Mathematics, 2017–18, Grade 7

Domain	NCSC	Approximate ETS Percentages	CCCs	Essential Understandings	Within the Router		Outside of Router	
					2 Pt	1 Pt	2 Pt	1 Pt
Ratios & Proportional Relationships	40%	40%	7.NO.2f1 Identify the proportional relationship between two quantities (use rules or symbols to show quantitative relationships).	Recognize the constancy of one object to its parts (i.e., one fact, two eyes).	0	0	0	2
Ratios & Proportional Relationships			7.NO.2f2 Determine if two quantities are in a proportional relationship using a table of equivalent ratios or points graphed on a coordinate plane.	Use a table to recognize the quantity of two entries, without counting, to determine which is relatively larger.	0	0	0	2
Ratios & Proportional Relationships			7.PRF.1f1 Use proportional relationships to solve multistep percent problems in real world situations.	Identify how one variable changes in relation to another variable in a directly proportional relationship (e.g., $a/b = c/d$, if a increases, what will happen to c?).	0	0	1	1
Ratios & Proportional Relationships			7.NO.2f6 Solve word problems involving ratios.	Show rate when asked; Show proportion when asked; Select a set for the ratio given (Maria stamps three letters every minute which we write as 3:1. Show me the letters she stamps in a minute).	3	0	0	0

California Alternate Assessment Blueprint for Mathematics, 2017–18, Grade 7

Domain	NCSC	Approximate ETS Percentages	CCCs	Essential Understandings	Within the Router		Outside of Router	
					2 Pt	1 Pt	2 Pt	1 Pt
The Number System	20%	15%	7.NO.2i1 Solve multiplication problems with positive/negative numbers.	Create an array of objects for the mathematical equation and match answer symbol (+ or -) following multiplication rules for an equation.	0	0	0	3
The Number System			7.NO.2i2 Solve division problems with positive/negative numbers.	Create an array of objects for the mathematical equation and match answer symbol (+ or -) following division rules for an equation.	0	0	0	3
Expressions & Equations	10%	15%	7.PRF.1g2 Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and in-equalities to solve problems by reasoning about the quantities.	Record/replace a variable in an equation with a fact from a story on a graphic organizer.	3	0	0	0
Geometry	20%	15%	7.ME.2d1 Apply formula to measure area and circumference of circles.	Recognize the area of a circle and the circumference when shown a graphic representation.	0	0	0	2
Geometry			7.GM.1h2 Find the surface area of three-dimensional figures using nets of rectangles or triangles.	Demonstrate the concept of the surface area of a rectangular prism; Fill rectangular prism.	0	0	1	1

California Alternate Assessment Blueprint for Mathematics, 2017–18, Grade 7

Domain	NCSC	Approximate ETS Percentages	CCCs	Essential Understandings	Within the Router		Outside of Router		
					2 Pt	1 Pt	2 Pt	1 Pt	
Statistics & Probability	10%	15%	7.DPS.1k1 Analyze graphs to determine or select appropriate comparative inferences about two samples or populations.	Understand basic information from simple graphs (e.g., interpret a bar graph using the understanding that the taller column on a graph has a higher frequency, the shorter column on a graph has a lower frequency).	3	0	0	0	
					points	18	0	4	14
					items	9	0	2	14
		100%							
Total items							25		
Total points							36		

California Alternate Assessment Blueprint for Mathematics, 2017–18, Grade 8

Domain	NCSC	Approximate ETS Percentages	CCCs	Essential Understandings	Within the Router		Outside of Router	
					2 Pt	1 Pt	2 Pt	1 Pt
The Number System	10%	10%	8.NO.1k3 Use approximations of irrational numbers to locate them on a number line.	Recognize how values/numbers can lie between whole number values on a number line.	0	0	1	1
Expressions & Equations	20%	35%	8.PRF.1e2 Represent proportional relationships on a line graph.	Recognize a positive relationship between two variables.	0	0	0	2
Expressions & Equations			8.PRF.1g3 Solve linear equations with 1 variable.	Use manipulatives or graphic organizer to solve a problem.	0	0	0	2
Functions	20%		8.PRF.2e2 Identify the rate of change (slope) and initial value (y-intercept) from graphs.	Indicate the point on a line that crosses the y-axis.	0	0	0	2
Functions			8.PRF.1f2 Describe or select the relationship between the two quantities given a line graph of the situation.	Use a graph to recognize the quantity in two sets, without counting, to determine which is relatively larger.	3	0	0	0

California Alternate Assessment Blueprint for Mathematics, 2017–18, Grade 8

Domain	NCSC	Approximate ETS Percentages	CCCs	Essential Understandings	Within the Router		Outside of Router	
					2 Pt	1 Pt	2 Pt	1 Pt
Geometry	30%	30%	8.GM.1g1 Recognize congruent and similar figures.	Demonstrate the concept of congruent and similar (e.g., match concrete examples of congruent shapes, match concrete examples of similar shapes).	0	0	0	2
Geometry			8.ME.1e1 Describe the changes in surface area, area, and volume when the figure is changed in some way (e.g., scale drawings).	Recognize how the space inside a figure increases when the sides are lengthened.	3	0	0	0
Geometry			8.ME.2d2 Apply the formula to find the volume of 3-dimensional shapes (i.e., cubes, spheres, and cylinders).	Ability to recognize attributes of a 3-dimensional shape.	0	0	0	3

California Alternate Assessment Blueprint for Mathematics, 2017–18, Grade 8

Domain	NCSC	Approximate ETS Percentages	CCCs	Essential Understandings	Within the Router		Outside of Router		
					2 Pt	1 Pt	2 Pt	1 Pt	
Statistics & Probability	20%	25%	8.DPS.1h1 Graph bivariate data using scatter plots and identify possible associations between the variable.	Locate points on the x-axis and y-axis of an adapted grid (not necessarily numeric).	0	0	0	3	
Statistics & Probability			8.DPS.1k2 Analyze displays of bivariate data to develop or select appropriate claims about those data.	Use graphic supports (e.g., highlighted transparency of an association) to identify the appropriate statement when given a relationship between two variables.	3	0	0	0	
					points	18	0	2	15
					items	9	0	1	15

Total items	25
Total points	35

California Alternate Assessment Blueprint for Mathematics, 2017–18, Grade 11

Domain	NCSC	Approximate ETS Percentages	CCCs	Essential Understandings	Within the Router		Outside of Router	
					2 Pt	1 Pt	2 Pt	1 Pt
Number and Quantity: The Real Number System	20%	25%	HS.NO.1a1 Simplify expressions that include exponents.	Create an array with a number multiplied by itself (Show me 3 rows of 3).	0	0	0	2
Number and Quantity: Quantities			H.ME.1a2 Solve real world problems involving units of measurement.	Ability to solve real world measurement problems that require interpretation and use of a table.	3	0	0	0
Algebra: Creating Equations	50%	40%	H.PRF.2b1 Translate a real-world problem into a one-variable linear equation.	Match an equation with one variable to the real world context.	0	0	0	2
Algebra: Creating Equations			H.PRF.2b2 Solve equations with one or two variables using equations or graphs.	Count and arrange a given number of objects into two sets in multiple combinations.	0	0	0	3
Algebra: Creating Equations			H.ME.1b2 Solve a linear equation to find a missing attribute given the area, surface area, or volume and the other attribute.	Identify the unknown quantity when given an equation and labeled figure.	0	0	0	2
Functions: Interpreting Functions			H.PRF.1c1 Select the appropriate graphical representation of a linear model based on real world events.	Match a point not on a line as not being part of a data set for a given line.	0	0	0	2
Functions: Interpreting Functions			H.PRF. 2c1 Make predictions based on a given model (for example, a weather model, data for athletes over years).	Extend a graph when provided a relationship and two choices.	3	0	0	0

Item 6.4

Due Process Activity Summary

**Desert Mountain SELPA
Due Process Activity Summary
Year Ending July 1, 2014 – June 30, 2015**

DISTRICT	ISSUE	STATUS
<p style="text-align: center;">26. VVUHSD Case No. 2015040613 Case Filed 04/18/15</p>	<p>The district filed a due process complaint asking for an order to implement the district's offer of FAPE</p>	<ul style="list-style-type: none"> • resolution not required • 04/29/15 – mediation scheduled • 05/05/15 – mediation rescheduled • 05/12/15 – due process hearing scheduled • 09/08/15 – due process hearing rescheduled • 10/27/15 – cases consolidated by OAH – new hearing date set
<p style="text-align: center;">29. Apple Valley USD Case No. TBA Case Filed 05/19/15</p>	<p>The parents filed a due process complaint alleging a denial of FAPE because the district inappropriately: (1) placed the student, and (2) failed to provide progress reports; and (3) did not have the general education teacher present at an IEP meeting</p>	<ul style="list-style-type: none"> • 06/03/15 – resolution scheduled • 06/11/15 – resolution rescheduled • 06/09/15 – resolution rescheduled • TBA – mediation scheduled • TBA – due process scheduled • 07/15/15 – settlement agreement signed
<p style="text-align: center;">30. VVUHSD/D/M Operations Case No. 2015070352 Case Filed 06/15/15</p>	<p>The parent filed a due process complaint alleging a denial of FAPE for the 2013-14 and 2014-15 school years</p>	<ul style="list-style-type: none"> • 06/22/15 – resolution held • 07/21/15 – mediation cancelled • 08/25/15 – mediation held • 10/06/15 – second mediation scheduled • 10/27/15 – due process hearing scheduled

**Desert Mountain SELPA
Due Process Activity Summary
July 1, 2015 – September 18, 2015**

DISTRICT	ISSUE	STATUS
<p style="text-align: center;">1. Snowline JUSD/D/M Operations Case No. 2015071107 Case Filed 07/27/15</p>	<p>The parent filed a due process complaint alleging for <i>stay put</i> at previous county placement</p>	<ul style="list-style-type: none"> • 08/07/15 – resolution session held • 08/18/15 – mediation cancelled • 08/20/14 – mediation scheduled • 09/08/15 – due process hearing scheduled • 09/03/15 – settlement agreement signed - CLOSED
<p style="text-align: center;">2. Snowline JUSD Case No. TBA Case Filed 08/21/15</p>	<p>District filed a due process complaint asking for an ALJ to order the district to conduct triennial assessments without parental consent</p>	<ul style="list-style-type: none"> • 09/03/15 – mediation held • 09/03/15 – settlement agreement signed - CLOSED
<p style="text-align: center;">3. Victor Valley Union HSD Victor Elem SD Desert/Mtn Operations Case No. 2015080412 Case Filed 08/10/15</p>	<p>Parent filed a due process complaint alleging a denial of FAPE due to a lack of triennial assessments, consistent staffing and placement in the least restrictive environment</p>	<ul style="list-style-type: none"> • 08/20/15 – resolution session held • 09/21/15 – mediation scheduled • 10/21/15 – due process hearing scheduled • 08/20/15 – interim agreement signed
<p style="text-align: center;">4. Victor Valley Union HSD Desert/Mtn Operations Case No. 201509006 Case Filed 08/31/15</p>	<p>The parents of a student in Case #26 from 2014-15 filed a due process case alleging failure to properly implement 2015 consent to IEP</p>	<ul style="list-style-type: none"> • 09/04/15 – cases consolidated by OAH • 09/15/15 – resolution session scheduled • 10/07/15 – mediation scheduled • 10/27/15 – due process hearing scheduled
<p style="text-align: center;">5. Victor Valley Union HSD Case No. TBA Case Filed 09/09/15</p>	<p>The parents of a student filed a due process complaint alleging a denial of FAPE for not completing an assessment within procedural timelines</p>	<ul style="list-style-type: none"> • 09/15/15 – resolution session scheduled • TBD – mediation scheduled • TBD – due process hearing scheduled

Desert/Mountain SELPA
Due Process Summary
July 1, 2015 - September 18, 2015

D = Complaint Dismissed W = Complaint Withdrawn

DISTRICT												CASE ACTIVITY FOR CURRENT YEAR				
	06/07	07/08	08/09	09/10	10/11	11/12	12/13	13/14	14/15	15/16	Total	D /W	Resolution	Mediation	Settled	Hearing
Adelanto SD	0.5	3	4.5	0	2	0	3	6	5.5		24.5	0	0	0	0	0
Apple Valley USD	2	6	7	2	1.33	0	0	2	1		21.33	0	0	0	0	0
Baker USD	0	0	0	0	0	0	0	0	0		0	0	0	0	0	0
Barstow USD	0	0	0	0	1	0	0	0	0		1	0	0	0	0	0
Bear Valley USD	0	0	0	0	0	1	0	0	0		1	0	0	0	0	0
Helendale SD	0	0	0	0	0	0	0	0	0		0	0	0	0	0	0
Hesperia USD	1	1	3	2.5	1	5.5	4	3	5		26	0	0	0	0	0
Lucerne Valley USD	0	0	0	0	4	0	1	2	1		8	0	0	0	0	0
Needles USD	0	0	0	0	0	0	0	0	0		0	0	0	0	0	0
Oro Grande SD	0	0	0	0	0	0	0	0	0		0	0	0	0	0	0
Silver Valley USD	0	0	0	0	0	1	0	0	0		1	0	0	0	0	0
Snowline USD	1	1	1	0	0	2	1	1	5	1.5	13.5	0	0	0	1.5	0
Trona USD	0	0	0	0	0	0	0	0	0		0	0	0	0	0	0
Victor Elementary SD	1.5	3	0	1	1	1	1	4.33	3.33	0.33	16.5	0	0	0	0.33	0
Victor Valley Union High SD	0	2	1.5	2.5	0	2	4	3.33	4.3	1.83	21	0	1.5	0	0.33	0
Academy for Academic Excellence	0	0	0	0	1.33	0	0	4	2		7.33	0	0	0	0	0
CA Charter Academy	0	0	0	0	0	0	0	0	0		0	0	0	0	0	0
Desert/Mountain OPS	0	0	0	0	0.34	0.5	1	1.33	0.83	1.33	21	0	0.5	0	0.83	0
Excelsior Education Center	0	0	0	0	0	0	0	0	0		0	0	0	0	0	0
Explorer Elementary	0	0	0	0	0	0	0	0	0		0	0	0	0	0	0
High Tech Elementary P. L.	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0	0	0	0	0	0
High Tech Middle	0	0	0.5	0	0	0	0	0	0		0.5	0	0	0	0	0
High Tech High	0	0	0.5	0	0	2	2	0	1		5.5	0	0	0	0	0
High Tech High International	0	0	0	0	0	0	1	2	0		3	0	0	0	0	0
High Tech High Media Arts	1	0	0	0	2	0	0	2	0		5	0	0	0	0	0
High Tech Middle Media Arts	0	0	0	0	0	0	0	0	0		0	0	0	0	0	0
High Tech High Statewide Benefit	0	2	1	0	1	2	0	2	1		9	0	0	0	0	0
SELPA-WIDE TOTALS	7	18	19	8	15	17	18	33	30	5	170	0	2	0	3	0

