

California Association of Health and Education Linked Professions
Joint Powers Authority (CAHELP JPA)
DESERT/MOUNTAIN SELPA STEERING and FINANCE COMMITTEE MEETING
April 16, 2021 – 9:00 a.m. Virtual via Videoconference
Desert Mountain Educational Service Center, 17800 Highway 18, Apple Valley CA 92307

AGENDA

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

PARTICIPATE BY PHONE:

Dial Access Number: 1-415-655-0003

When prompted - enter Access Code: 133 246 1564

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

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

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

1.0 CALL TO ORDER

2.0 ROLL CALL

3.0 PUBLIC PARTICIPATION

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

4.0 ADOPTION OF THE AGENDA

4.1 **BE IT RESOLVED** that the April 16, 2021 Desert/Mountain SELPA Steering and Finance Committee Meeting Agenda be approved as presented.

5.0 PUBLIC HEARINGS

5.1 Desert/Mountain SELPA Annual Service Plan (**ACTION**)

California Education Code requires that an Annual Service Plan be approved by the CAHELP JPA Governance Council as part of the Local Plan. The 2021-22 Annual Service Plan describes all special education services currently provided in the Desert/Mountain SELPA broken down by type, location, and level of severity.

California Association of Health and Education Linked Professions
Joint Powers Authority (CAHELP JPA)
DESERT/MOUNTAIN SELPA STEERING and FINANCE COMMITTEE MEETING
April 16, 2021 – 9:00 a.m. Virtual via Videoconference
Desert Mountain Educational Service Center, 17800 Highway 18, Apple Valley CA 92307

AGENDA

5.1.1 **BE IT RESOLVED** that the Desert/Mountain SELPA 2021-22 Annual Service Plan be approved as presented.

5.2 Desert/Mountain SELPA Annual Budget Plan (**ACTION**)

California Education Code requires that an Annual Budget Plan be approved by the CAHELP Governance Council as part of the Local Plan. The 2021-22 Annual Budget Plan describes the revenues and expenditures for special education for all local education agencies in the Desert/Mountain SELPA.

5.2.1 **BE IT RESOLVED** that the Desert/Mountain SELPA 2021-22 Annual Budget Plan be approved as presented.

6.0 PRESENTATIONS

6.1 First 50% Local Control Funding Formula (LCFF) Revenue Transfer for District Funded Students Attending County Operated Special Education Programs

The SBCSS Internal Business Program Manager will present the First 50% Local Control Funding Formula (LCFF) Revenue Transfer for District Funded Students Attending County Operated Special Education Programs.

6.2 2020-21 County Operated Special Education Fee-For-Service Program – 2nd Interim Budget Update

The SBCSS Internal Business Manager will present the 2021 County Operated Special Education Fee-For-Service Program – 2nd Interim Budget Update.

6.3 2021-22 County Operated Special Education Fee-For-Service Budget

The SBCSS Internal Business Program Manager will present the 2021-22 County Operated Special Education Fee-For-Service Budget.

7.0 CONSENT ITEMS

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

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

7.1.1 Approve the March 19, 2021 Desert/Mountain SELPA Steering and Finance Committee Meeting Minutes.

California Association of Health and Education Linked Professions
Joint Powers Authority (CAHELP JPA)
DESERT/MOUNTAIN SELPA STEERING and FINANCE COMMITTEE MEETING
April 16, 2021 – 9:00 a.m. Virtual via Videoconference
Desert Mountain Educational Service Center, 17800 Highway 18, Apple Valley CA 92307

AGENDA

8.0 CHIEF EXECUTIVE OFFICER AND STAFF REPORTS

8.1 Legislative Updates

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

8.2 Management Information Systems (MIS) Web DA and Web IEP Standard Reports Manual

Jenae Holtz will present the final version of the Management Information Systems (MIS) Web DA and Web IEP Standard Reports Manual.

8.3 State SELPA Administrators Information – Due Process

Jenae Holtz will provide Due Process updates from State SELPA Administrators.

8.4 Desert Mountain Operations Update

Rich Frederick will present Desert Mountain Operations Update.

8.5 Desert/Mountain Children’s Center Client Services Reports

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

8.6 Desert/Mountain Children’s Center Online Referral

Linda Llamas will present the Desert/Mountain Children’s Center Online Referral. [Referral Form - Desert/Mountain Children's Center \(dmchildrenscenter.org\)](https://dmchildrenscenter.org)

8.7 988 National Crisis Hotline

Linda Llamas will provide information pertaining to the future addition of the 988 National Crisis Hotline for mental health emergencies.

8.8 Professional Learning Summary and Update

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

8.9 Resolution Support Services Summary

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

California Association of Health and Education Linked Professions
Joint Powers Authority (CAHELP JPA)
DESERT/MOUNTAIN SELPA STEERING and FINANCE COMMITTEE MEETING
April 16, 2021 – 9:00 a.m. Virtual via Videoconference
Desert Mountain Educational Service Center, 17800 Highway 18, Apple Valley CA 92307

AGENDA

8.10 Office of Administrative Hearings Decisions

Kathleen Peters will review Office of Administrative Hearings (OAH) decisions.

8.11 Learning Loss Mitigation

Kathleen Peters will provide additional information on learning loss mitigation.

8.12 Alternative Dispute Resolution (ADR) Planning Committee Update

Kathleen Peters will share an update from the ADR Planning Committee.

8.13 You Be the Judge

Kathleen Peters will present a You Be the Judge scenario for committee participation.

8.14 Prevention and Intervention Update

Kami Murphy will present Prevention and Intervention update.

8.15 Compliance Update

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

8.16 Management Information System (MIS) Users Meeting – CALPADS Errors

Colette Garland will present the flyer for the Management Information System (MIS) Users Meeting regarding CALPADS Errors.

8.17 Nonpublic School/Nonpublic Agency Update

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

9.0 FINANCE COMMITTEE REPORTS

9.1 Proposed 2021-22 Desert/Mountain SELPA Budget

Marina Gallegos will present the proposed 2021-22 Desert/Mountain SELPA Budget.

California Association of Health and Education Linked Professions
Joint Powers Authority (CAHELP JPA)
DESERT/MOUNTAIN SELPA STEERING and FINANCE COMMITTEE MEETING
April 16, 2021 – 9:00 a.m. Virtual via Videoconference
Desert Mountain Educational Service Center, 17800 Highway 18, Apple Valley CA 92307

AGENDA

9.2 Proposed 2021-22 Desert/Mountain SELPA Fee-for-Service Rates

Marina Gallegos will present the Proposed 2021-22 Desert/Mountain SELPA Fee-for-Service Rates.

10.0 INFORMATION ITEMS

10.1 Monthly Audiological Services Reports

10.2 Monthly Occupational & Physical Therapy Services Reports

10.3 Monthly Nonpublic School/Agency Placement Report

10.4 Upcoming Professional Learning Opportunities

11.0 STEERING COMMITTEE MEMBERS COMMENTS / REPORTS

12.0 CEO COMMENTS

13.0 MATTERS BROUGHT BY THE PUBLIC

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

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

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

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

14.0 ADJOURNMENT

The next regular meeting of the Desert/Mountain SELPA Steering and Finance Committee will be held on Friday, May 21, at 9:00 a.m., at the Desert Mountain Educational Service Center, Aster/Cactus Room, 17800 Highway 18, Apple Valley, CA 92307.

California Association of Health and Education Linked Professions
Joint Powers Authority (CAHELP JPA)
DESERT/MOUNTAIN SELPA STEERING and FINANCE COMMITTEE MEETING
April 16, 2021 – 9:00 a.m. Virtual via Videoconference
Desert Mountain Educational Service Center, 17800 Highway 18, Apple Valley CA 92307

AGENDA

Individuals requiring special accommodations for disabilities are requested to contact Jamie Adkins at (760) 955-3555, at least seven days prior to the date of this meeting.

ANNUAL SERVICE PLAN 2021 - 2022
DESERT/MOUNTAIN SELPA #3601

LEA OF SERVICE	425	865	445	720	535	735	840	820	515	540	436	435	350	510	340	715	855	415	860	750	450	730	900	890	520	460	530	760	545	270	240	525	330	710	250	740	725	901	755	870	830	850					
ADAPTIVE PE	AGENCY LINKAGES	ASST TECH SERV	AUDIOLOGICAL SERVICES	BEHAVIOR INTERVENTION	BRAILLE TRANSCRIPTION	CAREER AWARENESS	COLLEGE PREP	COUNSELING AND GUIDANCE	DAY TREATMENT SERVICES	HEALTH AND NURSING: OTHER	HEALTH/NURSING: PHYSICAL	IND/SMALL GROUP INST	INDIVIDUAL COUNSELING	INTENSIVE INDIVIDUAL SERVICES	INTERPRETER SERVICES	JOB COACHING	LANGUAGE AND SPEECH	MENTORING	NOTE TAKING	OCCUPATIONAL THERAPY	ORIENTATION AND MOBILITY	OTHER SPED SERVICES	OTHER TRANSITION SERVICE	PARENT COUNSELING	PHYSICAL THERAPY	PSYCHOLOGICAL SERVICES	RECREATION SERVICES	RESIDENTIAL TREATMENT	RESPIRE CARE SERVICES	SERVICE COORDINATION	SOCIAL WORK (DMCC)	SAI	SP DEAF/HH SERVICES	SP INSTRUCTION AGES 0-2 ONLY	SP ORTHOPEDIC SERVICES	SPECIALIZED VISION SERVICES	TRANSPORTATION	TRANSCRIPTION SERVICES	TRAVEL TRAINING	VOCATIONAL EDUCATION	WORK EXPERIENCE EDUCATION						
AAE											X			X				X			X		X																								
Adelanto SD	X		X	X	X			X		X	X	X	X					X				X										X	X														
Apple Valley USD	X		X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Baker Valley USD							X	X					X			X	X						X										X	X													
Barstow USD	X			X	X		X	X	X				X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Bear Valley USD	X			X			X	X	X				X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Chaffey JUSD																																															
Excelsior Ed. Center				X		X	X									X				X	X																										
Excelsior Corona/Norco				X		X	X									X				X	X																										
Health Science High			X		X		X	X				X																																			
Helendale SD			X		X		X	X				X							X																												