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

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

Desert /Mountain SELPA
Legal Expense Summary
As of September 18, 2015

2000-2001	\$39,301.51
2001-2002	\$97,094.90
2002-2003	\$37,695.13
2003-2004	\$100,013.02
2004-2005	\$136,514.09
2005-2006	\$191,605.08
2006-2007	\$140,793.00
2007-2008	\$171,614.04
2008-2009	\$263,390.71
2009-2010	\$114,076.96
2010-2011	\$293,578.50
2011-2012	\$567,958.10
2012-2013	\$321,646.04
2013-2014	\$250,372.65
2014-2015	\$297,277.76
2015-2016	\$17,501.79

Item 6.5
Legal Update

65 IDELR 285

115 LRP 31096

**DEPARTMENT OF EDUCATION,
STATE OF HAWAII, Plaintiff-Appellee,
v. PATRICK P.; GORDEAN L.-W.;
THOMAS W., Defendants-Appellants
U.S. Court of Appeals, Ninth Circuit**

13-16123

July 14, 2015

Related Index Numbers

175.010 In General

175.053 Specific Learning Disability

455.010 Eligibility Criteria

135.035 Specific Learning Disability

Judge / Administrative Officer

A. WALLACE TASHIMA

Judge / Administrative Officer

N. RANDY SMITH

Judge / Administrative Officer

MICHELLE T. FRIEDLAND

On Appeal from the U.S. District Court, District of Hawaii

UNPUBLISHED

AFFIRMING a decision reported at 61 IDELR 62

See related decisions at 112 LRP 39123 and 60 IDELR 6

Case Summary

A 12th-grader's ability to earn good grades and participate in class discussions while receiving Tier 1 interventions available to all students supported the Hawaii ED's argument that he did not have SLD as defined by state regulations. The 9th Circuit held in an unpublished decision that the ED did not err in finding the student ineligible for IDEA services. The three-judge panel observed that a child needs to satisfy two sets of criteria to receive services under SLD classification. First, the child must demonstrate either inadequate achievement or a severe discrepancy between achievement and ability. Second, the child

must demonstrate either insufficient progress or a pattern or strengths or weaknesses in performance consistent with SLD. The 9th Circuit ruled that the student failed to meet the first criteria. According to the ED's evidence, the student performed well in the classroom, was engaged in his classes, and received good grades. The court further noted that the student was only receiving Tier 1 accommodations that were available to all students attending his private school, regardless of their disability status. "The District Court relied on this evidence and found that [the student] failed to satisfy the first prong of the eligibility analysis, and was therefore not eligible for special education benefits under the IDEA," the panel wrote. Finding no fault with the District Court's findings of fact or legal conclusions, the 9th Circuit affirmed a decision at 61 IDELR 62 that reversed an administrative order in the parents' favor.

Full Text

Appearances:

Memorandum*

Defendants-Appellants Patrick P., Gordean L.-W., and Thomas W. (Patrick's mother and step-father, respectively) appeal the district court's reversal of the Administrative Hearing Officer's ("AHO") decision. The AHO had concluded that Patrick was eligible for special education services under the Individuals with Disabilities Act of 2004 ("IDEA"), 20 U.S.C. §§ 1400-1450. Patrick challenges the district court's decision in two ways. First, Patrick alleges that the district court did not provide the AHO with the appropriate level of deference. Second, Patrick contends that the district court erred by determining that Patrick was not eligible for special education benefits under the IDEA. We have jurisdiction under 28 U.S.C. § 1291 and affirm.

1. When a district court reviews an AHO's determination concerning a student's eligibility under the IDEA, the district court is to "read the administrative record, consider the new evidence, and make an independent judgment based on a

preponderance of evidence and giving due weight to the hearing officer's determinations." *Capistrano Unified Sch. Dist. v. Wartenberg*, 59 F.3d 884, 892 (9th Cir. 1995). To give "due weight," the district court "must consider the [AHO's] findings carefully and endeavor to respond to the hearing officer's resolution of each material issue. After such consideration, the court is free to accept or reject the findings in part or in whole." *Michael P. v. Dep't of Educ.*, 656 F.3d 1057, 1066 (9th Cir. 2011). Ultimately, "[h]ow much deference to give state educational agencies, however, is a matter for the discretion of the courts." *J.W. ex rel. J.E.W. v. Fresno Unified Sch. Dist.*, 626 F.3d 431, 438 (9th Cir. 2010) (quoting *Gregory K. v. Longview Sch. Dist.*, 811 F.2d 1307, 1311 (9th Cir. 1987)).

The district court did not abuse its discretion by giving the AHO's decision only minimal deference. A district court abuses its discretion when it bases its decision "on an inaccurate view of the law or a clearly erroneous finding of fact." *C.W. v. Capistrano Unified Sch. Dist.*, 784 F.3d 1237, 1244 (9th Cir. 2015). The district court applied the correct legal standard and found that the AHO's decision was not sufficiently "thorough and careful" to warrant more than minimal deference. The district court spent a significant portion of its decision responding to the AHO's findings and conclusions regarding Ms. Hui's classroom observations. After carefully considering the AHO's findings, the district court was "free to accept or reject the findings in part or in whole." *Michael P.*, 656 F.3d at 1066. Although the district court could have explained more thoroughly its finding that the AHO "glosse[d] over considerable factual testimony that contradicts [its] findings," the finding is not clearly erroneous. Because the district court applied the correct law and did not rely on a clearly erroneous finding of fact, we cannot say that the district court abused its discretion by rejecting the AHO's conclusions regarding Ms. Hui's classroom observations and by providing the AHO's decision only minimal deference.

2. After finding that the AHO's decision

warranted only minimal deference, the district court was to "make an independent judgment based on a preponderance of evidence." *Wartenberg*, 59 F.3d at 892. We review a district court's findings of fact in IDEA cases for clear error, and review its conclusions of law de novo. *Seattle Sch. Dist., No. 1 v. B.S.*, 82 F.3d 1493, 1499 (9th Cir. 1996), *abrogated in part on other grounds by Schaffer v. Weast*, 546 U.S. 49, 56-58 (2005). The district court did not err by concluding that Patrick was not eligible for special education benefits under the specific learning disability classification.

[A] child will be deemed eligible for special education under the "specific learning disability" classification if she satisfies two sets of criteria. First, the child must demonstrate either (1) inadequate achievement, or (2) a severe discrepancy between achievement and ability. Second, the child must demonstrate either (1) insufficient progress, or (2) a pattern of strengths or weaknesses in performance consistent with a "specific learning disability."

Michael P., 656 F.3d at 1069 (citations omitted). In the proceedings before the district court, the Hawaii Department of Education ("DOE") bore the burden to show that Patrick did not meet the eligibility criteria. *See L.M. v. Capistrano Unified Sch. Dist.*, 556 F.3d 900, 910 (9th Cir. 2009). To show that Patrick was achieving adequately and did not demonstrate a severe discrepancy between achievement and ability (as required by the first set of criteria), the DOE presented evidence that (1) Patrick performed well in his classroom and was generally engaged with his classes, (2) he was receiving good grades at the private school and had done so through subsequent semesters, and (3) he was receiving only "tier one" accommodations (or those accommodations that may be provided to all students, both general and special education) at his private school. The district court relied on this evidence and found that Patrick failed to satisfy the first prong of the eligibility analysis, and was therefore not eligible for special education benefits under the IDEA. These findings of fact were not clearly erroneous, and the district court

did not err in applying those facts to the eligibility requirements.

AFFIRMED.

*This disposition is not appropriate for publication and is not precedent except as provided by 9th Cir. R. 36-3.

Cases Cited

61 IDELR 62 -- Sustained;Same or Connected Case
59 F.3d 88422 IDELR 804
656 F.3d 105757 IDELR 123
626 F.3d 43155 IDELR 153
784 F.3d 123765 IDELR 31
82 F.3d 149324 IDELR 68
556 F.3d 900

Senate Bill No. 172

Passed the Senate September 10, 2015

Secretary of the Senate

Passed the Assembly September 8, 2015

Chief Clerk of the Assembly

This bill was received by the Governor this _____ day
of _____, 2015, at _____ o'clock ____M.

Private Secretary of the Governor

CHAPTER _____

An act to amend Section 60640 of, to add Section 60851.5 to, and to add and repeal Section 60851.6 of, the Education Code, relating to pupil testing.

LEGISLATIVE COUNSEL'S DIGEST

SB 172, Liu. Pupil testing: high school exit examination: suspension.

Existing law requires the Superintendent of Public Instruction, with the approval of the State Board of Education, to develop a high school exit examination in English language arts and mathematics in accordance with state academic content standards. Existing law requires, commencing with the 2003–04 school year and each school year thereafter, each pupil completing grade 12 to successfully pass the high school exit examination as a condition of receiving a diploma of graduation or a condition of graduation from high school.

This bill would suspend the administration of the high school exit examination and would remove the high school exit examination as a condition of receiving a diploma of graduation or a condition of graduation from high school for each pupil completing grade 12, for the 2015–16, 2016–17, and 2017–18 school years. The bill would, until July 31, 2018, require the governing board or body of a local educational agency, as defined, and the State Department of Education on behalf of state special schools, to grant a diploma of graduation from high school to any pupil who completed grade 12 in the 2003–04 school year or a subsequent school year and has met all applicable graduation requirements other than the passage of the high school exit examination.

Existing law establishes the California Assessment of Student Performance and Progress as the statewide system of pupil assessments, under which various assessments are required or authorized to be administered in public schools, as specified. Existing law requires the Superintendent, on or before March 1, 2016, to submit to the state board recommendations on expanding the California Assessment of Student Performance and Progress

to include additional assessments, for consideration at a regularly scheduled public meeting, and to also submit those recommendations to the appropriate policy and fiscal committees of the Legislature and to the Director of Finance in accordance with specified requirements.

This bill would add a new requirement, that the Superintendent convene an advisory panel consisting of specified individuals to provide recommendations to the Superintendent on the continuation of the high school exit examination and on alternative pathways to satisfy specified high school graduation requirements, to those recommendations to be submitted by the Superintendent.

The people of the State of California do enact as follows:

SECTION 1. Section 60640 of the Education Code is amended to read:

60640. (a) There is hereby established the California Assessment of Student Performance and Progress, to be known as the CAASPP.

(b) Commencing with the 2013–14 school year, the CAASPP shall be composed of all of the following:

(1) (A) A consortium summative assessment in English language arts and mathematics for grades 3 to 8, inclusive, and grade 11 that measures content standards adopted by the state board.

(B) In the 2013–14 school year, the consortium summative assessment in English language arts and mathematics shall be a field test only, to enable the consortium to gauge the validity and reliability of these assessments and to conduct all necessary psychometric procedures and studies, including, but not necessarily limited to, achievement standard setting, and to allow the department to conduct studies regarding full implementation of the assessment system. These field tests and results shall not be used for any other purpose, including the calculation of any accountability measure.

(2) (A) Science grade level assessments in grades 5, 8, and 10 that measure content standards adopted pursuant to Section 60605, until a successor assessment is implemented pursuant to subparagraph (B).

(B) For science assessments, the Superintendent shall make a recommendation to the state board as soon as is feasible after the adoption of science content standards pursuant to Section 60605.85 regarding the assessment of the newly adopted standards. Before making recommendations, the Superintendent shall consult with stakeholders, including, but not necessarily limited to, California science teachers, individuals with expertise in assessing English learners and pupils with disabilities, parents, and measurement experts, regarding the grade level and type of assessment. The recommendations shall include cost estimates and a plan for implementation of at least one assessment in each of the following grade spans:

- (i) Grades 3 to 5, inclusive.
- (ii) Grades 6 to 9, inclusive.
- (iii) Grades 10 to 12, inclusive.

(3) The California Alternate Performance Assessment in grades 2 to 11, inclusive, in English language arts and mathematics and science in grades 5, 8, and 10, which measures content standards adopted pursuant to Section 60605 until a successor assessment is implemented. The successor assessment shall be limited to the grades and subject areas assessed pursuant to paragraph (1) and subparagraph (B) of paragraph (2).

(4) The Early Assessment Program established by Chapter 6 (commencing with Section 99300) of Part 65 of Division 14 of Title 3.

(5) (A) A local educational agency may administer a primary language assessment aligned to the English language arts standards adopted pursuant to Section 60605, as it read on January 1, 2013, to pupils who are identified as limited English proficient and enrolled in any of grades 2 to 11, inclusive, until a subsequent primary language assessment aligned to the common core standards in English language arts adopted pursuant to Section 60605.8 is developed pursuant to subparagraph (E).

(B) If a local educational agency chooses to administer a primary language assessment to pupils identified as limited English proficient and enrolled in any of grades 2 to 11, inclusive, pursuant to subparagraph (A), it shall notify the department in a manner to be determined by the department and the costs shall be paid by the state and included as part of the testing contract, and the department shall provide the local educational agency a per pupil

apportionment for administering the assessment pursuant to subdivision (I).