ANNUAL SERVICE PLAN 2021 - 2022
DESERT/MOUNTAIN SELPA #3601

LEA OF SERVICE	ADAPTIVE PE	AGENCY LINKAGES	ASST TECH SERV	AUDIOLOGICAL SERVICES BEHAVIOR INTERVENTION BRaille TRANSCRIPTION	CAREER AWARENESS	COLLEGE PREP	COUNSELING AND GUIDANCE DAY TREATMENT	SERVICES HEALTH AND NURSING; OTHER HEALTH/NURSING; PHYSICAL	IND/SMALL GROUP INST	INDIVIDUAL COUNSELING	INTENSIVE INDIVIDUAL SERVICES	INTERPRETER SERVICES	JOB COACHING	LANGUAGE AND SPEECH	MENTORING	NOTE TAKING	OCCUPATIONAL THERAPY ORIENTATION AND MOBILITY	OTHER SPED SERVICES	OTHER TRANSITION SERVICE	PARENT COUNSELING	PHYSICAL THERAPY	PSYCHOLOGICAL SERVICES	RECREATION SERVICES	RESIDENTIAL TREATMENT RESPIRE CARE SERVICES	SERVICE COORDINATION	SOCIAL WORK (DMCC)	SAI	SP DEAF/HH SERVICES	SP INSTRUCTION AGES 0-2 ONLY	SP ORTHOPEDIC SERVICES SPECIALIZED VISION SERVICES	TRANSPORTATION	TRANSCRIPTION SERVICES	TRAVEL TRAINING	VOCATIONAL EDUCATION WORK EXPERIENCE	EDUCATION													
	425	865	445	720	535	735	840	820	515	540	436	435	350	510	340	715	855	415	860	750	450	730	900	890	520	460	530	760	545	270	240	525	330	710	250	740	725	901	755	870	830	850						
Hesperia USD	X	X		X	X	X	X				X	X	X	X	X																																	
Lucerne Valley USD	X			X			X	X						X						X	X	X					X	X	X																			
Needles USD				X				X						X								X					X	X	X																			
Norton				X	X		X	X					X	X	X												X	X	X																			
Oro Grande				X			X	X					X	X	X				X								X	X	X																	X		
SBCSS (DMOPS)	X	X	X	X	X		X	X			X	X	X	X	X				X	X						X	X	X	X	X																		
Silver Valley USD							X	X	X				X	X					X								X	X																	X	X		
Snowline JUSD	X			X	X		X	X	X					X	X				X	X	X	X					X	X	X																		X	
Trona JUSD				X			X	X	X					X					X	X							X	X																	X	X		
Victor Elem SD	X			X	X				X		X	X		X					X		X	X					X	X	X																			
VVUHSD	X	X		X	X	X	X	X				X	X	X	X				X	X	X	X					X	X	X																			

Special Education Local Plan Area (SELPA) Local Plan

SELPA

Fiscal Year

LOCAL PLAN
Section E: Annual Service Plan
SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education
Special Education Division
2021-22 Local Plan Annual Submission

Local Plan Section E: Annual Service Plan

California *Education Code (EC)* sections 56205(b)(2) and (d); 56001; and 56195.9

The Local Plan Section E: Annual Service Plan must be adopted at a public hearing held by the SELPA. Notice of this hearing shall be posted in each school in the SELPA at least 15 days before the hearing. Local Plan Section E: Annual Service Plan may be revised during any fiscal year according to the SELPA's process as established and specified in Section B: Governance and Administration portion of the Local Plan consistent with *EC* sections 56001(f) and 56195.9. Local Plan Section E: Annual Service Plan must include a description of services to be provided by each local educational agency (LEA), including the nature of the services and the physical location where the services are provided (Attachment VI), regardless of whether the LEA is participating in the Local Plan.

Services Included in the Local Plan Section E: Annual Service Plan

All entities and individuals providing related services shall meet the qualifications found in Title 34 of the *Code of Federal Regulations (34 CFR)* Section 300.156(b), Title 5 of the *California Code of Regulations (5 CCR)* 3001(r) and the applicable portions 3051 et. seq.; and shall be either employees of an LEA or county office of education (COE), employed under contract pursuant to *EC* sections 56365-56366, or employees, vendors or contractors of the State Departments of Health Care Services or State Hospitals, or any designated local public health or mental health agency. Services provided by individual LEAs and school sites are to be included in **Attachment VI**.

Include a description each service provided. If a service is not currently provided, please explain why it is not provided and how the SELPA will ensure students with disabilities will have access to the service should a need arise.

330–Specialized Academic Instruction

Provide a detailed description of the services to be provided under this code.

Adapting, as appropriate to the needs of the child with a disability, the content, methodology, or delivery of instruction to ensure access of the child to the general curriculum, so that he or she can meet the educational standards within the jurisdiction of the public agency that apply to all children.

Section E: Annual Service Plan

SELPA:

Fiscal Year:

- 210–Family Training, Counseling, Home Visits (Ages 0-2 only) *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

This service includes: services provided by social workers, psychologists, or other qualified personnel to assist the family in understanding the special needs of the child and enhancing the child's development. Note: Services provided by specialists (such as medical services, nursing services, occupational therapy, and physical therapy) for a specific function should be coded under the appropriate service category, even is the services were delivered in the home.

- 220–Medical (Ages 0-2 only) *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Services provided by a licensed physician to determine a child's developmental status and need for early intervention services.

- 230–Nutrition (Ages 0-2 only) *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

These services include conducting assessments in: nutritional history and dietary intake, anthropometric, biochemical, and clinical variables; feeding skills and deeing problems and food habits and food preferences.

- 240–Service Coordination (Ages 0-2 only) *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Based on the need of the student, coordinated services between LEA and various service providers.

- 250–Special Instruction (Ages 0-2 only) *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Special instruction includes the design of learning environments and activities that promote the child's acquisition of skills in a variety of developmental areas, including cognitive processes

Section E: Annual Service Plan

SELPA:

Fiscal Year:

and social interaction, curriculum planning, including the planned interaction of personnel, materials, and time and space that leads to achieving the outcomes in the child's individualized family service plan (IFSP); providing families with information, skills, and support related to enhancing the skill development of the child, and working with the child to enhance the child's development.

260—Special Education Aide (Ages 0-2 only) *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

270—Respite Care (Ages 0-2 only) *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

340—Intensive Individual Instruction

Provide a detailed description of the services to be provided under this code.

350—Individual and Small Group Instruction

Provide a detailed description of the services to be provided under this code.

415—Speech and Language *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Section E: Annual Service Plan

SELPA:

Fiscal Year:

difficulty understanding or using spoken language. The difficulty may result from problems with articulation(excluding abnormal swallowing patterns, if that is the sole assessed disability); abnormal voice quality, pitch, or loudness; fluency; hearing loss or the acquisition, comprehension, or expression of spoken language. Language deficits or speech patterns resulting from unfamiliarity with the English language and from environmental, economic or cultural factors are not included. Services include specialized instruction and services, monitoring, reviewing, and consultation, and may be direct or indirect, including the use of a speech consultant.

425-Adapted Physical Education

Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

Direct physical education services provided by an adapted physical education specialist to pupils who have needs that cannot be adequately satisfied in other physical education programs as indicated by assessment and evaluation of motor skills performance and other areas of need. It may include individually designed developmental activities, games, sports and rhythms, for strength development and fitness, suited to the capabilities, limitations, and interests of individual students with disabilities who may not safely, successfully or meaningfully engage in unrestricted participation in the vigorous activities of the general or modified physical education program.

435-Health and Nursing: Specialized Physical Health Care

Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

Specialized physical health care services means those health services prescribed by the child's licensed physician and surgeon, requiring medically related training of the individual who performs the services and which are necessary during the school day to enable the child to attend school. Specialized physical health care services include but are not limited to suctioning, oxygen administration, catheterization, nebulizer treatments, insulin administration, and glucose testing.

436-Health and Nursing: Other

Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

This includes services that are provided to individuals with exceptional needs by a qualified individual pursuant to an IEP when a student has health problems which require nursing intervention beyond basic school health services. Services include managing the health

Section E: Annual Service Plan

SELPA:

Fiscal Year:

problem, consulting with staff, group and individual consulting, making appropriate referrals, and maintaining communication with agencies and health care providers. These services do not include any physician supervised or specialized health care service. IEP required health and nursing services are expected to supplement the regular health services program.

445—Assistive Technology

Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

Any specified training or technical support for the incorporation of assistive devices adapted computer technology, or specialized media with the educational programs to improve access for students. The term included a functional analysis of the student's needs for assistive technology, selecting, designing, fitting, customizing, or repairing appropriate devices, coordinating services with assistive technology devices, training or technical assistance for students with a disability, the student's family, individuals providing education or rehabilitation services.

450—Occupational Therapy

Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

Occupational Therapy (OT) includes services to improve student's educational performance, postural stability, self-help abilities, sensory processing and organization, environmental adaptation and use of assistive devices, motor planning and coordination, visual perception and integration, social and play abilities, and fine motor abilities. Both direct and indirect services may be provided within the classroom, other educational settings, or the home, in groups or individually, and may include therapeutic techniques to develop abilities, adaptations to the student's environment or curriculum, and consultation and collaboration with other staff and parents. Services are provided, pursuant to an IEP, by a qualified occupational therapist registered with the American Occupational Therapy Certification Board.

460—Physical Therapy

Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

These services are provided, pursuant to an IEP, by a registered physical therapist or physical therapist assistant, when assessment shows a discrepancy between gross motor performance and other educational skills. Physical therapy includes, but is not limited to, motor control and coordination, posture and balance, self-help, functional mobility, accessibility and use of assistive devices. Services may be provided within the classroom, other educational settings

Section E: Annual Service Plan

SELPA:

Fiscal Year:

or in the home, and may occur in groups or individually. These services may include adaptations to the student's environment and curriculum, selected therapeutic techniques and activities, and consultation and collaborative interventions with staff and parents.

510–Individual Counseling

Provide a detailed description of the services to be provided under this code.

One-to-one counseling, provided by a qualified individual pursuant to an IEP. Counseling may focus on such student aspects are education, career, personal, or be with parents or staff members on learning problems or guidance programs for students. Individual counseling is expected to supplement the regular guidance and counseling program.

515–Counseling and Guidance *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Counseling in a group setting provided by a qualified individual pursuant to an IEP. Group counseling is typically social skills development, but may focus on such student aspects as education, career, personal, or be with parents or staff members on learning problems or guidance programs for students. IEP required group counseling is expected to supplement the regular guidance and counseling program. Guidance services include interpersonal, intrapersonal, or family interventions, performed in an individual or group setting by a qualified individual pursuant to an IEP. Specific programs include social skills development, self-esteem building, parent training and assistance to special education students supervised by staff credentialed to service special education students. These services are expected to supplement the regular guidance and counseling program.