(C) The Superintendent shall consult with stakeholders, including assessment and English learner experts, to determine the content and purpose of a stand-alone language arts summative assessment in primary languages other than English that aligns with the English language arts content standards. The Superintendent shall consider the appropriate purpose for this assessment, including, but not necessarily limited to, support for the State Seal of Biliteracy and accountability. It is the intent of the Legislature that an assessment developed pursuant to this section be included in the state accountability system.

(D) The Superintendent shall report and make recommendations to the state board at a regularly scheduled public meeting no sooner than one year after the first full administration of the consortium computer-adaptive assessments in English language arts and mathematics summative assessments in grades 3 to 8, inclusive, and grade 11, regarding an implementation timeline and estimated costs of a stand-alone language arts summative assessment in primary languages other than English.

(E) The Superintendent shall develop, and the state board shall adopt, a primary language assessment. The Superintendent shall administer this assessment no later than the 2016–17 school year.

(F) This paragraph shall be operative only to the extent that funding is provided in the annual Budget Act or another statute for the purpose of this section.

(c) No later than March 1, 2016, the Superintendent shall submit to the state board recommendations on expanding the CAASPP to include additional assessments, for consideration at a regularly scheduled public meeting. The Superintendent shall also submit these recommendations to the appropriate policy and fiscal committees of the Legislature and to the Director of Finance in accordance with all of the following:

(1) In consultation with stakeholders, including, but not necessarily limited to, California teachers, individuals with expertise in assessing English learners and pupils with disabilities, parents, and measurement experts, the Superintendent shall make recommendations regarding assessments, including the grade level, content, and type of assessment. These recommendations shall take into consideration the assessments already administered or

planned pursuant to subdivision (b). The Superintendent shall consider the use of consortium-developed assessments, various item types, computer-based testing, and a timeline for implementation.

(2) The recommendations shall consider assessments in subjects, including, but not necessarily limited to, history-social science, technology, visual and performing arts, and other subjects as appropriate, as well as English language arts, mathematics, and science assessments to augment the assessments required under subdivision (b), and the use of various assessment options, including, but not necessarily limited to, computer-based tests, locally scored performance tasks, and portfolios.

(3) The recommendations shall include the use of an assessment calendar that would schedule the assessments identified pursuant to paragraph (2) over several years, the use of matrix sampling, if appropriate, and the use of population sampling.

(4) The recommendations shall include a timeline for test development, and shall include cost estimates for subject areas, as appropriate.

(5) Upon approval by the state board and the appropriation of funding for this purpose, the Superintendent shall develop and administer approved assessments. The state board shall approve test blueprints, achievement level descriptors, testing periods, performance standards, and a reporting plan for each approved assessment.

(6) The Superintendent shall convene an advisory panel, consisting of, but not necessarily limited to, secondary teachers, school administrators, school board members, parents, a student chosen from among the two finalists who were not appointed by the Governor to serve as the student member on the state board pursuant to Section 33000.5, representatives of a dropout recovery charter school operating pursuant to subdivision (g) of Section 47605.1, measurement experts, and individuals with expertise in assessing English learners and pupils with disabilities, to provide recommendations to the Superintendent on the continuation of the high school exit examination, described in Chapter 9 (commencing with Section 60850), and on alternative pathways to satisfy the high school graduation requirements pursuant to Sections 51224.5 and 51225.3.

(d) For the 2013–14 and 2014–15 school years, the department shall make available to local educational agencies Standardized Testing and Reporting Program test forms no longer required by the CAASPP. The cost of implementing this subdivision, including, but not necessarily limited to, shipping, printing, scoring, and reporting per pupil shall be the same for all local educational agencies, and shall not exceed the marginal cost of the assessment, including any cost the department incurs to implement this section. A local educational agency that chooses to administer an assessment pursuant to this subdivision shall do so at its own expense, and shall enter into an agreement for that purpose with a contractor, subject to the approval of the department.

(e) The Superintendent shall make available a paper and pencil version of any computer-based CAASPP assessment for use by pupils who are unable to access the computer-based version of the assessment for a maximum of three years after a new operational test is first administered.

(f) (1) From the funds available for that purpose, each local educational agency shall administer assessments to each of its pupils pursuant to subdivision (b). As allowable by federal statute, recently arrived English learner pupils are exempted from taking the assessment in English language arts. The state board shall establish a testing period to provide that all schools administer these tests to pupils at approximately the same time during the instructional year. The testing period established by the state board shall take into consideration the need of local educational agencies to provide makeup days for pupils who were absent during testing, as well as the need to schedule testing on electronic computing devices.

(2) For the 2013–14 school year, each local educational agency shall administer the field tests in a manner described by the department in consultation with the president or executive director of the state board. Additional participants in the field test beyond the representative sample may be approved by the department, and the department shall use existing contract savings to fund local educational agency participation in one or more tests per participant. Funds for this purpose shall be used to allow for maximum participation in the field tests across the state. To the extent savings in the current contract are not available to fully fund this participation, the department shall prorate available funds by

test. Local educational agencies shall bear any additional costs to administer these assessments that are in excess of the contracted amount. With the approval of the state board and the Director of Finance, the department shall amend the existing assessment contract to accommodate field testing beyond the representative sample, and to allow for special studies using information collected from the field tests.

(g) From the funds available for that purpose, each local educational agency shall administer assessments as determined by the state board pursuant to paragraph (5) of subdivision (c).

(h) As feasible, the CAASPP field tests shall be conducted in a manner that will minimize the testing burden on individual schools. The CAASPP field tests shall not produce individual pupil scores unless it is determined that these scores are valid and reliable.

(i) The governing board of a school district may administer achievement tests in grades other than those required by this section as it deems appropriate.

(j) Subject to the approval of the state board, the department may make available to local educational agencies a primary language assessment aligned to the English language arts standards adopted pursuant to Section 60605, as it read on January 1, 2013, for assessing pupils who are enrolled in a dual language immersion program that includes the primary language of the assessment and who are either nonlimited English proficient or redesignated fluent English proficient until a subsequent primary language assessment aligned to the common core standards in English language arts adopted pursuant to Section 60605.8 is developed pursuant to paragraph (5) of subdivision (b). The cost for the assessment shall be the same for all local educational agencies and shall not exceed the marginal cost of the assessment, including any cost the department incurs to implement this section. A local educational agency that elects to administer a primary language assessment pursuant to this subdivision shall do so at its own expense and shall enter into an agreement for that purpose with the state testing contractor, subject to the approval of the department.

(k) Pursuant to Section 1412(a)(16) of Title 20 of the United States Code, individuals with exceptional needs, as defined in Section 56026, shall be included in the testing requirement of subdivision (b) with appropriate accommodations in administration,

where necessary, and the individuals with exceptional needs who are unable to participate in the testing, even with accommodations, shall be given an alternate assessment.

(l) (1) The Superintendent shall apportion funds appropriated for these purposes to local educational agencies to enable them to meet the requirements of subdivisions (b) and (c).

(A) For the CAASPP field tests administered in the 2013–14 school year or later school years, the Superintendent shall apportion funds to local educational agencies if funds are specifically provided for this purpose in the annual Budget Act.

(B) The Superintendent shall apportion funds to local educational agencies to enable them to administer assessments used to satisfy the voluntary Early Assessment Program in the 2013–14 school year pursuant to paragraph (4) of subdivision (b).

(2) The state board annually shall establish the amount of funding to be apportioned to local educational agencies for each test administered and annually shall establish the amount that each contractor shall be paid for each test administered under the contracts required pursuant to Section 60643. The amounts to be paid to the contractors shall be determined by considering the cost estimates submitted by each contractor each September and the amount included in the annual Budget Act, and by making allowance for the estimated costs to local educational agencies for compliance with the requirements of subdivisions (b) and (c). The state board shall take into account changes to local educational agency test administration activities under the CAASPP, including, but not limited to, the number and type of tests administered and changes in computerized test registration and administration procedures, when establishing the amount of funding to be apportioned to local educational agencies for each test administered.

(3) An adjustment to the amount of funding to be apportioned per test shall not be valid without the approval of the Director of Finance. A request for approval of an adjustment to the amount of funding to be apportioned per test shall be submitted in writing to the Director of Finance and the chairpersons of the fiscal committees of both houses of the Legislature with accompanying material justifying the proposed adjustment. The Director of Finance is authorized to approve only those adjustments related to activities required by statute. The Director of Finance shall

approve or disapprove the amount within 30 days of receipt of the request and shall notify the chairpersons of the fiscal committees of both houses of the Legislature of the decision.

(m) For purposes of making the computations required by Section 8 of Article XVI of the California Constitution, the appropriation for the apportionments made pursuant to paragraph (1) of subdivision (I), and the payments made to the contractors under the contracts required pursuant to Section 60643 or subparagraph (C) of paragraph (1) of subdivision (a) of Section 60605 between the department and the contractor, are “General Fund revenues appropriated for school districts,” as defined in subdivision (c) of Section 41202, for the applicable fiscal year, and included within the “total allocations to school districts and community college districts from General Fund proceeds of taxes appropriated pursuant to Article XIII B,” as defined in subdivision (e) of Section 41202, for that fiscal year.

(n) As a condition to receiving an apportionment pursuant to subdivision (I), a local educational agency shall report to the Superintendent all of the following:

(1) The pupils enrolled in the local educational agency in the grades in which assessments were administered pursuant to subdivisions (b) and (c).

(2) The pupils to whom an achievement test was administered pursuant to subdivisions (b) and (c) in the local educational agency.

(3) The pupils in paragraph (1) who were exempted from the test pursuant to this section.

(o) The Superintendent and the state board are authorized and encouraged to assist postsecondary educational institutions to use the assessment results of the CAASPP, including, but not necessarily limited to, the grade 11 consortium summative assessments in English language arts and mathematics, for academic credit, placement, or admissions processes.

(p) Subject to the availability of funds in the annual Budget Act for this purpose, and exclusive of the consortium assessments, the Superintendent, with the approval of the state board, annually shall release to the public test items from the achievement tests pursuant to Section 60642.5 administered in previous years. Where feasible and practicable, the minimum number of test items released per year shall be equal to 25 percent of the total number of test items on the test administered in the previous year.

(q) On or before July 1, 2014, Sections 850 to 868, inclusive, of Title 5 of the California Code of Regulations shall be revised by the state board to conform to the changes made to this section in the first year of the 2013–14 Regular Session. The state board shall adopt initial regulations as emergency regulations to immediately implement the CAASPP assessments, including, but not necessarily limited to, the administration, scoring, and reporting of the tests, as the adoption of emergency regulations is necessary for the immediate preservation of the public peace, health, safety, or general welfare within the meaning of Section 11346.1 of the Government Code. The emergency regulations shall be followed by the adoption of permanent regulations, in accordance with the Administrative Procedure Act (Chapter 3.5 (commencing with Section 11340) of Part 1 of Division 3 of Title 2 of the Government Code).

SEC. 2. Section 60851.5 is added to the Education Code, to read:

60851.5. Notwithstanding Section 60851, the administration of the high school exit examination, and the requirement that each pupil completing grade 12 successfully pass the high school exit examination as a condition of receiving a diploma of graduation or a condition of graduation from high school, shall be suspended for the 2015–16, 2016–17, and 2017–18 school years.

SEC. 3. Section 60851.6 is added to the Education Code, to read:

60851.6. (a) Notwithstanding Section 60851 or any other law, the governing board or body of a local educational agency, and the department on behalf of state special schools, shall grant a diploma of graduation from high school to any pupil who completed grade 12 in the 2003–04 school year or a subsequent school year and has met all applicable graduation requirements other than the passage of the high school exit examination.

(b) For purposes of this section, “local educational agency” means a school district, county office of education, or charter school.

(c) This section shall remain in effect only until July 31, 2018, and as of that date is repealed, unless a later enacted statute, that is enacted before July 31, 2018, deletes or extends that date.

Approved _____, 2015

Governor

Item 6.6
SELPA Forms

Student Name: _____ DOB: _____ Date: _____

IEP SIGNATURE PAGE

DOCUMENTED EFFORTS TO CONTACT PARENTS

MEETING AT PARENT'S REQUEST INVITATION SENT: _____

FOLLOW-UP CONTACTS:

Date Staff Results

Date Staff Results

Date Staff Results

Parent unable to attend and requests a copy of IEP including Special Education Procedural Safeguards / Parent Rights.
Person assigned to discuss with parents and obtain consent if parent(s) could not attend IEP meeting: _____

ATTENDEES/PARTICIPANTS IN DEVELOPMENT/REVIEW OF THIS INDIVIDUALIZED EDUCATION PROGRAM

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

INFORMED CONSENT (INITIAL EACH APPLICABLE STATEMENT BELOW)

_____ I have been advised of and given a copy of Special Education Procedural Safeguards/Parent Rights this school year.

_____ I have received a copy of this Individualized Education Program.

_____ I **CONSENT** to making these changes without an IEP team meeting.

_____ (IF APPLICABLE) I **CONSENT** to the participation of agencies for transition planning at this IEP meeting.

_____ (IF APPLICABLE) It has been explained to me and I understand the reason why a member of the Individualized Education Program (IEP) team is not present and I **CONSENT** and excuse the IEP team member from the IEP team meeting. _____
Title

_____ (IF APPLICABLE) I **CONSENT** to excuse the following IEP team member during the IEP team meeting: _____
Title

_____ (IF APPLICABLE) Prior to the IEP meeting, I received written information from an excused member of the IEP team that is relevant to the development of the IEP.

_____ (IF APPLICABLE) I **CONSENT** to the review, access, processing of claims, and reimbursement of Medi-Cal benefits/information by the school district and/or IEP team for services provided under this IEP, including, if appropriate, the provision of Targeted Case Management Services.

_____ (IF APPLICABLE) I have been advised of the LEA's responsibility to conduct a vision and hearing screening of my child but **DO NOT CONSENT** to this examination.

_____ I **CONSENT** to this Individualized Education Program **EXCEPT** for the following:

_____ I **DO NOT CONSENT** to this Individualized Education Program. **REASONS:**

_____ I request a copy of this Individualized Education Program to be provided in my primary language.

_____ The Individualized Education Program has been interpreted orally by: (when appropriate)

_____ The **TRANSFER OF EDUCATIONAL RIGHTS AT THE AGE OF MAJORITY (18)** has been explained to the student and parent.
Parent Initials: _____ Student Initials: _____

_____ The LEA facilitates parent involvement to improve services and results for my child. YES NO **LEA USE ONLY:** Initial here if no response was provided by the parent/guardian: _____

I CONSENT TO ALL COMPONENTS OF THE IEP WITH ANY EXCEPTIONS NOTED ABOVE. I UNDERSTAND THAT THOSE COMPONENTS TO WHICH I CONSENT WILL BE IMPLEMENTED. I FURTHER UNDERSTAND THAT THIS CONSENT IS VOLUNTARY AND MAY BE REVOKED AT ANY TIME.

Parent/Guardian/Surrogate provided **VERBAL CONSENT** to implement this IEP. Date: _____ Student: _____ Date: _____
Parent/Guardian/Surrogate: _____ Date: _____ Parent/Guardian/Surrogate: _____ Date: _____

Student Name: _____ DOB: _____ Date: _____

ADDENDUM / REVISION TO IEP

I UNDERSTAND THAT THIS IEP IS AN ADDENDUM/REVISION OF MY CHILD'S CURRENT IEP DATED _____, AND THAT ALL GOALS, OBJECTIVES, BENCHMARKS, AND SERVICES INCLUDED IN THE CURRENT IEP WILL BE CONTINUED UNLESS OTHERWISE STATED IN THIS ADDENDUM/REVISION.

INFORMED CONSENT (INITIAL EACH APPLICABLE STATEMENT BELOW)

_____ I have been advised of and given a copy of Special Education Procedural Safeguards/Parent Rights this school year.

_____ I have received a copy of this Individualized Education Program Addendum/Revision.

_____ I *CONSENT* to making these changes without an IEP team meeting.

_____ (IF APPLICABLE) I *CONSENT* to the participation of agencies for transition planning at this IEP meeting.

_____ (IF APPLICABLE) It has been explained to me and I understand the reason why a member of the Individualized Education Program (IEP) team is not present and I *CONSENT* and excuse the IEP team member from the IEP team meeting.

_____ Title

_____ (IF APPLICABLE) I *CONSENT* and excuse the following IEP team member during the IEP team meeting:

_____ Title

_____ (IF APPLICABLE) Prior to the IEP meeting, I received written information from an excused member of the IEP team that is relevant to the development of the IEP.

_____ (IF APPLICABLE) I *CONSENT* to the review, access, processing of claims, and reimbursement of Medi-Cal benefits/information by the school district and/or IEP team for services provided under this IEP, including, if appropriate, the provision of Targeted Case Management Services.

_____ (IF APPLICABLE) I have been advised of the LEA's responsibility to conduct a vision and hearing screening of my child but *DO NOT CONSENT* to this examination.

_____ I *CONSENT* to this Individualized Education Program Addendum/Revision *EXCEPT* for the following:

_____ I *DO NOT CONSENT* to this Individualized Education Program Addendum/Revision. *REASONS:*

_____ I request a copy of this Individualized Education Program Addendum/Revision to be provided in my primary language: _____

_____ The Individualized Education Program Addendum/Revision has been interpreted orally by: (when appropriate) _____

_____ The *TRANSFER OF EDUCATIONAL RIGHTS AT THE AGE OF MAJORITY (18)* has been explained to the student and parent. Parent Initials: _____ Student Initials: _____

_____ The LEA facilitates parent involvement to improve services and results for my child. YES NO **LEA USE ONLY:** Initial here if no response was provided by the parent/guardian: _____

I CONSENT TO ALL COMPONENTS OF THE IEP ADDENDUM/REVISION WITH ANY EXCEPTIONS NOTED ABOVE. I UNDERSTAND THAT THOSE COMPONENTS TO WHICH I CONSENT WILL BE IMPLEMENTED. I FURTHER UNDERSTAND THAT THIS CONSENT IS VOLUNTARY AND MAY BE REVOKED AT ANY TIME.

Parent/Guardian/Surrogate provided *VERBAL CONSENT* to implement this IEP. Date: _____ Student: _____ Date: _____
 Parent/Guardian/Surrogate: _____ Date: _____ Parent/Guardian/Surrogate: _____ Date: _____

THE FOLLOWING ATTENDED AND PARTICIPATED IN THE DEVELOPMENT OF THIS IEP ADDENDUM/REVISION:

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

Item 6.7

SELPA Brochures

REGISTRATION INFO

Register at www.dmselpa.org/events.php to ensure there are enough meeting materials. Please be sure to register online prior to the deadline for each meeting.



ACCOMMODATIONS

Individuals who require special accommodations for disabilities are asked to contact (760) 955-3551 at least 10 days prior to the event.



DIRECTIONS

From Highway 15 North, exit D street. Turn right onto D street which is also Highway 18 for approximately two miles to Apple Valley Road. Turn left on Apple Valley Road and then turn left on the first driveway. The Desert Mountain Educational Service Center will be straight ahead on the right hand side.



The RELENTLESS PURSUIT

★ OF WHATEVER WORKS IN THE ★

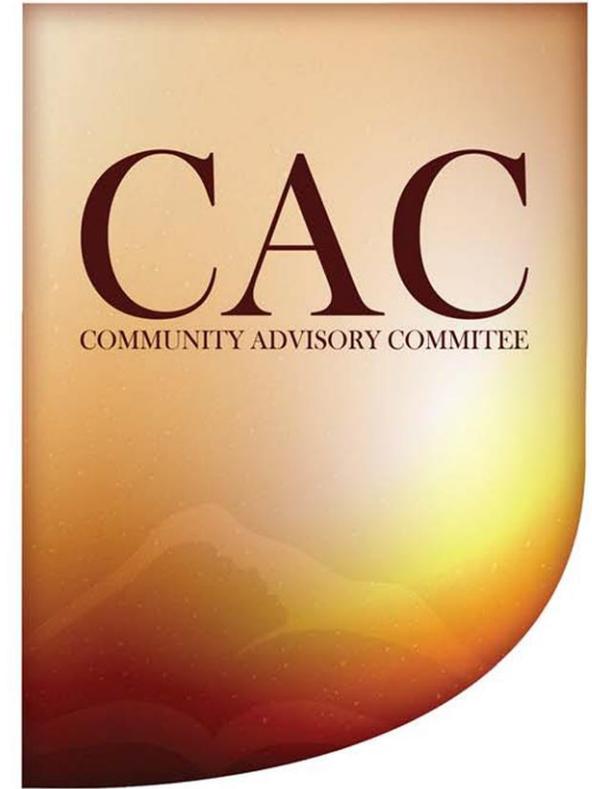
LIFE OF A CHILD

Desert/Mountain SELPA Participating Local Education Agencies (LEAs)

Academy for Academic Excellence	High Tech High Statewide Benefit Charter
Adelanto School District	High Tech International
Apple Valley Unified School District	High Tech Middle Media Arts
Baker Valley Unified School District	High Tech Middle School
Barstow Unified School District	Lucerne Valley Unified School District
Bear Valley Unified School District	Needles Unified School District
Excelsior Education Center	Norton Space & Aeronautics Academy
Explorer School	Oro Grande School District
Health Sciences High & Middle College	Silver Valley Unified School District
Helendale School District	Snowline Joint Unified School District
Hesperia Unified School District	Trona Joint Unified School District
High Tech High	Victor Elementary School District
High Tech Elementary Point Loma	Victor Valley Union High School District
High Tech High Media Arts	

Desert/Mountain Charter SELPA Participating Local Education Agencies (LEAs)

Aveson Global Leadership Academy
 Aveson School of Leaders
 Desert Trails Preparatory Academy
 Encore Riverside
 Encore Jr./Sr. High School for the Performing Visual Arts
 Odyssey Charter
 LaVerne Elementary Preparatory Academy
 Taylton High Desert Academy



MEETING LOCATION

17800 Highway 18,
Apple Valley, CA 92307

Denise Edge, Program Manager

denise_edge@sbcss.k12.ca.us

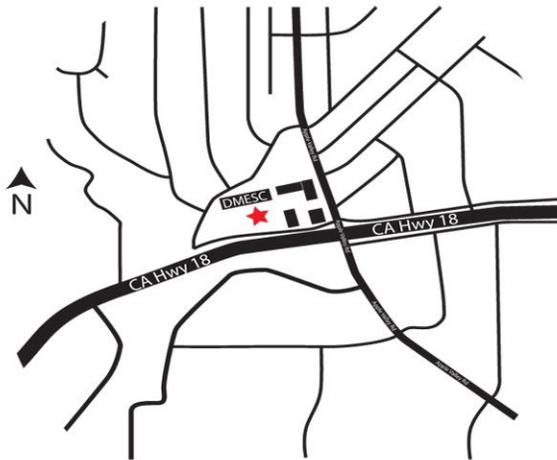
(760) 955-3568

CONTACT INFORMATION

(760) 552-6700 MAIN

(760) 242-5363 FAX

www.dmselpa.org



SELPA

Special Education Local Plan Area

DESERT/MOUNTAIN SELPA
DESERT/MOUNTAIN CHARTER SELPA
17800 HIGHWAY 18, APPLE VALLEY, CA 92307
www.dmselpa.org

COMMUNITY ADVISORY COMMITTEE

MEETING DATES

WHAT IS THE CAC?

The Community Advisory Committee is comprised of parents, students, teachers, para-educators, education specialists, agencies and individuals with exceptional needs who are working towards the most appropriate education for individuals with special needs

RESPONSIBILITIES INCLUDE:

- Assist in parent education
- Recruit parents and other volunteers who contribute to the implementation of the Desert/Mountain SELPA - Charter SELPA Local Plans
- Encourage public involvement in the development and review of the Desert/Mountain SELPA - Charter SELPA Local Plans
- Act in support of individuals with exceptional needs
- Act as a liaison between the Desert/Mountain SELPA - Charter SELPA Administrator and the local communities

MEETINGS:

Four meetings are held each year covering topics that are important to parents, students, teachers, and administrators.

The CAC also sponsors the attendance of local education agency CAC representatives at SELPA-approved statewide conferences based on CAC needs.

1

TRANSITION SERVICES

📅 When: October 22, 2015

🕒 Time: 5:30 pm - 7:30 pm

Presented by Adrienne Shepherd
Coordinator Transition Services

2

MOTOR LABS

📅 When: December 10, 2015

🕒 Time: 5:30 pm - 7:30 pm

Presented by Desert/Mountain SELPA
Physical Therapy Department

3

COMMON CORE

📅 When: February 18, 2016

🕒 Time: 5:30 pm - 7:30 pm

Presented by Stephanie Hedberg
Program Specialist

4

EXECUTIVE FUNCTIONING

📅 When: May 12, 2016

🕒 Time: 5:30 pm - 7:30 pm

Presented by Carol Burmeister
and Dr. Sheri Wilkins

PARENT RIGHTS

As a parent, YOU have the right to:



- Be informed of the purpose of an IEP meeting together with an explanation of the assessment, recommendations, and rationale for the recommendations, and to be informed of all program options, both public and nonpublic.
- Participate in each meeting to develop, review, or revise an IEP, to give consent prior to special education services and placement, and to permit student participation in the IEP meeting, when appropriate, and to electronically record on an audio recorder the proceedings of an IEP meeting upon 24-hour notification to the IEP team.
- Examine all educational records within five days of either a written or oral request and prior to an IEP meeting or administrative hearing, and to obtain copies, including copies of the IEP, the findings of the assessment, recommended educational decisions and the reasons for those decisions.
- Have your child educated in an environment that will permit the interaction appropriate with nondisabled peers.
- An immediate interim placement of your child when transferring from a LEA in which the last enrollment was in a special education program and to receive final recommendation, within 30 days, regarding the continuation of the special education services.
- Request an IEP team meeting to be held within 30 days of the LEA's receipt of a written request to review, or revise the IEP of your child.
- Appeal the decision of a due process hearing by filing a civil action in state or federal court within 90 days of the decision.
- Petition the court for award of reasonable attorney's fees and related costs if you are the prevailing party in a due process hearing or subsequent court action.

The local education agency (LEA) has the primary responsibility for ensuring that a free appropriate public education (FAPE) is available to students in the LEA who are eligible for special education. For a list of participating LEAs in the Desert/Mountain SELPA and the Desert/Mountain Charter SELPA, contact the SELPA office at (760) 552-6700 or visit our website at www.dmselpa.org. A detailed copy of the Notice of Procedural Safeguards/Parent's Rights can also be obtained from our website or by contacting our office.

Jenae Holtz, CEO, CAHELP
Desert/Mountain Special Education Local Plan Area
Desert/Mountain Charter Special Education Local Plan Area
17800 Highway 18 • Apple Valley, CA 92307
(760) 552-6700 • (760) 242-5363 Fax

Rev. 9/2015

QUESTIONS & ANSWERS

Special Education and Related Services



Special education is specially designed instruction, at no cost to the parent, to meet the unique needs of a student with a disability when those educational needs cannot be met with modification of the general education program. It also includes related services that may be needed to enable a student to benefit from his or her specially designed instruction.

Question: What programs and services are provided through special education?

Answer: Special education support services may be provided in the general education classroom or in a separate class and may include related services. Related services include: speech and language therapy, audiology, adapted physical education, physical and occupational therapy, counseling services, specially designed vocational education, and other services which may be identified by the IEP team as necessary for the student to benefit educationally from his or her instructional program.

Question: How do you get help when an "exceptional need" is suspected?

Answer: Contact your local education agency (LEA) by mail or telephone. A student study team meeting or LEA meeting will be scheduled to discuss your student's educational needs.