520–Parent Counseling *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Individual or group counseling provided by a qualified individual pursuant to an IEP to assist the parent(s) of special education students in better understanding and meeting their child's needs and may include parenting skills or other pertinent issues. IEP required parent counseling is expected to supplement the regular guidance and counseling program.

525–Social Worker *Service is Not Currently Provided*

Section E: Annual Service Plan

SELPA:

Fiscal Year:

Provide a detailed description of the services to be provided under this code.

Social work services, provided by a qualified individual pursuant to an IEP, include, but are not limited to, preparing a social or developmental history of a child with a disability. group and individual counseling with the child and family, working with those problems in a child's living situation (home, school, and community) that affect the child's adjustment in school, and mobilizing school and community resources to enable the child to learn as effectively as possible in his or her educational program. Social work services are expected to supplement the regular guidance and counseling program.

530–Psychological

Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

These services, provided by a credentialed or licensed psychologist pursuant to an IEP. Includes interpreting assessment results for parents and staff in implementing the IEP, obtaining and interpreting information about the child's behavior and conditions related to learning, and planning programs of individual or group counseling and guidance services for children and parents. These services may include consulting with other staff in planning school programs to meet the special needs of children as indicated in the IEP. IEP required psychological services are expected to supplement the regular guidance and counseling program.

535–Behavior Intervention

Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

A systematic implementation of procedures designed to promote lasting, positive changes in the student's behavior resulting in greater access to a variety of community settings, social contacts, public events, and placement in the least restrictive environment.

540–Day Treatment

Provide a detailed description of the services to be provided under this code.

Structured education, training, and support services to address the student's mental health needs.

545–Residential Treatment

Section E: Annual Service Plan

SELPA:

Fiscal Year:

Provide a detailed description of the services to be provided under this code.

A 24-hour, out-of-home placement that provides intensive therapeutic services to support the educational program.

- 610—Specialized Service for Low Incidence Disabilities *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Low incidence services are defined as those provided to the student population who have orthopedic impairment (OI), visual impairment (VI), who are deaf, heard of hearing (HH), or deaf-blind (DB). Typically, services are provided in an education setting by an itinerant teacher or an itinerant teacher/specialist. Consultation is provided to the teacher, staff, and parent as needed. These services must be clearly written in the student's IEP, including frequency and duration of the services to the student.

- 710—Specialized Deaf and Hard of Hearing *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

These services include speech therapy, speech reading, auditory training, and/or instruction in the student's mode of communication. Rehabilitative and educational services, adapting curricula, methods, and the learning environment. and special consultation to students, parents, teachers, and other school personnel.

- 715—Interpreter *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Sign language interpretation of spoken language to individuals whose communication is normally sign language, by a qualified sign language interpreter.

- 720—Audiological *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

These services include measurements of acuity, monitoring amplification, and frequency modulation system use. Consultation services with teachers, parents, or speech pathologists must be identified in the IEP as to reason, frequency, and duration of contact, infrequent contacts considered assistance and would not be included.

Section E: Annual Service Plan

SELPA:

Fiscal Year:

725–Specialized Vision

Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

This is a broad category of services provided to students with visual impairments. It includes assessment of functional vision, curriculum modifications necessary to meet the student's educational needs including Braille, large type, and aural media; instruction in areas of need; concept development and academic skills; communication skills including alternative modes of reading and writing, and social, emotional, career, vocational, and independent living skills. It may include coordination of other personnel providing services to the students such as transcribers, readers, counselors, orientation and mobility specialists, career/vocational staff and others and collaboration with the student's classroom teacher.

730–Orientation and Mobility

Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

Students with identified visual impairments are trained in body awareness and to understand how to move. Students are trained to develop skills to enable them to travel safely and independently around the school and in the community. It may include consultation services to parents regarding their children requirement such services according to an IEP.

735–Braille Transcription

Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

Any transcription services to convert materials from print to Braille. It may include textbooks, tests, worksheets, or anything necessary for instruction. The transcriber should be qualified in English Braille as well as Nemeth Code (mathematics) and be certified by appropriate agency.

740–Specialized Orthopedic

Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

Specially designed instruction related to the unique needs of students with orthopedic disabilities including specialized materials and equipment.

745–Reading

Service is Not Currently Provided

Section E: Annual Service Plan

SELPA:

Fiscal Year:

Provide a detailed description of the services to be provided under this code.

750–Note Taking

Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

755–Transcription

Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

760–Recreation Service, Including
Therapeutic Recreation

Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

820–College Awareness

Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

Section E: Annual Service Plan

SELPA:

Fiscal Year:

830–Vocational Assessment, Counseling, Guidance, and Career Assessment

Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

Organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment, and may include provision for work experience, job coaching, development and/or placement, and situational assessment. This includes career counseling to assist a student in assessing his/her aptitudes, abilities, and interests in order to make realistic career decisions.

840–Career Awareness

Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

Transition services include a provision for self-advocacy, career planning, and career guidance. This also emphasizes the need for coordination between these provisions and the Perkins Act to ensure that students with disabilities in middle schools will be able to access vocational education funds.

850–Work Experience Education

Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

Work experience education means organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career requiring other than a baccalaureate or advanced degree.

855–Job Coaching

Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

Work experience education means organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career requiring other than a baccalaureate or advanced degree.

860–Mentoring

Service is Not Currently Provided

Section E: Annual Service Plan

SELPA:

Fiscal Year:

Provide a detailed description of the services to be provided under this code.

Mentoring is a sustained coaching relationship between a student and teacher through ongoing involvement. The mentor offers support, guidance, encouragement and assistance as the learner encounters challenges with respect to a particular area such as acquisition of job skills. Mentoring can be either formal, as in planned, structured instruction, or informal that occurs naturally through friendship and counseling.

865–Agency Linkages (referral and placement)

Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

Service coordination and case management that facilitates the linkage of individualized education programs under this part and individualized family service plans under part C with individualized service plans under multiple Federal and State programs, such as title I of the Rehabilitation Act of 1973 (vocational rehabilitation), title XIX of the Social Security Act (Medicaid), and title XVI of the Social Security Act(supplemental security income).

870–Travel and Mobility Training

Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

Based on needs of the child, coordinated by the LEA.

890–Other Transition Services

Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

These services may include program coordination, case management and meetings, and crafting linkages between schools and between schools and postsecondary agencies.

900–Other Related Service

Pursuant to Title 5 of the *California Code of Regulations* (5 CCR) 3051.24, "other related services" not identified in sections 5 CCR sections 3051.1 through 3051.23 must be provided only by staff who possess a license to perform the service issued by an entity within the Department of Consumer Affairs or another state licensing office; or by staff who hold an credential issued by the California Commission on Teacher Credentialing authorizing the service. If code 900 is used, include the information below. Users may select the "+" and "-" buttons to add or delete responses.

Section E: Annual Service Plan

SELPA: Desert/Mountain 3601

Fiscal Year: 2021–22



Description of the “Other Related Service”

Special Transportation

Qualifications of the Provider Delivering “Other Related Service”

Code 900 is used to indicate Special Transportation for students with disabilities as indicated on the IEP.

Special Education Local Plan Area (SELPA) Local Plan

SELPA

Fiscal Year

LOCAL PLAN
Attachments
SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

2021–22 Local Plan Submission

**INTENTIONALLY
LEFT
BLANK**

SELPA: Fiscal Year: **Attachment I—Local Educational Agency Listing****Participating Local Educational Agency Identification**

Enter the California Department of Education (CDE) issued county/district/school code (CDS) and the full name for each local educational agency (LEA) participating in the Local Plan. The LEA names will automatically populate the remaining attachments. Pursuant to California *Education Code (EC)* sections 56205(a)(12)(D)(iii) and 56195.1(b) and (c). SELPAs with one or more LEAs, or those who join with the county office of education (COE) to submit a Local Plan to the CDE for consideration of approval must include copies of joint powers agreements or contractual agreements, as appropriate.

In the table below, enter the CDE issued CDS code and the official name as listed in the California School Directory <https://www.cde.ca.gov/SchoolDirectory/> for each COE, District, Joint Powers Authority (JPA), and SELPA participating in the Local Plan and receiving a special education funding allocation for services and programs provided to students with disabilities.

To Add or Delete Rows:

To add or delete table rows, select the "plus" or "minus" buttons bellow. Actions taken here will be automatically repeated for each of the tables in Attachments II through VI. Users must manually enter LEA information in Attachment VII.

LEA Membership Changes:

If an LEA was previously reported to the CDE in fiscal year 2020–21 or 2021–22 and there is a change in SELPA membership, **DO NOT DELETE** the entry. Instead, under the "LEA Status" column, select the drop-down menu and choose the applicable status option for the LEA membership change.

SELPA County/District/School Codes

- If a SELPA does not have a CDS code, then the associated fields should be left blank. NOTE: If a CDS code section begins with a "0," the zero will not appear in the user's entry.
- If a SELPA does not have a complete CDS code, then leave the associated district and school code blank.
- If a SELPA is not a charter LEA, then leave the associated charter code blank.

Attachment I

SELPA: Desert/Mountain SELPA - 3601

Fiscal Year: 2021–22

Add or Delete Row	List	County Code xx	District Code xxxxx	School Code xxxxxxx	Charter Code (if applicable) xxxx	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Special Education Director First Name	Special Education Director Last Name	Phone (xxx) xxx-xxxx	Email	LEA Status
	1	36	75077	3631207	127	Academy for Academic Excellence	Marcelo	Congo	(760) 946-5414	gcongo@lcer.org	Previously Reported
	2	36	67587	0		Adelanto Elementary School District	Michael	Baird	(760) 246-8691	michael_baird@aesd.net	Previously Reported
	3	36	75077	0		Apple Valley Unified School District	David	Wheeler	(760) 247-8001	david_wheeler@avusd.org	Previously Reported
	4	36	73858	0		Baker Valley Unified School District	Cecil	Edwards	(760) 733-4567	cecil_edwards@baker.k12.ca.us	Previously Reported
	5	36	67611	0		Barstow Unified School District	Heather	Reid	(760) 255-6028	heather_reid@busd12.com	Previously Reported
	6	36	67637	0		Bear Valley Unified School District	Lucinda	Newton	(909) 585-2521	lucinda_newton@bearvalleyusd.org	Previously Reported
	7	36	10363	0	1910	Excelsior Charter	Marie	Silva	(760) 245-4262	maries@excelsior.com	Previously Reported
	8	33	10330	3630761	1993	Excelsior Charter School Corona-Norco	Marie	Silva	(760) 245-4262	maries@excelsior.com	Previously Reported
	9	37	68338	137869	876	Health Sciences High and Middle College	Julie	Kroener	(619) 528-9070	jkroener@hshmc.org	Previously Reported
	10	36	67736	14462		Helendale Elementary School District	Michael	Esposito	(760) 952-1760	mesposito@helandesd.com	Previously Reported
	11	36	75044	0		Hesperia Unified School District	Matthew	Fedders	(760) 244-4411	matthew.fedders@hesperiausd.org	Previously Reported
	12	36	75051	0		Lucerne Valley Unified School District	Vici	Miller	(760) 248-6026	vici_miller@lucernevalleyusd.org	Previously Reported