Question: What education must be provided for the individual with exceptional needs?

Answer: Federal and state laws require that all students be provided with an appropriate education in the least restrictive environment.

Question: What is involved in the evaluation/assessment process?

Answer: Assessments are conducted in the areas of suspected disabilities. Qualified professionals observe, interview, and use testing procedures appropriate for each student. Parental approval is required prior to assessment, and parents will be provided a copy of the assessment results.

Question: Is every individual who is evaluated placed in a special education program?

Answer: Individuals identified as having educational needs are provided with special education services only after the IEP team has determined eligibility and parental consent for special education services has been obtained.

Question: What is an IEP?

Answer: An IEP is an "Individualized Education Program." It is a written document which establishes the following for the individual's educational needs: present levels of performance, annual goals, placement, support services needed to implement program goals, individuals responsible for support services, supplementary aids and services needed to complete the prescribed course of study, including physical education as appropriate. For students 16 years of age and older, the IEP also contains transition goals and services.

QUESTIONS & ANSWERS

Special Education and Related Services



Question: Who participates in developing the IEP?

Answer: The IEP team may be comprised of special and general education teachers, support staff, LEA representative, related services providers, and parents. The team meets to determine the services best suited to the needs of the student. The student will also be invited to attend, if appropriate. In particular, students 16 years of age and older must be invited to participate in their IEP team meetings whenever transition services will be discussed.

Question: What rights do the parents or guardians have in the decisions that are made about the student?

Answer: The parents/guardians have the right to participate in the decisions made by the IEP team and to give informed written consent before the IEP is implemented. Once a student reaches the age of majority (18), the rights accorded to the parents transfer to the student.

Question: Where and how will the educational services be provided?

Answer: It is the policy of the Desert/Mountain SELPA and the Desert/Mountain Charter SELPA that, to the maximum extent possible, students with exceptional needs will be educated with students who do not have exceptional needs. Special schools and classes are available within the Desert/Mountain SELPA and the Desert/Mountain Charter SELPA in the event that it is not possible to provide specialized educational services at the student's school of residence. The location of services is determined at the IEP meeting.

Question: How can parents participate in the review and/or development of special education programs?

Answer: The Desert/Mountain SELPA and the Desert/Mountain Charter SELPA Community Advisory Committee (CAC) is comprised of parents, students, teachers, paraeducators, education specialists, agencies, and individuals with exceptional needs who are working toward the most appropriate education for individuals with special needs. CAC meetings are held four times per school year. For more information on CAC, please visit the Desert/Mountain SELPA website at www.dmselpa.org

Question: What is a SELPA?

Answer: The acronym SELPA refers to the Special Education Local Plan Area. SELPAs are dedicated to the belief that all students can learn and that students with special needs must be guaranteed equal opportunity to become contributing members of society. SELPAs facilitate high quality educational programs and services for students with special needs and training for parents and educators. The SELPAs collaborate with county agencies and LEAs to develop and maintain healthy and enriching environments in which students with special needs and families can live and succeed.

PARENT RIGHTS

As a parent, YOU have the right to:



- A free appropriate public education for an individual with exceptional needs.
- Refer your child (birth through age 21) for an assessment to determine eligibility for special education instruction and services.
- Receive all information in clear, concise language, and when feasible, in the native language or other mode of communication of the home.
- Receive written notice explaining the types of assessments to be conducted, the necessity and objectives for the proposed assessment, and be given 15 days to arrive at a decision to give consent for the assessment. The assessment may begin immediately upon receipt of the consent by the LEA and must be completed and an IEP developed within 60 days of the date the LEA receives your consent. The LEA must also provide reasonable prior written notice that your child will be aging out (reaching age 22) or graduating from high school with a regular high school diploma because graduation from high school and/or reaching age 22 means that your child will no longer be eligible for special education services under IDEA 2004.
- Revoke your consent to initial provision of services. Your revocation must be in writing and cannot be retroactive. Once you revoke consent to the initial provision of services, the LEA will provide written notice before ceasing the services for your child. If in the future you seek re-enrollment in special education services for your child, the assessment will be treated as an initial evaluation.
- Present information, including the results of a private evaluation(s), to the IEP team in person or through a representative.
- Provide prior consent to the implementation of an individualized education program resulting from an assessment, and to have your child's psychological assessment conducted and interpreted by a person trained to evaluate cultural and ethnic factors.
- Obtain, at public expense, one Independent Educational Evaluation (IEE) from a qualified specialist, as defined by SELPA/LEA criteria, if you disagree with an assessment obtained by the LEA within the past two years. You also have the right to have such assessment made part of the record and considered with respect to the provision of a free appropriate public education and as evidence in a due process hearing. However, the LEA may choose to initiate due process to show that its assessment is appropriate. Information about where an IEE may be obtained is available from your LEA or SELPA office.
- Receive prior written notice before a LEA proposes or refuses to initiate or change the identification, assessment, or educational placement of your child, or the provision of a free appropriate public education.

Item 7.0

Information Items

Desert/Mountain SELPA
Purchased Services

Fiscal Year

2015/16

Annual Projected Purchased Services															
SELPA District/Member	Related Services	Dup - Related Services	SCIA - County	SCIA - Non-County	County Interpreter	Non-SH SDC	SUCCESS	SH - SDC	RSP	Preschool SCD	Preschool Related Services	County Itinerant Estimated	Total County Estimated Services	Total SELPA Estimated Services	Total Purchased Services
AAE - Academy for Academic Excellence	-	-	-	-	-	-	-	-	-	-	-	-	-	-	142
AAE - Norton Space	-	-	-	-	-	-	-	-	-	-	-	-	-	61,451	61,451
Adelanto SD	3	1,023	88	2	2	128	52	777	6	381	910	144	3,498	236	3,732
Apple Valley USD	1,033	352,168	282,931	8,322	8,322	234,613	95,312	1,424,176	1,086	470,694	120,727	62,316	3,081,678	102,129	3,163,807
Baker Valley USD	7	1,376	118	-	18	125	189	1,061	49	230	799	108	4,108	1,693	5,801
Barstow USD	2,410	473,688	482,647	-	74,804	229,115	346,421	1,944,725	8,702	284,146	102,021	72,702	4,021,469	732,646	4,754,115
Bear Valley USD	-	-	-	-	-	-	-	-	-	-	-	-	-	12	12
Excelsior Education Center	-	-	-	-	-	-	-	-	-	-	-	-	-	5,193	5,193
Helendale SD	-	252	12	-	7	-	-	199	2	180	782	54	1,448	1,300	2,748
Hesperia USD	-	88,751	49,929	-	29,125	-	-	364,750	355	197,667	101,092	23,369	653,038	562,575	1,415,613
Lucerne Valley USD	2	145	22	-	-	21	-	115	2	31	45	60	443	385	828
Needles USD	689	49,916	91,537	-	-	38,491	-	210,785	355	38,298	5,970	25,965	462,008	168,609	628,615
Oro Grande SD	-	-	-	-	-	-	-	-	-	-	-	-	-	54	120
Silver Valley USD	-	-	-	-	-	-	-	-	-	-	-	-	-	23,369	23,369
Snowline JUSD	177	72	-	-	-	7	10	68	-	20	101	228	681	103	784
Trona JUSD	80,932	24,786	-	-	-	12,830	18,329	120,973	-	24,708	13,399	98,667	374,625	44,573	419,198
Victor Elementary SD	3	631	105	11	56	75	9	1,169	2	237	228	516	3,042	2,628	5,970
Victor Valley Union High SD	1,033	217,222	436,879	45,768	233,002	137,489	16,496	2,142,680	355	292,794	30,248	223,299	3,777,244	1,267,092	5,044,336
Estimated Services	-	327	46	-	-	-	-	242	1	12	46	30	704	109	813
Estimated Cost	-	112,570	191,395	-	-	-	-	443,568	178	14,825	6,103	12,983	781,619	47,170	828,788
AAE - Academy for Academic Excellence	359	248	23	10	40	249	103	1,033	-	45	336	132	1,543	-	1,543
AAE - Norton Space	123,598	84,688	95,697	41,608	-	73,317	456,396	188,790	-	55,594	44,576	57,123	1,221,372	-	1,221,372
Adelanto SD	-	33	-	-	-	38	-	26	-	-	-	-	97	90	187
Apple Valley USD	-	11,360	-	-	-	69,651	-	47,656	-	-	-	-	128,667	38,948	167,614
Baker Valley USD	-	-	-	-	-	-	-	-	-	-	-	-	12	12	688
Barstow USD	-	-	-	-	-	-	-	-	-	-	-	-	5,193	5,193	297,732
Bear Valley USD	-	-	-	-	-	-	-	-	-	-	-	-	5,193	5,193	302,925
Excelsior Education Center	7	1,362	150	6	6	197	8	968	22	262	338	90	3,416	17	3,433
Helendale SD	2,410	468,869	624,113	24,965	24,965	361,065	14,683	1,774,283	3,907	323,679	44,841	38,948	3,706,706	7,357	3,714,063
Hesperia USD	157	80	12	-	-	12	-	97	-	-	-	132	490	-	490
Lucerne Valley USD	54,047	27,540	49,929	-	-	21,995	-	177,793	-	-	-	57,123	388,427	-	388,427
Needles USD	-	2,510	196	-	-	200	-	1,565	4	1,168	931	138	6,712	1,283	7,995
Oro Grande SD	-	864,088	815,507	-	-	366,583	-	2,868,515	710	1,442,967	123,513	59,720	6,541,582	555,218	7,096,800
Silver Valley USD	10	723	153	8	36	32	-	763	81	-	-	548	2,354	589	2,923
Snowline JUSD	3,443	248,893	636,595	33,286	149,787	58,653	-	1,396,515	14,384	-	-	237,147	2,780,703	246,235	3,026,938
Trona JUSD	725	8,780	903	37	125	875	517	7,151	169	2,546	4,466	2,318	28,612	9,769	38,381
Victor Elementary SD	249,581	3,022,515	3,757,157	153,948	520,084	1,603,802	947,618	13,107,187	30,012	3,145,371	562,489	1,003,115	28,132,868	4,227,535	32,360,423

Desert/Mountain SELPA
Purchased Services

July Based on August Actuals														
District	Related Services	Dup - Related Services	SCIA - County	SCIA - Non-County	County Interpreter	Non-SH SDC	SUCCESS	SH - SDC	RSP	Preschool SDC	Preschool Related Services	County Itinerant Estimated	Total County Service Counts	Related Services (SELPA)
AAE - Academy for Academic Excellence	-	-	-	-	-	-	-	-	-	-	-	-	-	15
AAE - Norton Space	-	-	-	-	-	-	-	-	-	-	-	-	-	11
Adelanto SD	-	75	4	1	1	6	7	55	1	23	55	12	240	22
Apple Valley USD	-	119	9	-	-	13	18	85	-	12	30	13	299	148
Baker Valley USD	-	-	-	-	-	-	-	-	-	-	-	1	1	-
Barstow USD	-	19	1	-	-	-	-	16	-	9	34	4	83	109
Bear Valley USD	-	13	1	-	-	2	-	10	-	3	4	5	38	32
Excelsior Education Center	-	-	-	-	-	-	-	-	-	-	-	5	5	9
Helendale SD	13	6	-	-	-	-	2	5	-	-	6	19	51	9
Hesperia USD	-	48	8	-	-	5	-	80	-	16	21	42	220	258
Lucerne Valley USD	-	28	4	-	-	-	-	20	-	1	4	2	59	9
Needles USD	32	17	2	-	-	4	20	10	-	1	16	10	112	-
Oro Grande SD	-	1	-	-	-	2	-	1	-	-	-	-	4	6
Silver Valley USD	-	-	-	-	-	-	-	-	-	-	-	-	-	40
Snowline JUSD	1	133	13	3	3	20	4	76	3	12	11	6	285	2
Trona JUSD	10	7	1	-	-	1	-	7	-	-	-	13	39	-
Victor Elementary SD	-	196	14	-	-	22	-	124	-	71	48	14	489	104
Victor Valley Union High SD	1	64	15	4	4	5	-	65	4	-	-	-	162	52
Total	57	726	72	8	8	80	51	554	8	148	229	146	2,087	826

August Actual														
District	Related Services	Dup - Related Services	SCIA - County	SCIA - Non-County	County Interpreter	Non-SH SDC	SUCCESS	SH - SDC	RSP	Preschool SDC	Preschool Related Services	County Itinerant Estimated	Total County Service Counts	Related Services (SELPA)
AAE - Academy for Academic Excellence	-	-	-	-	-	-	-	-	-	-	-	-	-	15
AAE - Norton Space	-	-	-	-	-	-	-	-	-	-	-	-	-	11
Adelanto SD	-	75	4	1	1	6	7	55	1	23	55	12	240	22
Apple Valley USD	-	119	9	-	-	13	18	85	-	12	30	13	299	148
Baker Valley USD	-	-	-	-	-	-	-	-	-	-	-	1	1	-
Barstow USD	-	19	1	-	-	-	-	16	-	9	34	4	83	109
Bear Valley USD	-	13	1	-	-	2	-	10	-	3	4	5	38	32
Excelsior Education Center	-	-	-	-	-	-	-	-	-	-	-	5	5	9
Helendale SD	13	6	-	-	-	-	2	5	-	-	6	19	51	9
Hesperia USD	-	48	8	-	-	5	-	80	-	16	21	42	220	258
Lucerne Valley USD	-	28	4	-	-	-	-	20	-	1	4	2	59	9
Needles USD	32	17	2	-	-	4	20	10	-	1	16	10	112	-
Oro Grande SD	-	1	-	-	-	2	-	1	-	-	-	-	4	6
Silver Valley USD	-	-	-	-	-	-	-	-	-	-	-	-	-	40
Snowline JUSD	1	133	13	3	3	20	4	76	3	12	11	6	285	2
Trona JUSD	10	7	1	-	-	1	-	7	-	-	-	13	39	-
Victor Elementary SD	-	196	14	-	-	22	-	124	-	71	48	14	489	104
Victor Valley Union High SD	1	64	15	4	4	5	-	65	4	-	-	-	162	52
Total	57	726	72	8	8	80	51	554	8	148	229	146	2,087	826

September Projected														
District	Related Services	Dup - Related Services	SCIA - County	SCIA - Non-County	County Interpreter	Non-SH SDC	SUCCESS	SH - SDC	RSP	Preschool SDC	Preschool Related Services	County Itinerant Estimated	Total County Service Counts	Related Services (SELPA)
AAE - Academy for Academic Excellence	-	-	-	-	-	-	-	-	-	-	-	-	-	12
AAE - Norton Space	-	-	-	-	-	-	-	-	-	-	-	-	-	8
Adelanto SD	1	75	4	-	-	12	-	61	-	29	56	12	250	23
Apple Valley USD	-	88	8	-	2	8	12	82	3	18	68	13	302	126
Baker Valley USD	-	-	-	-	-	-	-	-	-	-	-	1	1	-
Barstow USD	-	22	1	-	1	-	-	17	-	12	48	4	105	94
Bear Valley USD	-	12	2	-	-	-	-	11	-	2	6	5	38	33
Excelsior Education Center	-	-	-	-	-	-	-	-	-	-	-	5	5	10
Helendale SD	16	5	-	-	-	1	-	4	-	2	7	19	54	9
Hesperia USD	1	43	10	2	5	5	-	106	-	16	15	42	245	232
Lucerne Valley USD	-	28	2	-	-	-	-	19	1	1	4	2	57	9
Needles USD	29	20	2	1	-	1	22	9	-	5	30	10	129	-
Oro Grande SD	-	3	-	-	-	3	-	2	-	-	-	-	8	6
Silver Valley USD	-	-	-	-	-	-	-	-	-	-	-	-	-	57
Snowline JUSD	-	101	12	-	-	9	-	85	-	25	31	6	269	1
Trona JUSD	13	3	1	-	-	1	-	7	-	-	-	13	38	-
Victor Elementary SD	-	189	18	-	-	13	-	123	1	77	66	14	501	93
Victor Valley Union High SD	1	35	9	-	4	-	-	58	5	-	-	53	165	53
Total	61	624	69	3	12	53	34	584	10	187	331	199	2,167	766

Desert/Mountain SELPA
Purchased Services

October														
Projected														
District	Related Services	Dup - Related Services	SCIA - County	SCIA - Non-County	County Interpreter	Non-SH SDC	SUCCESS	SH - SDC	RSP	Preschool SDC	Preschool Related Services	County Itinerant Estimated	Total County Service Counts	Related Services (SELPA)
AAE - Academy for Academic Excellence	-	-	-	-	-	-	-	-	-	-	-	-	-	10
AAE - Norton Space	-	-	-	-	-	-	-	-	-	-	-	-	-	9
Adelanto SD	-	75	5	-	-	13	1	61	-	30	57	12	254	20
Apple Valley USD	1	95	9	-	2	10	16	84	3	22	63	13	318	131
Baker Valley USD	-	-	-	-	-	-	-	-	-	-	-	1	1	-
Barstow USD	-	22	1	-	1	-	-	17	-	12	56	4	113	104
Bear Valley USD	-	11	2	-	-	-	-	11	-	3	2	5	34	30
Excelsior Education Center	-	-	-	-	-	-	-	-	-	-	-	5	5	12
Helendale SD	13	6	-	-	-	1	-	6	-	2	6	19	53	9
Hesperia USD	1	51	10	1	6	6	1	111	-	16	15	42	260	232
Lucerne Valley USD	-	27	4	-	-	-	-	21	-	1	2	2	57	8
Needles USD	31	21	2	1	-	1	21	8	-	4	27	10	126	-
Oro Grande SD	-	3	-	-	-	3	-	2	-	-	-	-	8	7
Silver Valley USD	-	-	-	-	-	-	-	-	-	-	-	-	-	56
Snowline JUSD	-	99	12	-	-	12	-	84	-	25	32	6	270	-
Trona JUSD	17	4	1	-	-	1	-	7	-	-	-	13	43	-
Victor Elementary SD	-	190	17	-	-	14	-	125	1	95	75	14	531	91
Victor Valley Union High SD	1	43	10	-	4	1	-	60	6	-	-	53	178	50
Total	64	647	73	2	13	62	39	597	10	210	335	199	2,251	769

November														
Projected														
District	Related Services	Dup - Related Services	SCIA - County	SCIA - Non-County	County Interpreter	Non-SH SDC	SUCCESS	SH - SDC	RSP	Preschool SDC	Preschool Related Services	County Itinerant Estimated	Total County Service Counts	Related Services (SELPA)
AAE - Academy for Academic Excellence	-	-	-	-	-	-	-	-	-	-	-	-	-	10
AAE - Norton Space	-	-	-	-	-	-	-	-	-	-	-	-	-	9
Adelanto SD	1	77	6	-	-	13	2	64	-	29	59	12	263	16
Apple Valley USD	1	97	10	-	2	10	15	86	1	20	63	13	318	134
Baker Valley USD	-	-	-	-	-	-	-	-	-	-	-	1	1	-
Barstow USD	-	21	1	-	1	-	-	17	-	14	64	4	122	103
Bear Valley USD	1	13	2	-	-	-	-	9	1	2	3	5	36	29
Excelsior Education Center	-	-	-	-	-	-	-	-	-	-	-	5	5	11
Helendale SD	15	6	-	-	-	1	-	6	-	2	8	19	57	9
Hesperia USD	1	49	10	1	6	7	1	110	-	19	15	42	261	234
Lucerne Valley USD	-	27	4	-	-	-	-	21	-	1	2	2	57	7
Needles USD	31	20	1	1	-	1	21	8	-	5	29	10	127	-
Oro Grande SD	-	3	-	-	-	3	-	2	-	-	-	-	8	8
Silver Valley USD	-	-	-	-	-	-	-	-	-	-	-	-	-	60
Snowline JUSD	-	101	12	-	-	12	-	84	-	26	34	6	275	-
Trona JUSD	16	7	1	-	-	1	-	5	-	-	-	13	43	-
Victor Elementary SD	-	193	17	-	-	14	-	134	-	93	72	14	537	98
Victor Valley Union High SD	-	55	11	-	4	-	-	51	6	-	-	53	180	49
Total	66	669	75	2	13	62	39	597	8	211	349	199	2,290	777

December														
Projected														
District	Related Services	Dup - Related Services	SCIA - County	SCIA - Non-County	County Interpreter	Non-SH SDC	SUCCESS	SH - SDC	RSP	Preschool SDC	Preschool Related Services	County Itinerant Estimated	Total County Service Counts	Related Services (SELPA)
AAE - Academy for Academic Excellence	-	-	-	-	-	-	-	-	-	-	-	-	-	10
AAE - Norton Space	-	-	-	-	-	-	-	-	-	-	-	-	-	9
Adelanto SD	-	82	6	-	-	12	2	66	-	29	61	12	270	17
Apple Valley USD	1	110	10	-	2	8	9	86	3	20	62	13	324	136
Baker Valley USD	-	-	-	-	-	-	-	-	-	-	-	1	1	-
Barstow USD	-	20	1	-	1	-	-	16	-	14	69	4	125	102
Bear Valley USD	1	10	2	-	-	2	-	8	1	2	3	5	34	31
Excelsior Education Center	-	-	-	-	-	-	-	-	-	-	-	5	5	11
Helendale SD	15	5	-	-	-	1	-	5	-	2	8	19	55	8
Hesperia USD	-	60	9	1	6	6	1	101	-	19	17	42	262	234
Lucerne Valley USD	-	28	4	-	-	-	-	21	-	1	2	2	58	7
Needles USD	31	20	2	1	-	2	21	7	-	5	32	10	131	-
Oro Grande SD	-	3	-	-	-	4	-	2	-	-	-	-	9	8
Silver Valley USD	-	-	-	-	-	-	-	-	-	-	-	-	-	62
Snowline JUSD	-	110	12	-	-	13	-	80	-	24	33	6	278	1
Trona JUSD	16	7	1	-	-	1	-	10	-	-	-	13	48	-
Victor Elementary SD	-	200	15	-	-	13	-	127	1	99	77	14	546	102
Victor Valley Union High SD	1	58	10	-	4	2	-	61	6	-	-	53	195	45
Total	65	713	72	2	13	64	33	590	11	215	364	199	2,341	783

Desert/Mountain SELPA
Purchased Services

January														
Projected														
District	Related Services	Dup - Related Services	SCIA - County	SCIA - Non-County	County Interpreter	Non-SH SDC	SUCCESS	SH - SDC	RSP	Preschool SDC	Preschool Related Services	County Itinerant Estimated	Total County Service Counts	Related Services (SELPA)
AAE - Academy for Academic Excellence	-	-	-	-	-	-	-	-	-	-	-	-	-	10
AAE - Norton Space	-	-	-	-	-	-	-	-	-	-	-	-	-	9
Adelanto SD	-	92	7	-	-	13	3	71	-	32	72	12	302	17
Apple Valley USD	1	111	9	-	2	9	10	87	6	23	67	15	340	136
Baker Valley USD	-	-	-	-	-	-	-	-	-	-	-	1	1	-
Barstow USD	-	21	1	-	1	-	-	16	-	15	72	5	131	105
Bear Valley USD	-	12	2	-	-	2	-	9	-	2	3	5	35	33
Excelsior Education Center	-	-	-	-	-	-	-	-	-	-	-	4	4	10
Helendale SD	13	6	-	-	-	1	-	6	-	3	11	19	59	8
Hesperia USD	-	57	8	1	6	7	1	97	-	20	16	44	257	238
Lucerne Valley USD	-	26	4	-	-	-	-	21	-	1	2	3	57	8
Needles USD	31	20	2	1	-	3	21	8	-	5	34	12	137	-
Oro Grande SD	-	3	-	-	-	4	-	2	-	-	-	-	9	-
Silver Valley USD	-	-	-	-	-	-	-	-	-	-	-	2	2	61
Snowline JUSD	-	109	12	-	-	15	-	81	1	25	35	9	287	2
Trona JUSD	14	8	1	-	-	1	-	9	-	-	-	9	42	-
Victor Elementary SD	-	205	16	-	-	16	-	128	1	101	83	9	559	107
Victor Valley Union High SD	1	65	12	-	2	3	-	65	7	-	-	-	211	47
Total	60	735	74	2	11	74	35	600	15	227	395	205	2,433	799

February														
Projected														
District	Related Services	Dup - Related Services	SCIA - County	SCIA - Non-County	County Interpreter	Non-SH SDC	SUCCESS	SH - SDC	RSP	Preschool SDC	Preschool Related Services	County Itinerant Estimated	Total County Service Counts	Related Services (SELPA)
AAE - Academy for Academic Excellence	-	-	-	-	-	-	-	-	-	-	-	-	-	12
AAE - Norton Space	-	-	-	-	-	-	-	-	-	-	-	-	-	8
Adelanto SD	1	92	8	-	-	13	2	72	-	32	75	12	307	18
Apple Valley USD	-	115	10	-	2	11	16	87	7	25	70	15	358	136
Baker Valley USD	-	-	-	-	-	-	-	-	-	-	-	1	1	-
Barstow USD	-	20	1	-	1	-	-	16	-	14	69	5	126	111
Bear Valley USD	-	12	2	-	-	3	-	9	-	2	4	5	37	32
Excelsior Education Center	-	-	-	-	-	-	-	-	-	-	-	4	4	10
Helendale SD	13	6	-	-	-	1	-	6	-	3	13	19	61	8
Hesperia USD	-	56	9	1	6	8	1	98	-	21	19	44	263	239
Lucerne Valley USD	-	27	4	-	-	-	-	21	-	1	2	3	58	10
Needles USD	30	19	2	1	-	4	20	7	-	5	31	12	131	-
Oro Grande SD	-	3	-	-	-	4	-	2	-	-	-	-	9	8
Silver Valley USD	-	-	-	-	-	-	-	-	-	-	-	2	2	63
Snowline JUSD	1	112	13	-	-	15	-	81	2	25	32	9	290	2
Trona JUSD	13	8	1	-	-	1	-	9	-	-	-	9	41	-
Victor Elementary SD	-	213	18	-	-	16	-	133	-	102	89	9	580	103
Victor Valley Union High SD	-	69	13	-	2	3	-	67	8	-	-	56	218	48
Total	58	752	81	2	11	79	39	608	17	230	404	205	2,486	808

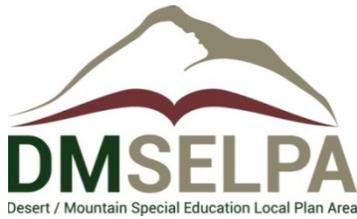
March														
Projected														
District	Related Services	Dup - Related Services	SCIA - County	SCIA - Non-County	County Interpreter	Non-SH SDC	SUCCESS	SH - SDC	RSP	Preschool SDC	Preschool Related Services	County Itinerant Estimated	Total County Service Counts	Related Services (SELPA)
AAE - Academy for Academic Excellence	-	-	-	-	-	-	-	-	-	-	-	-	-	12
AAE - Norton Space	-	-	-	-	-	-	-	-	-	-	-	-	-	8
Adelanto SD	-	93	6	-	-	14	1	70	1	35	104	12	336	16
Apple Valley USD	1	127	10	-	2	10	16	94	9	20	70	15	374	140
Baker Valley USD	-	-	-	-	-	-	-	-	-	-	-	1	1	-
Barstow USD	-	21	1	-	1	-	-	16	1	16	81	5	142	116
Bear Valley USD	-	12	2	-	-	3	-	9	-	3	4	5	38	32
Excelsior Education Center	-	-	-	-	-	-	-	-	-	-	-	4	4	10
Helendale SD	13	7	-	-	-	1	-	7	-	3	12	19	62	8
Hesperia USD	-	52	9	1	6	6	2	97	1	21	20	44	259	246
Lucerne Valley USD	-	27	4	-	-	-	-	21	-	1	6	3	62	9
Needles USD	29	21	2	1	-	5	21	9	-	4	29	12	133	-
Oro Grande SD	-	4	-	-	-	4	-	3	-	-	-	-	11	9
Silver Valley USD	-	-	-	-	-	-	-	-	-	-	-	2	2	62
Snowline JUSD	1	117	13	-	-	21	-	81	1	20	27	9	290	1
Trona JUSD	12	8	1	-	-	1	-	9	-	-	-	9	40	-
Victor Elementary SD	-	226	17	-	-	17	-	135	-	103	83	9	590	113
Victor Valley Union High SD	1	67	14	-	2	2	-	68	10	-	-	56	220	44
Total	57	782	79	2	11	84	40	619	23	226	436	205	2,564	826