Attachment I

SELPA: Desert/Mountain SELPA - 3601

Fiscal Year: 2021–22

Add or Delete Row	List	County Code xx	District Code xxxxx	School Code xxxxxxx	Charter Code (if applicable) xxxx	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Special Education Director First Name	Special Education Director Last Name	Phone (xxx) xxx-xxxx	Email	LEA Status
	13	36	67801	0		Needles Unified School District	Jamie	Wiesner	(760) 326-2468	jamie_wiesner@needlesusd.org	Previously Reported
	14	36	10363	115808	903	Norton Science and Language Academy	Marcelo	Congo	(760) 946-5414	gcongo@lcer.org	Previously Reported
	15	36	67827	0		Oro Grande Elementary School District	Nelda	Colvin	(760) 243-5884	nelda_colvin@oro-grande.org	Previously Reported
	16	36	73890	0		Silver Valley Unified School District	Cheri	Rigdon	(760) 254-2916	crigdon@svusdk12.net	Previously Reported
	17	36	73957	0		Snowline Joint Unified School District	Lori	Delgado	(760) 868-5817	lori_delgado@snowlineschools.com	Previously Reported
	18	36	67892	0		Trona Joint Unified School District	Christine	Laird	(760) 372-2815	claird@tjusd.net	Previously Reported
	19	36	67918	0		Victor Elementary School District	Tanya	Benitez	(760) 245-1691	tbenitez@vesd.net	Previously Reported
	20	36	67934	0		Victor Valley Union High School District	Margaret	Akinnusi	(760) 955-3201	makinnusi@vvhhsd.org	Previously Reported
	21	36	10363			Desert/Mountain County Operated Programs & D/M SELPA	Jenae	Holtz	(760) 955-3556	jenae.holtz@cahel-p.org	Previously Reported

SELPA: Desert/Mountain SELPA - 3601

Fiscal Year: 2021–22

Each SELPA must adhere to requirements for developing and reporting special education budget revenue and expenditures. The following excerpt is taken from California School Accounting Manual (CSAM): Procedure 755 Special Education on page 755-1 and included to assist the SELPA with completing Section D: Annual Budget Plan information for each LEA participating in the SELPA's Local Plan.

Special education budgets are complex and are of great interest to the public, both locally and statewide. *EC* Section 56205(b)(1) requires that a special education budget shall identify particular elements. Identification of the following elements is facilitated by the standardized account code structure (SACS):

1. Apportionment received by the LEA in accordance with the allocation plan adopted by the SELPA. (The apportionment is tracked in SACS in the resource field in combination with the revenue code in the object field.)
2. Administrative costs of the plan. (These costs are tracked in the function field.)
3. Costs of special education services to pupils with severe disabilities and low-incidence disabilities. (This population is identified by the goal field.)
4. Costs of special education services to pupils with nonsevere disabilities. (This population is identified by the goal field.)
5. Costs of supplemental aids and services provided to meet the individual needs of pupils placed in regular education classrooms and environments. (Costs of these aids and services are tracked in the function field.)
6. Costs of regionalized operations and services and direct instructional support by program specialists in accordance with Part 30, Chapter 7.2, Article 6, of the California *EC*, Program Specialists and Administration of Regionalized Operations and Services. (These costs are tracked in the goal field for regionalized operations and in the function field for instructional services.)
7. Use of property taxes allocated to the SELPA pursuant to *EC* Section 2572. (Property taxes allocated to the SELPA are tracked in the resource field and identified by a revenue code in the object field.)

SELPA: Desert/Mountain SELPA - 3601

Fiscal Year: 2021–22

Attachment II—Projected Special Education Revenue by Local Educational Agency

For each LEA participating in the Local Plan, enter the projected special education revenue funding sources allowed by the Individuals with Disabilities Education Act (IDEA). Information included in this table must be consistent with revenues identified in Section D, Table 1. NOTE: For fiscal year 2021–22, this Attachment is optional for single LEA SELPAs as the information has been provided in Section D, Table 1.

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Assembly Bill (AB) 602 State Aid	AB 602 Property Tax	Federal IDEA Part C	Federal IDEA Part B	State Infant/ Toddler	State Mental Health	Federal Mental Health	Other Revenue	Subtotal
1	Academy for Academic Excellence	843,108	0	0	174,509	0	0	0	0	1,017,617
2	Adelanto Elementary School District	197,046	0	0	1,304,080	0	0	0	0	1,501,126
3	Apple Valley Unified School District	1,012,965	0	0	2,054,663	0	0	0	0	3,067,628
4	Baker Valley Unified School District	113,368	0	0	27,784	0	0	0	0	141,152
5	Barstow Unified School District	39,628	0	0	1,313,210	0	0	0	0	1,352,838
6	Bear Valley Unified School District	511,730	0	0	400,458	0	0	0	0	912,188
7	Excelsior Charter	1,125,782	0	0	338,035	0	0	0	0	1,463,817
8	Excelsior Charter School Corona-Norco	89,336	0	0	17,085	0	0	0	0	106,421

Attachment II

SELPA: Desert/Mountain SELPA - 3601

Fiscal Year: 2021–22

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Assembly Bill (AB) 602 State Aid	AB 602 Property Tax	Federal IDEA Part C	Federal IDEA Part B	State Infant/ Toddler	State Mental Health	Federal Mental Health	Other Revenue	Subtotal
9	Health Sciences High and Middle College	241,511	0		112,272	0	0	0	0	353,783
10	Helendale Elementary School District	136,377	0	0	174,614	0	0	0	0	310,991
11	Hesperia Unified School District	4,840,157	0	0	4,669,963	0	0	0	0	9,510,120
12	Lucerne Valley Unified School District	309,446	0	0	153,137	0	0	0	0	462,583
13	Needles Unified School District	308,854	0	0	148,051	0	0	0	0	456,905
14	Norton Science and Language Academy	409,796	0	0	119,594	0	0	0	0	529,390
15	Oro Grande Elementary School District	3,208,331	0	0	579,568	0	0	0	0	3,787,899
16	Silver Valley Unified School District	1,384,158	0	0	473,270	0	0	0	0	1,857,428
17	Snowline Joint Unified School District	(364,507)	0	0	1,409,773	0	0	0	0	1,045,266
18	Trona Joint Unified School District	186,953	0	0	76,817	0	0	0	0	263,770

Attachment II

SELPA: Desert/Mountain SELPA - 3601

Fiscal Year: 2021–22

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Assembly Bill (AB) 602 State Aid	AB 602 Property Tax	Federal IDEA Part C	Federal IDEA Part B	State Infant/ Toddler	State Mental Health	Federal Mental Health	Other Revenue	Subtotal
19	Victor Elementary School District	1,682,525	0	0	2,949,109	0	0	0	0	4,631,634
20	Victor Valley Union High School District	(207,319)	0	0	2,244,203	0	0	0	0	2,036,884
21	Desert/Mountain County Operated Programs & D/M SELPA	56,849,759	4,780,792	37,210	2,159,767	855,937	0	1,237,812	0	65,921,277
Totals:		72,919,004	4,780,792	37,210	20,899,962	855,937	0	1,237,812	0	100,730,717

Attachment III

SELPA: Desert/Mountain SELPA - 3601

Fiscal Year: 2021–22

Attachment III—Projected Expenditures by Object Code by Local Educational Agency

For each LEA participating in the Local Plan, enter the projected special education expenditures by LEA and object code as allowed by the IDEA. Information included in this table must be consistent with expenditures identified in Section D, Tables 2 . NOTE: For fiscal year 2021–22, this Attachment is optional for single LEA SELPAs as the information has been provided in Section D, Table 2.

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	1000 Certificated Salaries	2000 Classified Salaries	3000 Employee Benefits	4000 Supplies	5000 Services and Operations	6000 Capital Outlay	7000 Other Outgo and Financing	Subtotal
1	Academy for Academic Excellence	564,111	294,333	291,122	8,575	17,424	0	0	1,175,565
2	Adelanto Elementary School District	5,656,625	3,683,783	4,590,876	332,186	2,610,208	0	0	16,873,678
3	Apple Valley Unified School District	7,401,995	5,789,066	6,612,115	254,277	5,389,907	53,552	0	25,500,912
4	Baker Valley Unified School District	64,366	24,748	46,298	13,022	44,154	0	0	192,588
5	Barstow Unified School District	3,287,895	2,101,872	2,516,130	23,769	4,212,573	0	0	12,142,239
6	Bear Valley Unified School District	1,292,475	512,320	691,737	31,095	259,471	0	0	2,787,098
7	Excelsior Charter	510,447	128,942	263,418	46,369	514,641	0	0	1,463,817
8	Excelsior Charter School Corona-Norco	42,175	0	19,765	0	44,481	0	0	106,421
9	Health Sciences High and Middle College	350,000	160,000	95,000	0	0	0	0	605,000

Attachment III

SELPA: Desert/Mountain SELPA - 3601

Fiscal Year: 2021–22

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	1000 Certificated Salaries	2000 Classified Salaries	3000 Employee Benefits	4000 Supplies	5000 Services and Operations	6000 Capital Outlay	7000 Other Outgo and Financing	Subtotal
10	Helendale Elementary School District	546,788	235,985	329,002	32,794	48,352	0	0	1,192,921
11	Hesperia Unified School District	17,959,037	7,047,228	10,146,763	1,069,155	8,812,427	0	44,343	45,078,953
12	Lucerne Valley Unified School District	506,547	304,766	326,670	1,050	305,745	0	84,617	1,529,395
13	Needles Unified School District	494,764	256,975	300,257	37,530	41,881	0	0	1,131,407
14	Norton Science and Language Academy	521,015	164,867	240,250	5,125	15,374	0	0	946,631
15	Oro Grande Elementary School District	1,529,570	317,170	755,595	188,099	633,788	40,000	323,677	3,787,899
16	Silver Valley Unified School District	1,655,400	655,551	1,206,454	32,169	451,308	0	0	4,000,882
17	Snowline Joint Unified School District	5,364,108	2,395,289	2,755,207	106,371	1,433,522	0	80,420	12,134,917
18	Trona Joint Unified School District	155,571	154,374	153,292	10,700	208,694	0	0	682,631
19	Victor Elementary School District	7,357,829	2,456,503	5,418,889	144,011	4,786,176	0	0	20,163,408
20	Victor Valley Union High School District	7,633,653	4,366,411	6,051,531	115,183	2,808,239	5,995	42,577	21,023,589

Attachment III

SELPA: Desert/Mountain SELPA - 3601

Fiscal Year: 2021–22

List	LEA Official Name (District, Charter, COE, JPA, <i>and</i> SELPA)	1000 Certificated Salaries	2000 Classified Salaries	3000 Employee Benefits	4000 Supplies	5000 Services and Operations	6000 Capital Outlay	7000 Other Outgo and Financing	Subtotal
21	Desert/Mountain County Operated Programs & D/M SELPA	19,950,552	19,107,349	20,458,857	1,447,679	14,406,625	0	6,680,731	82,051,793
Totals:		82,844,923	50,157,532	63,269,228	3,899,159	47,044,990	99,547	7,256,365	254,571,744

SELPA: Desert/Mountain SELPA - 3601

Fiscal Year: 2021–22

Attachment IV—Projected Revenue by Federal, State, and Local Funding Source by Local Educational Agency

For each LEA participating in the Local Plan, enter the projected special education revenue received by each funding source. Information provided must be consistent with revenues identified in Section D, Table 3. NOTE: For fiscal year 2021–22, this Attachment is optional for single LEA SELPAs as the information has been provided in Section D, Table 3.

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Federal Revenue	Percent of Total Federal Revenue	State Revenue	Percent of Total State Revenue	Local Revenue	Total Federal and State Funding
1	Academy for Academic Excellence	174,509	0.79%	843,108	1.07%	157,948	1,017,617
2	Adelanto Elementary School District	1,304,080	5.88%	197,046	0.25%	15,372,552	1,501,126
3	Apple Valley Unified School District	2,054,663	9.27%	1,012,965	1.29%	22,433,284	3,067,628
4	Baker Valley Unified School District	27,784	0.13%	113,368	0.14%	51,436	141,152
5	Barstow Unified School District	1,313,210	5.92%	39,628	0.05%	10,789,401	1,352,838
6	Bear Valley Unified School District	400,458	1.81%	511,730	0.65%	1,874,910	912,188
7	Excelsior Charter	338,035	1.52%	1,125,782	1.43%	0	1,463,817
8	Excelsior Charter School Corona-Norco	17,085	0.08%	89,336	0.11%	0	106,421
9	Health Sciences High and Middle College	112,272	0.51%	241,511	0.31%	251,218	353,783

Attachment IV

SELPA: Desert/Mountain SELPA - 3601

Fiscal Year: 2021–22

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Federal Revenue	Percent of Total Federal Revenue	State Revenue	Percent of Total State Revenue	Local Revenue	Total Federal and State Funding
10	Helendale Elementary School District	174,614	0.79%	136,377	0.17%	881,930	310,991
11	Hesperia Unified School District	4,669,963	21.06%	4,840,157	6.16%	35,568,833	9,510,120
12	Lucerne Valley Unified School District	153,137	0.69%	309,446	0.39%	1,066,812	462,583
13	Needles Unified School District	148,051	0.67%	308,854	0.39%	674,501	456,905
14	Norton Science and Language Academy	119,594	0.54%	409,796	0.52%	417,242	529,390
15	Oro Grande Elementary School District	579,568	2.61%	3,208,331	4.08%	0	3,787,899
16	Silver Valley Unified School District	473,270	2.13%	1,384,158	1.76%	2,143,454	1,857,428
17	Snowline Joint Unified School District	1,409,773	6.36%	(364,507)	-0.46%	11,089,651	1,045,266
18	Trona Joint Unified School District	76,817	0.35%	186,953	0.24%	418,861	263,770
19	Victor Elementary School District	2,949,109	13.30%	1,682,525	2.14%	15,531,774	4,631,634
20	Victor Valley Union High School District	2,244,203	10.12%	(207,319)	-0.26%	18,986,705	2,036,884

Attachment IV

SELPA: Desert/Mountain SELPA - 3601

Fiscal Year: 2021–22

List	LEA Official Name (District, Charter, COE, JPA, <i>and</i> SELPA)	Federal Revenue	Percent of Total Federal Revenue	State Revenue	Percent of Total State Revenue	Local Revenue	Total Federal and State Funding
21	Desert/Mountain County Operated Programs & D/M SELPA	3,434,789	15.49%	62,486,488	79.54%	0	65,921,277
Totals:		22,174,984	100.00%	78,555,733	100.00%	137,710,512	100,730,717

SELPA: Desert/Mountain SELPA - 3601

Fiscal Year: 2021–22

Attachment V—Projected Expenditures by Local Educational Agency for Supplemental Aids and Services in the Regular Classroom for Students with Disabilities and Those Identified with Low Incidence Disabilities

Enter the revenue allocated to each LEA for supplemental aids and services (SAS) for those students with disabilities placed in the regular classroom setting and those who are identified with low incidence (LI) disabilities. Information included in this table must be consistent with revenues identified in Section D, Table 5. NOTE: For fiscal year 2021–22, this Attachment is optional for single LEA SELPAs as the information has been provided in Section D, Table 5.

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Total Projected Expenditures by LEA SAS in the Regular Classroom	Total Projected Expenditures by LEA for LI
1	Academy for Academic Excellence	0	2,780
2	Adelanto Elementary School District	132,260	131,563
3	Apple Valley Unified School District	0	174,645
4	Baker Valley Unified School District	133,834	0
5	Barstow Unified School District	0	115,349
6	Bear Valley Unified School District	0	22,699
7	Excelsior Charter	0	19,519
8	Excelsior Charter School Corona-Norco	0	0
9	Health Sciences High and Middle College	0	0

Attachment V

SELPA: Desert/Mountain SELPA - 3601

Fiscal Year: 2021–22

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Total Projected Expenditures by LEA SAS in the Regular Classroom	Total Projected Expenditures by LEA for LI
10	Helendale Elementary School District	0	0
11	Hesperia Unified School District	1,935,312	403,028
12	Lucerne Valley Unified School District	0	0
13	Needles Unified School District	0	0
14	Norton Science and Language Academy	0	0
15	Oro Grande Elementary School District	0	35,670
16	Silver Valley Unified School District	0	26,405
17	Snowline Joint Unified School District	130	146,387
18	Trona Joint Unified School District	0	0
19	Victor Elementary School District	0	151,483
20	Victor Valley Union High School District	0	308,525

Attachment V

SELPA: Desert/Mountain SELPA - 3601

Fiscal Year: 2021–22

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Total Projected Expenditures by LEA SAS in the Regular Classroom	Total Projected Expenditures by LEA for LI
21	Desert/Mountain County Operated Programs & D/M SELPA	725,579	6,271,558
Totals:		2,927,115	7,809,611

**Attachment VI
must be
completed
using the CDE
approved
Microsoft Excel
Template**

Attachment VII

SELPA:

Fiscal Year:

Attachment VII—Special Education Local Plan Area Membership Transfers and Mergers (to and from the SELPA)

Educational programs and services already in operation may not be transferred to another LEA unless all provisions of *EC* Section 56207 have been met by the SELPA as demonstrated by the completion and submission of Attachment VII. The effective date of the transfer must not be prior to the July 1 of the second fiscal year after the date the sending or receiving SELPA informed the other agency and the governing body of multiple LEA SELPAs or the responsible individual of single LEA SELPAs notified the other agency, unless both the sending and receiving SELPA unanimously agree the transfer date will take effect on the July 1 of the first fiscal year following the notification date.

LEA Name	Add or Delete Row	LEA Status	Impacted SELPA Name	Impacted District, Charter, or School Name	Initiating SELPA Notification Date	SELPA Governing Board Notification Date	COE Notification Date	CDE Notification Date	Agreed Upon Effective Fiscal Year
Academy for Academic Excellence		Delete This Row							<input type="text"/>
Adelanto Elementary School District		Delete This Row							<input type="text"/>
Apple Valley Unified School District		Delete This Row							<input type="text"/>
Baker Valley Unified School District		Delete This Row							<input type="text"/>
Barstow Unified School District		Delete This Row							<input type="text"/>
Bear Valley Unified School District		Delete This Row							<input type="text"/>
Excelsior Charter		Delete This Row							<input type="text"/>
Excelsior Charter School Corona-Norco		Delete This Row							<input type="text"/>

Attachment VII


SELPA:

Fiscal Year:

LEA Name	Add or Delete Row	LEA Status	Impacted SELPA Name	Impacted District, Charter, or School Name	Initiating SELPA Notification Date	SELPA Governing Board Notification Date	COE Notification Date	CDE Notification Date	Agreed Upon Effective Fiscal Year
Health Sciences High and Middle College		Delete This Row							<input type="text"/>
Helendale Elementary School District		Delete This Row							<input type="text"/>
Hesperia Unified School District		Delete This Row							<input type="text"/>
Lucerne Valley Unified School District		Delete This Row							<input type="text"/>
Needles Unified School District		Delete This Row							<input type="text"/>
Norton Science and Language Academy		Delete This Row							<input type="text"/>
Oro Grande Elementary School District		Delete This Row							<input type="text"/>
Silver Valley Unified School District		Delete This Row							<input type="text"/>
Snowline Joint Unified School District		Delete This Row							<input type="text"/>
Trona Joint Unified School District		Delete This Row							<input type="text"/>
Victor Elementary School District		Delete This Row							<input type="text"/>

SELPA:

Fiscal Year:

LEA Name	Add or Delete Row	LEA Status	Impacted SELPA Name	Impacted District, Charter, or School Name	Initiating SELPA Notification Date	SELPA Governing Board Notification Date	COE Notification Date	CDE Notification Date	Agreed Upon Effective Fiscal Year
Victor Valley Union High School District		Delete This Row							<input type="text"/>
Desert/Mountain County Operated Programs & D/M 		Delete This Row							<input type="text"/>

DRAFT
 DO NOT
 DISTRIBUTE

Special Education Local Plan Area (SELPA) Local Plan

SELPA Desert/Mountain SELPA 3601

Fiscal Year 2021–22

LOCAL PLAN

Section D: Annual Budget Plan

SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

2021–22 Local Plan Annual Submission

Section D: Annual Budget Plan

SELPA Desert/Mountain SELPA 3601

Fiscal Year 2021–22

Local Plan Section D: Annual Budget Plan

Projected special education budget funding, revenues, and expenditures by LEAs are specified in **Attachments II–V**. This includes supplemental aids and services provided to meet the needs of students with disabilities as defined by the Individuals with Disabilities Education Act (IDEA) who are placed in regular education classrooms and environments, and those who have been identified with low incidence disabilities who also receive special education services.