Desert/Mountain SELPA
Purchased Services

April Projected														
District	Related Services	Dup - Related Services	SCIA - County	SCIA - Non-County	County Interpreter	Non-SH SDC	SUCCESS	SH - SDC	RSP	Preschool SDC	Preschool Related Services	County Itinerant Estimated	Total County Service Counts	Related Services (SELPA)
AAE - Academy for Academic Excellence	-	-	-	-	-	-	-	-	-	-	-	-	-	12
AAE - Norton Space	-	-	-	-	-	-	-	-	-	-	-	-	-	8
Adelanto SD	-	95	6	-	-	10	9	68	1	37	104	12	342	21
Apple Valley USD	2	133	10	-	2	11	19	95	7	20	78	15	392	150
Baker Valley USD	-	-	-	-	-	-	-	-	-	-	-	-	1	-
Barstow USD	-	21	1	-	-	-	-	16	1	15	77	5	136	115
Bear Valley USD	-	13	2	-	-	3	-	9	-	3	4	5	39	33
Excelsior Education Center	-	-	-	-	-	-	-	-	-	-	-	4	4	10
Helendale SD	17	7	-	-	-	-	2	6	-	1	8	19	60	8
Hesperia USD	-	55	8	1	5	6	2	97	1	23	21	44	263	255
Lucerne Valley USD	-	27	4	-	-	-	-	19	-	1	6	3	60	11
Needles USD	29	23	2	1	-	5	20	9	-	4	32	12	137	-
Oro Grande SD	-	3	-	-	-	3	-	3	-	-	-	-	9	8
Silver Valley USD	-	-	-	-	-	-	-	-	-	-	-	2	2	63
Snowline JUSD	1	117	12	-	-	20	-	80	4	22	32	9	297	2
Trona JUSD	12	7	1	-	-	1	-	9	-	-	-	9	39	-
Victor Elementary SD	-	218	16	-	-	19	-	136	-	112	94	9	604	116
Victor Valley Union High SD	1	67	14	-	2	3	-	67	9	-	-	56	219	41
Total	62	796	76	2	9	81	52	614	23	238	456	205	2,604	853

May Projected														
District	Related Services	Dup - Related Services	SCIA - County	SCIA - Non-County	County Interpreter	Non-SH SDC	SUCCESS	SH - SDC	RSP	Preschool SDC	Preschool Related Services	County Itinerant Estimated	Total County Service Counts	Related Services (SELPA)
AAE - Academy for Academic Excellence	-	-	-	-	-	-	-	-	-	-	-	-	-	12
AAE - Norton Space	-	-	-	-	-	-	-	-	-	-	-	-	-	8
Adelanto SD	-	96	6	-	-	8	9	67	1	41	106	12	346	22
Apple Valley USD	-	131	11	-	1	11	20	95	5	19	84	15	392	154
Baker Valley USD	-	-	-	-	-	-	-	-	-	-	-	-	1	-
Barstow USD	-	23	1	-	-	-	-	18	-	15	79	5	141	116
Bear Valley USD	-	12	2	-	-	2	-	10	-	3	4	5	38	34
Excelsior Education Center	-	-	-	-	-	-	-	-	-	-	-	4	4	9
Helendale SD	18	6	-	-	-	-	2	5	-	1	8	19	59	9
Hesperia USD	-	58	8	1	5	7	-	96	-	25	24	44	266	251
Lucerne Valley USD	-	27	4	-	-	-	-	19	-	1	6	3	60	11
Needles USD	27	24	2	1	-	5	21	9	-	3	30	12	134	-
Oro Grande SD	-	3	-	-	-	3	-	3	-	-	-	-	9	8
Silver Valley USD	-	-	-	-	-	-	-	-	-	-	-	2	2	62
Snowline JUSD	1	115	13	-	-	20	-	80	4	23	30	9	295	2
Trona JUSD	12	7	1	-	-	1	-	9	-	-	-	9	39	-
Victor Elementary SD	-	242	17	-	-	17	-	138	-	122	98	9	643	126
Victor Valley Union High SD	1	68	15	-	2	4	-	68	8	-	-	56	222	44
Total	59	810	80	2	8	78	52	617	18	253	469	205	2,651	868

June Based on May Actuals														
District	Related Services	Dup - Related Services	SCIA - County	SCIA - Non-County	County Interpreter	Non-SH SDC	SUCCESS	SH - SDC	RSP	Preschool SDC	Preschool Related Services	County Itinerant Estimated	Total County Service Counts	Related Services (SELPA)
AAE - Academy for Academic Excellence	-	-	-	-	-	-	-	-	-	-	-	-	-	12
AAE - Norton Space	-	-	-	-	-	-	-	-	-	-	-	-	-	8
Adelanto SD	-	96	6	-	-	8	9	67	1	41	106	12	346	22
Apple Valley USD	-	131	11	-	1	11	20	95	5	19	84	15	392	154
Baker Valley USD	-	-	-	-	-	-	-	-	-	-	-	-	1	-
Barstow USD	-	23	1	-	-	-	-	18	-	15	79	5	141	116
Bear Valley USD	-	12	2	-	-	2	-	10	-	3	4	5	38	34
Excelsior Education Center	-	-	-	-	-	-	-	-	-	-	-	4	4	9
Helendale SD	18	6	-	-	-	-	2	5	-	1	8	19	59	9
Hesperia USD	-	58	8	1	5	7	-	96	-	25	24	44	266	251
Lucerne Valley USD	-	27	4	-	-	-	-	19	-	1	6	3	60	11
Needles USD	27	24	2	1	-	5	21	9	-	3	30	12	134	-
Oro Grande SD	-	3	-	-	-	3	-	3	-	-	-	-	9	8
Silver Valley USD	-	-	-	-	-	-	-	-	-	-	-	2	2	62
Snowline JUSD	1	115	13	-	-	20	-	80	4	23	30	9	295	2
Trona JUSD	12	7	1	-	-	1	-	9	-	-	-	9	39	-
Victor Elementary SD	-	242	17	-	-	17	-	138	-	122	98	9	643	126
Victor Valley Union High SD	1	68	15	-	2	4	-	68	8	-	-	56	222	44
Total	59	810	80	2	8	78	52	617	18	253	469	205	2,651	868



Desert / Mountain Special Education Local Plan Area
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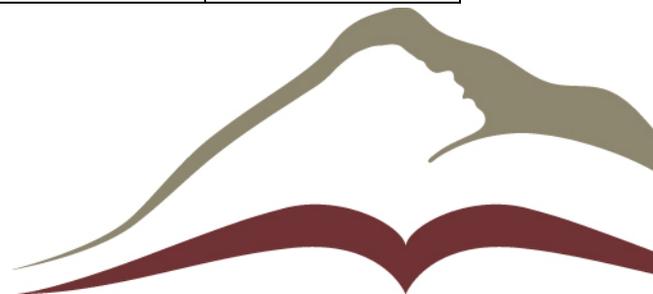
MEMORANDUM

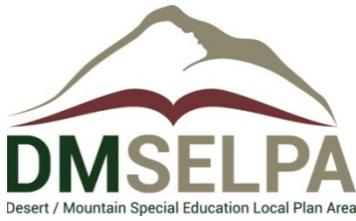
DATE: September 15, 2015
 TO: Directors of Special Education
 FROM: Adrienne Shepherd, Coordinator

SUBJECT: 2014-15 Transition Partnership Program Report

The following is a summary report for the Desert/Mountain SELPA Transition Partnership Program (TPP) for the 2014-15 school year. Please contact me at (760) 843-3982 extension 216, if you have any questions regarding the expected outcomes/goals.

<i>Description</i>	<i>Contract Goals</i>	<i>Contract Actual(s)</i>
There shall be 225 DOR Student/DOR clients who receive Transition Vocational Evaluation services	225	242
There shall be 288 DOR Student/DOR clients who receive Pre and Post-Plan Vocational Instruction (Employment Preparation) services.	288	390
There shall be 70 Student/DOR clients who receive Work Experience / Community Experiences services	70	131
There shall be 120 Student/DOR clients who receive Job Development services	120	165
There shall be 80 Student/DOR clients placed in employment consistent with the IPE goal.	80	82
There shall be 65 DOR Successful Closures	65	56
There shall be 240 New DOR Referrals	240	195
There shall be 200 new Individual Plans for Employment IPEs	200	195





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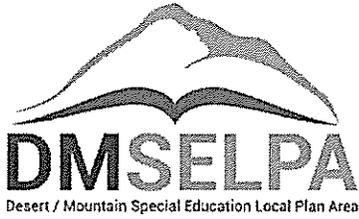
DATE: September 15, 2015
TO: Directors of Special Education
FROM: Adrienne Shepherd, Coordinator

SUBJECT: 2014-15 WorkAbility Report

The following is a summary report for the Desert Mountain SELPA WorkAbility I program (WAI) for the 2014-15 school year. Please contact me at (760) 843-3982 extension 216 if you have any questions regarding expected outcomes/goals.

<i>Description</i>	<i>Contract Goal</i>	<i>This Period</i>
Students Served	209	209
Students Placed	52	54





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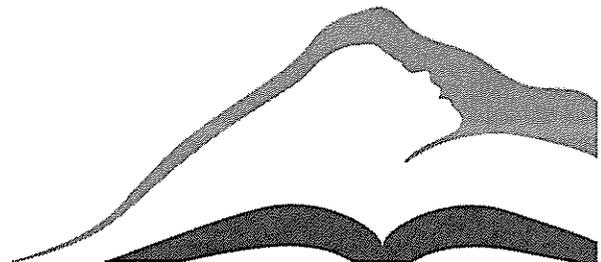
MEMORANDUM

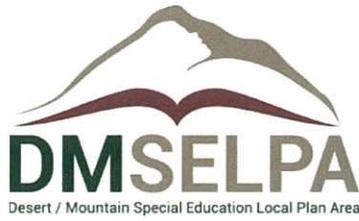
DATE: September 18, 2015
TO: Directors Of Special Education
FROM: Denise Edge, Program Manager *DE*

SUBJECT: Occupational and Physical Therapy Reports

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

If you have any questions concerning either report, please contact me at (760) 955-3568 or via email at denise_edge@sbcss.k12.ca.us.





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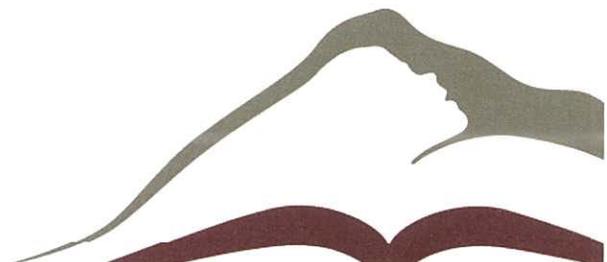
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DATE: September 17, 2015
TO: Directors Of Special Education
FROM: Rhonda Evans, Program Specialist *RE*
SUBJECT: Audiological Service Reports

Attached are the Audiological Service Reports for the months of July, and August 2015 by district.

If you have any questions concerning these reports, please contact Rhonda Evans, Program Specialist at (760) 955-3587 or via email at rhonda_evans@sbcss.k12.ca.us.





MEMORANDUM

DATE: August 26, 2015

TO: District Business Managers

FROM: Lisa Nash, Accounting Technician *LmNash*

SUBJECT: JULY 2015 NPS/NPA DISTRICT TRANSFERS

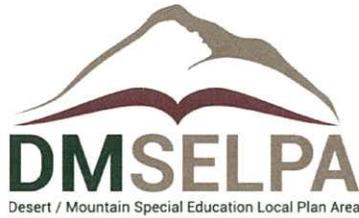
The following transfers will be processed to cover non-public school and non-public agency costs for the month of July 2015. Enclosed is a copy of the student sheets and vendor invoices for your reference. Please review the attached spreadsheet carefully, and notify me of any discrepancies.