IMPORTANT: Pursuant to California *Education Code (EC)* Section 56048, adjustments to any year’s apportionment must be received by the California Department of Education (CDE) from the SELPA prior to the end of the first fiscal year (FY) following the FY to be adjusted. The CDE will consider and adjust only the information and computational factors originally established during an eligible FY, if the CDE’s review determines that they are correct.

Pursuant to *EC* Section 56195.1(2)(b)(3), each Local Plan must include the designation of an administrative entity to perform functions such as the receipt and distribution of funds. Any participating local educational agency (LEA) may perform these services. The administrative entity for a multiple LEA SELPA or an LEA that joined with a county office of education (COE) to form a SELPA, is typically identified as a responsible local agency or administrative unit. Whereas, the administrative entity for single LEA SELPA is identified as a responsible individual. Information related to the administrative entity must be included in Local Plan Section A: Contacts and Certifications.

Section D: Annual Budget Plan

SELPA

Fiscal Year

Table 1: Special Education Revenue by Source

D1. Using the fields below, identify the special education revenues by funding source. The total revenue and the percent of total funding by source is automatically calculated.

Funding Revenue Source	Amount	Percentage of Total Funding
Assembly Bill (AB) 602 State Aid	<input type="text" value="63,372,453"/>	70.13%
AB 602 Property Taxes	<input type="text" value="4,780,792"/>	5.29%
Federal IDEA Part B	<input type="text" value="18,126,016"/>	20.06%
Federal IDEA Part C	<input type="text" value="37,210"/>	0.04%
State Infant/Toddler	<input type="text" value="855,937"/>	0.95%
State Mental Health	<input type="text" value="0"/>	0.00%
Federal Mental Health	<input type="text" value="1,237,812"/>	1.37%
Other Revenue*	<input type="text" value="1,950,430"/>	2.16%
Total Revenue	90,360,650	100.00%

D2. Using the form template provided in **Attachment II**, complete a distribution of revenues to all LEAs participating in the SELPA by funding source.

D3. *Include a description of the revenue identified the "Other Revenue" category

Other revenue includes ESSA Title I Part A Basic Grants Low Income and Neglected, ESSA Title II Part A Supporting Effective Instruction, Medi-Cal Billing Option, and Workforce Innovation and Opportunity Act From Other Agencies.

Section D: Annual Budget Plan

SELPA

Fiscal Year

Table 2: Total Budget by Object Codes

D4. Using the fields below, identify the special education expenditures by object code. The total expenditures and the percent of total expenditures by object code is automatically calculated.

Object Code	Amount	Percentage of Total Expenditures
Object Code 1000—Certificated Salaries	82,844,923	32.54%
Object Code 2000—Classified Salaries	50,157,532	19.70%
Object Code 3000—Employee Benefits	63,269,228	24.85%
Object Code 4000—Supplies	3,899,159	1.53%
Object Code 5000—Services and Operations	47,044,990	18.48%
Object Code 6000—Capital Outlay	99,547	0.04%
Object Code 7000—Other Outgo and Financing*	7,256,365	2.85%
Total Expenditures	254,571,744	100.00%

D5. Using the templates provided in **Attachment III**, complete a distribution of projected expenditures by LEAs participating in the SELPA by object code.

D6. *Include a description of the expenditures identified under object code 7000:

Section D: Annual Budget Plan

SELPA

Fiscal Year

Table 3: Federal, State, and Local Revenue Summary

D7. Using the fields below, identify funding by revenue jurisdiction and percent of total budget.

Revenue Source	Amount	Percentage of Total Funding
State Special Education Revenue	<input type="text" value="78,555,733"/>	32.95%
Federal Revenue	<input type="text" value="22,174,984"/>	9.30%
Local Contribution	<input type="text" value="137,710,512"/>	57.75%
Total Revenue From All Sources	238,441,229	100.00%

D8. Using the form template provided in **Attachment IV**, provide a complete distribution of revenues to all LEAs participating in the SELPA by federal and state funding source.

Special Education Local Plan Area Funding Distribution

D9. Describe the basic premise of the SELPA Allocation Plan.

State AB 602 special education funding is distributed equally to each LEA based on average daily attendance and federal funds are distributed equally based on pupil count. The D/M SELPA retains some funding at the governance board's discretion to centralize and increase services.

D10. Describe how the SELPA distributes IDEA revenues to the LEAs, including the models used to provide services to member LEAs:

The D/M SELPA special education revenue distribution model combines CDE certified state AB 602 funding and federal funding to calculate an equalized funding rate. Each LEAs certified ADA is multiplied by the equalized rate to calculate the LEAs apportionment. Adjustments are made off-the-top of the apportionment to cover Desert/Mountain County Operated purchased services, small district protection, and other governance approved service and support fees. The adjusted apportionment funds are distributed to members. Payments for AB 602 apportionments are processed monthly upon receipt of funds from CDE. Federal fund expenditures reports are collected and reported as prescribed by CDE and funds are distributed to members upon receipt of funds.

Section D: Annual Budget Plan

SELPA

Fiscal Year

Table 4: Special Education Local Plan Area Operating Expenditures

D11. Using the fields below, identify the total projected SELPA operating expenditures by SELPA accounting codes, the amount, and the percent of total expenses. NOTE: For 2021-22 fiscal year, this table optional for single LEA SELPAs.

Accounting Categories and Codes	Amount	Percentage of Total
Object Code 1000—Certificated Salaries	1,151,732	8.39%
Object Code 2000—Classified Salaries	5,115,232	37.27%
Object Code 3000—Employee Benefits	2,696,105	19.65%
Object Code 4000—Supplies	241,164	1.76%
Object Code 5000—Services and Operations	2,167,924	15.80%
Object Code 6000—Capital Outlay	0	0.00%
Object Code 7000—Other Outgo and Financing*	2,351,392	17.13%
Total Operating Expenditures	13,723,549	100.00%

D12. *Include a description of the expenditures identified under object code 7000:

Section D: Annual Budget Plan

SELPA

Fiscal Year

Table 5: Projected Expenditures for Supplemental Aids and Services in the Regular Classroom and for Students with Low Incidence Disabilities

The standardized account code structure (SACS), goal 5750 is defined as "Special Education, Ages 5–22 Severely Disabled." Students with a low-incidence disability are classified severely disabled. The LEA may elect to have locally defined goals to separate low-incidence disabilities from other severe disabilities to identify these costs locally.

D13. Does the SELPA, including all LEAs participating in the SELPA, use locally defined goals to separate low-incidence disabilities from other severe disabilities?

Yes No

If "No," describe how the SELPA identifies expenditures for low-incidence disabilities as required by *EC* Section 56205(b)(1)(D)?

Desert/Mountain County Operated Programs and Desert/Mountain SELPA use functions 1130 and 1135 to identify expenditures related to students with low incidence disabilities. Additionally, the SELPA uses object 7221 in the low incidence budget to record reimbursement to member LEAs for low incidence itinerant services purchased from County. Goal 5750 was retired effective 2020-21.

D14. Enter the total projected expenditures for supplemental aids and services (SAS) for students with disabilities who are placed in the regular education classroom and for those who are identified with low incidence (LI) disabilities.

Total Projected Expenditures for SAS in the Regular Classroom Provided to Students with Disabilities

Total Projected Expenditures for Students with LI Disabilities

D15. Using the form template provided in **Attachment V**, provide a complete distribution of projected federal and state expenditures by LEAs participating in the SELPA.

San Bernardino County Superintendent of Schools

DESERT MOUNTAIN COUNTY OPERATED SPECIAL EDUCATION PROGRAM
2020-21 LCFF PROJECTED FUNDING PER DISTRICT
as of 2nd Interim

District of Residence	UPP %	Grades TK/K-3	Grades 4-6	Grades 7-8	Grades 9-12	Total
Adelanto	81.8100%	11,034.09	10,145.18	10,446.24	-	
P-2/Annual ADA		28.48	21.56	15.87	-	65.91
Total		314,250.83	218,730.17	165,781.88		698,762.88
Apple Valley	74.1900%	10,580.54	9,728.17	10,016.86	11,910.73	
P-2/Annual ADA		31.38	24.26	13.22	29.40	98.26
Total		332,017.28	236,005.45	132,422.84	350,175.37	1,050,620.94
Barstow	80.0600%	10,929.93	10,049.41	10,347.63	12,304.04	
P-2/Annual ADA		25.80	13.34	4.81	9.19	53.14
Total		281,992.10	134,059.18	49,772.11	113,074.13	578,897.51
Bear Valley	70.4400%	10,357.33	9,522.95	9,805.54	11,659.46	
P-2/Annual ADA		4.17	2.74	2.66	-	9.57
Total		43,190.08	26,092.88	26,082.75		95,365.71
Helendale	53.7400%	9,416.90	8,658.28	8,915.21	-	
P-2/Annual ADA		2.55	2.31	0.89	-	5.75
Total		24,013.10	20,000.62	7,934.54		51,948.27
Hesperia	74.7100%	10,611.49	9,756.63	10,046.16	11,945.57	
P-2/Annual ADA		10.17	4.76	7.67	60.47	83.07
Total		107,918.84	46,441.56	77,054.04	722,348.55	953,762.98
Lucerne	88.1100%	11,409.07	10,489.96	10,801.25	12,843.42	
P-2/Annual ADA		5.68	1.57	2.06	8.83	18.14
Total		64,803.52	16,469.23	22,250.57	113,407.42	216,930.75
Needles	76.6700%	10,728.15	9,863.89	10,156.60	12,076.90	
P-2/Annual ADA		5.57	5.43	4.00	7.05	22.05
Total		59,755.80	53,560.94	40,626.42	85,142.12	239,085.27
Oro Grande	94.4400%	11,785.84	10,836.37	-	-	
P-2/Annual ADA		1.02	0.76	-	-	1.78
Total		12,021.56	8,235.64			20,257.20
Silver Valley	53.0300%	9,404.83	8,647.18	8,903.78	10,587.21	
P-2/Annual ADA		-	-	0.94	1.75	2.69
Total				8,369.56	18,527.61	26,897.17
Snowline	70.5000%	10,360.91	9,526.23	9,808.93	11,663.48	
P-2/Annual ADA		30.33	12.63	4.10	22.91	69.97
Total		314,246.26	120,316.32	40,216.59	267,210.37	741,989.55
Trona	73.6800%	10,550.18	9,700.26	9,988.12	11,876.55	
P-2/Annual ADA		2.46	0.90	0.02	2.66	6.04
Total		25,953.45	8,730.24	199.76	31,591.64	66,475.08
Victor Elementary	86.1100%	11,290.03	10,380.51	-	-	
P-2/Annual ADA		114.86	55.78	-	-	170.64
Total		1,296,772.65	579,024.62			1,875,797.27
Victor Valley Union High	84.6400%	-	-	10,605.71	12,610.92	
P-2/Annual ADA		-	-	27.59	72.79	100.38
Total				292,611.65	917,948.76	1,210,560.41