DISTRICT	TOTAL TRANSFER
ACADEMY OF ACADEMIC EXCELLENCE *	\$ -
ADELANTO SD	\$ 27,140.65
APPLE VALLEY USD	\$ 39,873.94
BAKER VALLEY USD	\$ -
BARSTOW USD	\$ 5,526.67
BEAR VALLEY USD	\$ 2,361.87
EXCELSIOR *	\$ -
HEALTH SCIENCES*	\$ -
HELENDALE SD	\$ -
HESPERIA USD	\$ 23,115.87
HIGH TECH HIGH *	\$ 2,000.18
LUCERNE VALLEY USD	\$ 2,246.37
NEEDLES USD	\$ 5,594.44
ORO GRANDE SD	\$ 2,246.37
SILVER VALLEY USD	\$ 7,074.60
SNOWLINE JUSD	\$ 19,733.53
STUDENT SERVICES	\$ -
TRONA JUSD	\$ -
VICTOR ELEMENTARY SD	\$ 20,670.69
VVUHSD	\$ 70,701.86
SELPA	\$ -
TOTALS	\$ 228,287.04

* NON-PUBLIC SCHOOL/AGENCY COSTS DEDUCTED FROM SPECIAL EDUCATION REVENUE MONTHLY

**DESERT/MOUNTAIN SELPA
2015/2016 NPS Student Placement Report**

DISTRICT	JULY				AUGUST				SEPTEMBER				OCTOBER				NOVEMBER				DECEMBER			
	NPS	NPS/2726	LCI/NPS	TOTAL	NPS	NPS/2726	LCI/NPS	TOTAL	NPS	NPS/2726	LCI/NPS	TOTAL	NPS	NPS/2726	LCI/NPS	TOTAL	NPS	NPS/2726	LCI/NPS	TOTAL	NPS	NPS/2726	LCI/NPS	TOTAL
ADELANTO	8		2	10	9		2	11	8		2	10												
APPLE VALLEY	11	2	9	22	14	2	9	25	14	1	10	25												
BAKER																								
BARSTOW	3	1		4	4	1		5	4			4												
BEAR VALLEY		2		2		2		2		2		2												
HELENDALE																								
HESPERIA	14	2		16	12	2		14	12	2		14												
HIGH TECH HIGH																								
LUCERNE VALLEY	1	1		2	2	1		3	2	1		3												
NEEDLES		2		2		2		2		2		2												
ORO GRANDE		1		1		1		1		1		1												
SILVER VALLEY	3	1		4	4	1		5	3	1		4												
SNOWLINE	7	6		13	8	5		13	8	5		13												
TRONA																								
VICTOR ELEM.	10		1	11	8		1	9	7		1	8												
VVUHSD	36	3	4	43	37	3	4	44	35	3	5	43												
TOTALS	93	21	16	130	98	20	16	134	93	18	18	129												
2013/14 SELPA-WIDE TOTALS	101	20	19	140	103	19	20	143	105	18	20	142	101	19	20	140	98	18	17	133	105	18	18	141
2012/13 SELPA-WIDE TOTALS	109	19	21	149	100	18	15	133	100	19	16	135	103	19	15	137	102	18	16	136	98	16	17	131
2011/12 SELPA-WIDE TOTALS	106	20	20	146	105	22	23	150	107	20	25	152	104	23	23	150	107	23	23	153	107	18	27	152
2010/11 SELPA-WIDE TOTALS	103	18	30	151	101	17	33	151	100	18	31	149	107	17	29	153	99	16	35	150	96	18	31	145
2009/10 SELPA-WIDE TOTALS	105	10	29	144	106	11	31	148	102	12	32	146	108	14	29	151	112	14	30	156	100	17	29	146
2008/09 SELPA-WIDE TOTALS	118	15	27	160	120	15	33	168	118	17	29	164	123	16	32	171	121	17	31	170	120	16	34	170
2007/08 SELPA-WIDE TOTALS	118	10	58	186	117	8	56	181	111	9	48	168	112	10	50	172	118	7	51	178	113	9	47	169
2006/07 SELPA-WIDE TOTALS	106	12	48	166	106	13	50	169	109	11	54	174	118	13	59	190	114	12	55	181	118	12	49	179
2005/06 SELPA-WIDE TOTALS	100	11	52	163	101	11	56	168	108	11	50	169	104	9	60	173	113	11	56	180	112	11	56	179
2004/05 SELPA-WIDE TOTALS	83	15	56	154	102	14	62	178	103	13	59	175	109	13	60	182	117	12	58	187	119	11	56	186



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MEMORANDUM

DATE: September 17, 2015

TO: Directors Of Special Education

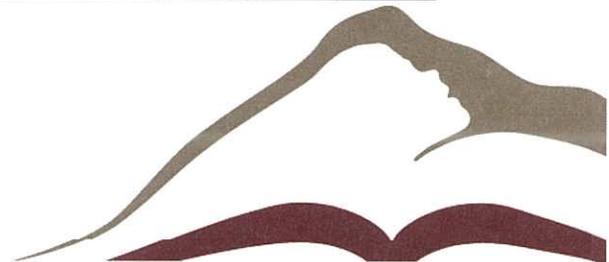
FROM: Jenae Holtz, Chief Executive Officer *JH*

SUBJECT: 2015/2016 Low Incidence Fund

The following is a summary of approved low incidence reimbursement requests by district for fiscal year 2015/16. The low incidence fund has an estimated balance of \$63,835.24. Please contact Kristine Elliott at (760) 946-8200 extension 279, if you have questions about equipment purchases for your district.

DISTRICT	APPROVED LOW INCIDENCE REIMBURSEMENT REQUESTS
ACADEMY FOR ACADEMIC EXCELLENCE	\$0
ADELANTO	\$19,199.16
APPLE VALLEY USD	\$5,982.51
BAKER VALLEY USD	\$0
BARSTOW USD	\$926.60
BEAR VALLEY USD	\$0
EXCELSIOR EDUCATION CENTER	\$0
HEALTH SCIENCES HIGH & MIDDLE	\$0
HELENDALE SD	\$0
HESPERIA USD	\$23,788.00
HIGH TECH VILLAGE	\$3,060.02
LUCERNE VALLEY USD	\$0
NEEDLES USD	\$2,684.52
SILVER VALLEY USD	\$13,112.87
SNOWLINE JUSD	\$0
STUDENT SERVICES	\$10,539.50
TRONA JUSD	\$0
VICTOR ELEMENTARY SD	\$19.99
VVUHSD	\$365.09
D/M SELPA (Pacific Hearing Services & Misc.)	\$122,656.50
TOTAL	\$202,334.76

JH:ke
 Enclosures



UPCOMING TRAININGS@CAHELP

9/21/2015

2:00 PM to 4:00 PM

How Do They Hear?

**Part 1: Introduction FM Systems for School Personnel and
Part 2: Troubleshooting FM System Equipment**

Cost: No Fee

Presented by: Rhonda Evans, Rebecca Coming

9/22/2015

8:30 AM to 11:30 AM

Keeping Cool at School: Self-Regulation Strategies

Cost: No Fee

Presented by: Suzan Raymond, Lisa Sutton

9/22/2015

8:30 AM to 3:30 PM

Classroom Structure and Management - ABA Level 1A

Cost: \$20.00

Presented by: Danielle Cote, Renee Garcia

9/23/2015

8:30 AM to 3:30 PM

Positive Behavioral Interventions And Supports - Year One Team Training - Cohort 7

Cost: No Fee

Presented by: Kami Murphy, Natalie Sedano, Kristee Laiva

9/24/2015

8:30 AM to 2:30 PM

Positive Behavioral Interventions and Supports (PBIS) Coaches' Training

Cost: No Fee

Presented by: Kami Murphy, Natalie Sedano, Kristee Laiva

9/29/2015

8:00 AM to 1:00 PM

TPP Beginning-of-the-Year Meeting

Cost: No Fee

Presented by: Adrienne Shepherd

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UPCOMING TRAININGS@CAHELP

9/30/2015

8:30 AM to 3:30 PM

PBIS Bootcamp

Cost: No Fee

Presented by: Kami Murphy, Kristee Laiva, Natalie Sedano

10/2/2015

8:00 AM to 3:30 PM

Desired Results Developmental Profile (DRDP) 2015

Cost: No Fee

Presented by: Diane Garcia, Jackie Nason

10/6/2015

8:30 AM to 12:45 PM

Case by Case : Mental Health Disorders in Schools

Cost: \$10.00

Presented by: Diagnostic Center

10/6/2015

8:00 AM to 3:30 PM

Non- Violent Crisis Intervention Training (CPI)

Cost: \$30.00

Presented by: Danielle Cote, Michael Norton

10/6/2015

8:30 AM to 3:30 PM

Positive Behavioral Interventions And Supports - Year Two Team Training - Cohort 6A

Cost: No Fee

Presented by: Kami Murphy, Natalie Sedano, Kristee Laiva

10/8/2015

8:30 AM to 3:30 PM

Positive Behavioral Interventions And Supports - Year Two Team Training - Cohort 6B

Cost: No Fee

Presented by: Kami Murphy, Natalie Sedano, Kristee Laiva

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UPCOMING TRAININGS@CAHELP

10/9/2015

3:00 PM to 5:00 PM

Mastering the Art of Writing IEP Notes

Cost: No Fee

Presented by: Denise Edge

10/13/2015

9:00 AM to 12:00 PM

WebIEP Training AM Session

Cost: No Fee

Presented by: Colette Garland, Cindy Quan

10/13/2015

1:30 PM to 4:00 PM

WebIEP Training PM Session

Cost: No Fee

Presented by: Colette Garland

10/14/2015

8:30 AM to 3:30 PM

Positive Behavioral Interventions And Supports - Year Three Team Training - Cohort 5B

Cost: No Fee

Presented by: Kami Murphy, Natalie Sedano, Kristee Laiva

10/14/2015

8:00 AM to 3:30 PM

Common Core and Technology in the 21st Century Classroom

Cost: \$10.00

Presented by: Sheila Parisian, Stephanie Hedberg

10/15/2015

8:30 AM to 3:30 PM

Positive Behavioral Interventions And Supports - Year Three Team Training - Cohort 5C

Cost: No Fee

Presented by: Kami Murphy, Natalie Sedano, Kristee Laiva

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UPCOMING TRAININGS@CAHELP

10/20/2015

9:00 AM to 12:00 PM

Management Information System (MIS)/Bridge Transfer

Cost: No Fee

Presented by: Colette Garland

10/20/2015

8:30 PM to 12:00 PM

SWIS User Training

Cost: No Fee

Presented by: Jennifer Harms

10/20/2015

1:00 PM to 3:00 PM

CICO SWIS Training

Cost: No Fee

Presented by: Jennifer Harms

10/20/2015

8:30 AM to 3:30 PM

Competing Pathways Charting and Functional Behavioral Assessment - ABA Level 1B

Cost: \$20.00

Presented by: Danielle Cote, Renee Garcia

10/21/2015

8:30 AM to 3:00 PM

Reading Excellence: Word Attack & Rate Development Strategies (REWARDS)

Cost: \$145.00

Presented by: Rhonda Evans

10/22/2015

8:00 AM to 4:00 PM

Managing School Crises: From Theory to Application

Cost: \$45.00

Presented by: Belinda Jauregui, Teah Barrow

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UPCOMING TRAININGS@CAHELP

10/22/2015

6:00 PM to 7:30 PM

Community Advisory Committee Meeting

Cost: No Fee

Presented by: Denise Edge

10/22/2015

9:00 AM to 12:00 PM

WebIEP Training AM Session

Cost: No Fee

Presented by: Colette Garland, Cindy Quan

10/22/2015

1:30 PM to 4:00 PM

WebIEP Training PM Session

Cost: No Fee

Presented by: Colette Garland

10/22/2015

12:30 PM to 4:00 PM

Psychologists Committee Meeting

Cost: No Fee

Presented by: Glenn Low, Renee Garcia

10/23/2015

12:00 PM to 3:00 PM

Special Education Directors' Training

Cost: No Fee

Presented by: Corinne Foley, Denise Edge

10/23/2015

3:00 PM to 5:00 PM

Prior Written Notice

Cost: No Fee

Presented by: Denise Edge

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UPCOMING TRAININGS@CAHELP

10/27/2015

8:30 AM to 3:30 PM

Why Try Foundation Course

Cost: \$25.00

Presented by: Renee Garcia

10/27/2015

8:30 AM to 3:30 PM

Positive Behavioral Interventions and Supports (PBIS) Team Workgroup

Cost: No Fee

Presented by: Kami Murphy, Natalie Sedano, Kristee Laiva

10/30/2015

8:30 AM to 11:30 AM

Woodcock Johnson IV Achievement Training- AM Session

Cost: No Fee

Presented by: Renee Garcia

10/30/2015

1:00 PM to 4:00 PM

Woodcock Johnson IV Achievement Training- PM Session

Cost: No Fee

Presented by: Renee Garcia

11/2/2015

1:00 PM to 3:30 PM

Special Circumstance Instructional Assistance (SCIA)

Cost: No Fee

Presented by: Rhonda Evans

11/3/2015

8:30 AM to 4:00 PM

Steve Zuieback's Leadership Practices for Challenging Times

Cost: \$1,200.00

Presented by: Steve Zuieback

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UPCOMING TRAININGS@CAHELP

11/3/2015

8:30 AM to 12:30 PM

Exercise Makes Sense: How to Effectively Implement Classroom-Based Physical Activity Intervention

Cost: \$10.00

Presented by: Mary Murrah-Alexander

11/6/2015

12:15 PM to 3:30 PM

Teacher Talk: Preschool Language & Literacy

Cost: No Fee

Presented by: Diane Garcia

11/6/2015

8:30 AM to 3:00 PM

Collaborative IEP Process

Cost: No Fee

Presented by: Denise Edge

11/6/2015

8:00 AM to 11:30 AM

Preschool Professionals Collaboration Group

Cost: No Fee

Presented by: Diane Garcia

11/10/2015

9:00 AM to 12:00 PM

WebIEP Training AM Session

Cost: No Fee

Presented by: Colette Garland, Cindy Quan

11/10/2015

1:30 PM to 4:00 PM

WebIEP Training PM Session

Cost: No Fee

Presented by: Colette Garland

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UPCOMING **TRAININGS@CAHELP**

11/12/2015

8:30 AM to 3:30 PM

Connecting the Dots in Math: Progressing Number Sense For Struggling Learners

Cost: \$20.00

Presented by: Renee Garcia

11/17/2015

8:30 AM to 3:30 PM

Behavioral Intervention Plan Concepts - ABA Level 1C

Cost: \$20.00

Presented by: Danielle Cote, Renee Garcia

11/17/2015

9:00 AM to 12:00 PM

WebIEP Training AM Session

Cost: No Fee

Presented by: Colette Garland, Cindy Quan

11/17/2015

1:30 PM to 4:00 PM

WebIEP Training PM Session

Cost: No Fee

Presented by: Colette Garland

11/17/2015

8:00 AM to 3:30 PM

The Basics of Accessing the Curriculum through Assistive Technology

Cost: \$25.00

Presented by: Sheila Parisian

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