Summary		
District	Using 19/20 Hold Harmless ADA	First 50% Transfer
Adelanto	698,762.88	349,381.44
Apple Valley	1,050,620.94	525,310.47
Barstow	578,897.51	289,448.76
Bear Valley	95,365.71	47,682.86
Helendale	51,948.27	25,974.14
Hesperia	953,762.98	476,881.49
Lucerne	216,930.75	108,465.38
Needles	239,085.27	119,542.64
Oro Grande	20,257.20	10,128.60
Silver Valley	26,897.17	13,448.59
Snowline	741,989.55	370,994.78
Trona	66,475.08	33,237.54
Victor Elementary	1,875,797.27	937,898.64
Victor Valley Union High	1,210,560.41	605,280.21
Total	7,827,350.99	3,913,675.50

FEE-FOR-SERVICE BUDGET to 2nd INTERIM COMPARISON - 2020-21

SELPA	Desert Mountain				Budget	2nd Interim	+Increase/- Decrease
A. REVENUES							
					March 2020	April 2021	
	RS	OB	GL	FC			
1. AB602 Special Ed Funding	6500	8311	5001	0000	\$ 45,133,619	\$ 47,259,780	\$ 2,126,161
2. Property Tax Transfer	6500	8097	5001	0000			
3. Property Tax Transfer Adjustment between 2020-21 P-2 and Annual							
4. Federal IDEA (Local Assistance Entitlement)	3310	8181	5001	0000			\$ -
5. Net State Aid (A1-A2-A3-A4)	6500	8311	5001	0000			
6. LCFF ADA Revenue Transfer	6500	8710	5001	0000	\$ 7,947,419	\$ 7,827,351	\$ (120,068)
7. Federal Preschool	3315	8182	5730	0000	\$ 142,099	\$ 138,233	\$ (3,866)
8. Preschool Local Entitlement	3310	8182	5730	0000	\$ 418,344	\$ 412,411	\$ (5,933)
9. Infant Part C	3385	8182	5710	0000	\$ 37,210	\$ 37,210	\$ -
10. Infant State Apportionment	6510	8311	5710	0000	\$ 855,937	\$ 855,937	\$ -
11. Infant Discretionary	6515	8590	5710	0000	\$ 18,605	\$ -	\$ (18,605)
12. Contrib. frm Unrestricted	6500	8981	5001	0000	\$ 161,081	\$ 122,065	\$ (39,016)
TOTAL REVENUES					\$ 54,714,316	\$ 56,652,987	\$ 1,938,673
B. EXPENDITURES							
1. SAI Services - SDC					\$ 28,704,649	\$ 25,989,088	\$ (2,715,561)
2. Related Services - DIS					\$ 8,017,793	\$ 8,310,588	\$ 292,795
3. Itinerant					\$ 1,769,646	\$ 1,714,513	\$ (55,133)
4. 1:1 Aide Services					\$ 5,903,730	\$ 5,525,778	\$ (377,952)
5. Bus Aides					\$ 222,910	\$ -	\$ (222,910)
6. Interpreter Services					\$ 1,096,271	\$ 707,700	\$ (388,571)
7. Preschool Assessments					\$ 307,897	\$ 343,132	\$ 35,235
8. Preschool Intensive Autism					\$ 3,286,742	\$ 2,520,432	\$ (766,310)
9. Preschool SDC					\$ 2,668,969	\$ 2,407,292	\$ (261,677)
10. Preschool Related Services - DIS					\$ 1,536,105	\$ 1,957,182	\$ 421,077
11. Early Start					\$ 1,199,604	\$ 1,204,279	\$ 4,675
TOTAL EXPENDITURES					\$ 54,714,316	\$ 50,679,984	\$ (4,034,332)
C. PRIOR YEAR ADJUSTMENTS							
1. Prior Year AB602 Revenue Funding Adjustment	6500	8319	5001	0000	\$ -	\$ -	\$ -
2. Early Start Beginning Balance							\$ -
TOTAL PRIOR YEAR ADJUSTMENTS					\$ -	\$ -	\$ -
D. 2020-21 ESTIMATED ENDING BALANCE							
1. Total Revenues (Section A)					\$ 54,714,316	\$ 56,652,987	\$ 1,938,671
2. Plus Total Prior Year Revenue Adjustments (Section C)					\$ -	\$ -	\$ -
3. Less Total Expenditures (Section B)					\$ 54,714,316	\$ 50,679,984	\$ (4,034,332)
4. Less Early Start Ending Balance						\$ -	\$ -
5. Estimated 2020-21 Fee-For-Service Ending Balance					\$ -	\$ 5,973,003	\$ 5,973,003

Service Counts	Budget	2nd Interim	Diff
SAI Services - SDC	808	884	76
Related Services - DIS	1040	1339	299
Itinerant	263	291	28
1:1 Aide Services	94	96	2
Bus Aides	36	0	-36
Interpreters	11	7	-4
Preschool Assessments	74	70	-4
Preschool Intensive Autism	100	56	-44
Preschool SDC	110	102	-8
Preschool Related Services - DIS	373	304	-69
Early Start	64	59	5

ADA	
Estimated ADA - Budget	710.13
Estimated ADA - 2nd Interim	707.39

San Bernardino County Superintendent of Schools
 Desert Mountain County Operated Special Education Program
 2020-21 Proposed Budget
 April 2020

	SAI SERVICES > 50% SDC	RELATED SERVICES DIS	ITINERANT	1 TO 1 AIDE SERVICES	BUS AIDES	INTERPRETER SERVICES	PRESCHOOL ASSESSMENTS	PRESCHOOL INTENSIVE AUTISM	PRESCHOOL SDC	PRESCHOOL RELATED SERVICES DIS	EARLY START	TOTAL
RATE	\$ 23,821	\$ 5,058	\$ 4,800	\$ 46,692	\$ -	\$ 82,369	\$ 4,528	\$ 30,044	\$ 27,945	\$ 5,941	\$ 5,318	
OBJECT EXPENSE												
1000-1999	8,617,560	2,283,404	919,157	-	-	-	199,804	838,730	830,247	853,113	618,524	15,160,539
2000-2999	4,682,662	1,746,634	68,243	2,463,904	-	60,065	-	438,625	397,940	179,330	56,343	10,093,746
3000-3999	7,057,368	1,572,416	397,207	2,008,767	-	267,692	70,502	706,409	652,859	428,518	269,808	13,431,546
4000-4999	84,832	20,964	10,400	-	-	-	-	-	16,430	4,836	6,421	143,883
5000-5999	988,481	1,229,589	18,800	83,950	-	255,821	686	6,771	3,706	79,906	14,985	2,682,695
6000-6999	-	-	-	-	-	-	-	-	-	-	-	-
	Sub total	6,853,007	1,413,807	4,556,621	0	583,578	270,992	1,990,535	1,901,182	1,545,703	966,081	41,512,409
	% of Total	0.19671	0.04058	0.13079	0.00000	0.01675	0.04747	0.34870	0.33305	0.27078	N/A	
	Allocated Cost (GL FN 2100, 2105, 2700, 8100)	841,982	173,705	559,841	0	71,700	46,723	343,198	327,792	266,502	148,992	5,413,502
	Sub total 1000-5000 costs	7,694,989	1,587,512	5,116,462	0	655,278	317,715	2,333,733	2,228,974	1,812,205	1,115,073	46,925,911
7300-7380	Indirect Cost @ 8.0%	615,599	127,001	409,317	0	52,422	25,417	186,699	178,318	144,976	89,206	3,754,073
	TOTAL EXPENSE	8,310,588	1,714,513	5,525,778	0	707,700	343,132	2,520,432	2,407,292	1,957,182	1,204,279	50,679,984

RESOURCE	OBJECT	REVENUE											
		LCFF Distribution (based on % of total expense of applicable program)	0.61516	0.19671	0.04058	0.13079	0.00000	0.01675					
6500	8710	Local Control Funding Formula Revenue	4,815,076	1,539,727	317,653	1,023,777	0	131,118				7,827,351	
3315	8182	Federal Preschool							6,562	48,202	46,038	138,233	
3310	8182	Preschool Local Entitlement Allocation							19,578	143,809	137,353	412,411	
3385	8182	Part C Early Intervention										37,210	
6510	8311	Infant I-50 Apportionment									855,937	855,937	
6513	8182	Federal Preschool - Backfill for RS 3315										0	
6515	8590	Infant Discretionary									0	0	
6512	8590	Mental Health									0	0	
6535	8590	Staff Development									0	0	
6500	8311	AB602 Base Revenue									0	0	
6500	8311	Contribution for Needles Nursing Services									0	0	
6500	89XX	Contrib frm Restricted (JCS TRANSFER)									0	0	
6500	8989	Contribution from Unrestricted	122,065									122,065	
		TOTAL REVENUE:	\$ 4,937,141	\$ 1,539,727	\$ 317,653	\$ 1,023,777	\$ -	\$ 131,118	\$ 26,140	\$ 192,011	\$ 183,392	\$ 149,101	\$ 893,147

Excess Cost Per Program	(21,051,947)	(6,770,860)	(1,396,860)	(4,502,001)	-	(576,583)	(316,992)	(2,328,421)	(2,223,901)	(1,808,080)	(311,132)	(41,286,777)
(Estimated Number of Services for 2020-21 as of 2nd interim)	884	1,339	291	96	-	7	70	78	80	304	59	
2020-21 Projected Actual Rates - As of 2nd Interim	\$ 23,821	\$ 5,058	\$ 4,800	\$ 46,692	\$ -	\$ 82,369	\$ 4,528	\$ 30,044	\$ 27,945	\$ 5,941	\$ 5,318	
2020-21 FFS Rates	\$ 29,063	\$ 6,369	\$ 5,559	\$ 51,887	\$ 5,115	\$ 82,335	\$ 3,862	\$ 30,506	\$ 22,520	\$ 3,822	\$ 4,498	

Estimated 2020-21 Revenue	\$ 56,652,987
Estimated 2020-21 Expenses	\$ 50,679,984
Net Estimated FFS Balance	\$ 5,973,003
Unused Reserve	\$ 1,641,430
Estimated Total Ending Balance	\$ 7,614,433

San Bernardino County Superintendent of Schools
Desert Mountain County Operated Special Education Program
2021-22 FFS Budget Summary
April 2021

2021-22 Budget Assumptions

- 2.5% COLA on salary
- Step and Column included in contracted salaries
- 5% increase on Medical, Dental, Vision and Life
- Assume no medical opt-out
- Employer paid statutory rates as follows (increase in PERS and STRS)
 - Medicare: 1.45%, SUI: .05%, Workers Comp: 2.76%
 - STRS: 15.92%, PERS: 23.0%, Alt. Retirement: 2.25%
- Information Technology User Fees: \$2,428 per full user, \$116 per email only user
- Indirect Cost Rate: 7.85%

Certificated FTE

1100 - Teacher	138.6
1200 - Pupil Support	13.8
1300 - Supervisor/Admin	10.89
Total	163.29

Classified FTE

2100 - Instructional Aides	286.77
2200 - Pupil Support	27
2400 - Clerical & Office Support	25.7
Total	339.47

Total FTE 502.76

2021-22 Fee-For-Service Budget	
Total Budgeted Expenditures	\$ 55,862,110
Less Budgeted Offsetting Revenue	\$ 10,385,941
2021-22 Excess Cost	\$ (45,476,169)

2021-22 Proposed Fee-For-Service Rates

RATE	SAI Services >50% - SDC	Related Services DIS	Itinerant	1:1 Aide	Bus Aides*	Interpreter	Preschool Assessment	Preschool SDC	Early Start
21/22 Rate	\$ 27,221	\$ 5,093	\$ 4,783	\$ 52,456	N/A	\$ 75,895	\$ 4,448	\$ 22,752	\$ 5,909
20/21 Rate	\$ 29,063	\$ 6,369	\$ 5,559	\$ 51,887	\$ 5,115	\$ 82,335	\$ 3,862	\$ 22,520	\$ 4,498

Counts Used to Calculate Rate	SAI Services >50% - SDC	Related Services DIS	Itinerant	1:1 Aide	Bus Aides*	Interpreter	Preschool Assessment	Preschool SDC	Early Start
21/22	877	1729	295	100	N/A	8	75	213	60
20/21	808	1040	263	94	36	11	74	110	64

*Bus Aides will not be offered in 2021-22

**Preschool Related Services and Related Services DIS combined into single rate now identified as Related Services DIS

***Preschool Intensive Autism and Preschool SDC combined into single rate now identified as Preschool SDC

San Bernardino County Superintendent of Schools

DESERT MOUNTAIN COUNTY OPERATED SPECIAL EDUCATION PROGRAM
 2021-22 LCFF PROJECTED FUNDING PER DISTRICT
 April 2021

District	Col. A 2021-22 Estimated Funded ADA	Col. B 2021-22 Estimated LCFF Target Funding	Col. C 2021-22 Estimated Total Revenue	Col. D AVERAGE REVENUE PER ADA (Col. C / Col. A)	Col. E Estimated 2021-22 ADA	Col. F PROJECTED LCFF REVENUE (Col. D X Col. E)
Desert Mountain Region						
Adelanto Elementary	7,735.56	85,189,884	85,189,884	11,012.76	73.94	814,283.65
Apple Valley Unified	12,610.07	139,746,194	139,746,194	11,082.11	94.7	1,049,475.90
Baker Valley Unified	126.86	1,500,808	1,500,808	11,830.43	0	-
Barstow Unified	6,043.54	68,634,885	68,634,885	11,356.74	60.24	684,129.74
Bear Valley Unified	2,222.54	24,276,620	24,276,620	10,922.92	13.62	148,770.13
Helendale Elementary	639.15	6,093,615	6,093,615	9,533.94	10.74	102,394.47
Hesperia Unified	21,096.63	234,666,649	234,666,649	11,123.42	98.09	1,091,096.14
Lucerne Valley Unified	815.88	9,909,520	9,909,520	12,145.81	21.62	262,592.32
Needles	1,060.73	11,933,207	11,933,207	11,249.99	26.02	292,724.87
Oro Grande Elementary	89.83	1,063,500	1,063,500	11,839.03	3.86	45,698.65
Silver Valley Unified	2,036.67	20,213,983	20,213,983	9,925.02	2.83	28,087.80
Snowline Jt. Unified	7,169.81	78,299,988	78,299,988	10,920.79	73.79	805,845.08
Trona Jt. Unified	245.36	3,102,380	3,102,380	12,644.20	6.83	86,359.86
Victor Elementary	11,879.81	134,816,863	134,816,863	11,348.40	162.31	1,841,959.18
Victor Valley Union High	10,361.75	131,968,043	131,968,043	12,736.08	112.6	1,434,082.24
TOTAL/AVERAGE FOR REGION	84,134.19	\$ 951,416,139	\$ 951,416,139	\$ 11,311.44	761.19	\$ 8,687,500.02

*Data from the LCFF Calculator v21.2

San Bernardino County Superintendent of Schools

Desert Mountain County Operated Special Education Program
2021-22 Proposed Budget
April 2021

			SAI SERVICES > 50% SDC	RELATED SERVICES DIS	ITINERANT	1 TO 1 AIDE SERVICES	INTERPRETER SERVICES	PRESCHOOL ASSESSMENTS	PRESCHOOL SDC	EARLY START	TOTAL	
1												
2												
3	OBJECT	EXPENSE										
4	1000-1999	Certificated Salaries	9,426,458	3,509,206	919,944	-	-	207,575	1,600,231	536,300	16,199,714	
5	2000-2999	Classified Salaries	5,360,139	2,093,893	69,253	2,817,855	372,387	-	985,661	58,239	11,757,427	
6	3000-3999	Employee Benefits	8,571,761	2,265,144	409,557	2,490,582	241,561	74,148	1,495,292	258,511	15,806,556	
7	4000-4999	Books & Supplies	89,096	27,430	10,400	-	-	-	13,800	9,421	150,147	
8	5000-5999	Services & Other Operating Expenditures	989,357	1,034,263	21,878	11,602	1,826	652	7,052	11,098	2,077,728	
9	6000-6999	Capital Outlay	-	-	-	-	-	-	-	-	-	
10		Sub total	24,436,811	8,929,936	1,431,032	5,320,039	615,774	282,375	4,102,036	873,569	45,991,572	
11		% of Total	0.59992	0.21923	0.03513	0.13061	0.01512	0.06440	0.93560	N/A		
12												
13		Allocated Cost (GL FN 2100, 2105, 2700, 8100)	2,736,695	1,000,070	160,262	595,795	68,961	59,832	869,173	313,755	5,804,543	
14		Sub total 1000-5000 costs	27,173,506	9,930,006	1,591,294	5,915,834	684,735	342,207	4,971,209	1,187,324	51,796,115	
15												
16	7300-7380	Indirect Cost @ 7.85%	2,133,120	779,505	124,917	464,393	53,752	26,863	390,240	93,205	4,065,995	
17												
18		TOTAL EXPENSE	29,306,627	10,709,511	1,716,211	6,380,227	738,487	369,070	5,361,449	1,280,529	55,862,110	
19												
20	RESOURCE	OBJECT	REVENUE									
21			LCFF Distribution (based on % of total expense of applicable program)									
22	6500	8710	Local Control Funding Formula Revenue	0.59992	0.21923	0.03513	0.13061	0.01512			8,687,500	
23	3315	8182	Federal Preschool	5,211,787	1,904,542	305,205	1,134,637	131,330			138,233	
24	3310	8182	Preschool Local Entitlement Allocation					8,903	129,330		412,411	
25	3385	8182	Part C Early Intervention					26,561	385,850		37,210	
26	6510	8311	Infant I-50 Apportionment							888,800	888,800	
27	6513	8182	Federal Preschool - Backfill for RS 3315								0	
28	6515	8590	Infant Discretionary							0	0	
29	6512	8590	Mental Health							0	0	
30	6535	8590	Staff Development							0	0	
31	6500	8311	AB602 Base Revenue							0	0	
32	6500	8311	Contribution for Needles Nursing Services	69,304							69,304	
33	6500	89XX	Contrib frm Restricted (JCS TRANSFER)								0	
34	6500	8989	Contribution from Unrestricted	152,483							152,483	
35			TOTAL REVENUE:	\$ 5,433,574	\$ 1,904,542	\$ 305,205	\$ 1,134,637	\$ 131,330	\$ 35,464	\$ 515,180	\$ 926,010	\$ 10,385,941
36												
37			Excess Cost Per Program	(23,873,052)	(8,804,970)	(1,411,006)	(5,245,590)	(607,157)	(333,606)	(4,846,269)	(354,519)	(45,476,169)
38												
39			(Estimated Number of Services for 2021-22)	877	1,729	295	100	8	75	213	60	
40			2021-22 Proposed Rates	\$ 27,221	\$ 5,093	\$ 4,783	\$ 52,456	\$ 75,895	\$ 4,448	\$ 22,752	\$ 5,909	
41												
42			2020-21 FFS Rates	\$ 29,063	\$ 6,369	\$ 5,559	\$ 51,887	\$ 82,335	\$ 3,862	\$ 22,520	4,498	

California Association of Health and Education Linked Professions
Joint Powers Authority (CAHELP JPA)
DESERT/MOUNTAIN SELPA STEERING and FINANCE COMMITTEE MEETING
March 19, 2021 – 9:00 a.m. Virtual via Videoconference
Desert Mountain Educational Service Center, 17800 Highway 18, Apple Valley CA 92307

MINUTES

D/M SELPA MEMBERS PRESENT:

Academy for Academic Excellence – Marcelo Congo, Adelanto SD – Michael Baird, Apple Valley USD – Renee Castillo, David Wheeler, Barstow USD – Julie Carter, Deanna Dibble, Heather Reid, Bear Valley USD – Lucinda Newton, Desert/Mountain Operations (SBCSS) – Jennifer Alvarado, Erik Foster, Rich Frederick, Excelsior Charter Schools – Marie Silva, Health Sciences HS and Middle College – Julie Kroener, Helendale SD – Michael Esposito, Hesperia USD – Matt Fedders, Lucerne Valley SD – Vici Miller, Needles USD – Jamie Wiesner, Oro Grande SD – Nelda Colvin, LaDay Smith, Silver Valley USD – Cheri Rigdon, Snowline JUSD – Lori Delgado, Victor Elementary SD – Tanya Benitez, and Victor Valley UHSD – Margaret Akinnusi, and Rama Bassham.

CAHELP, SELPA, & DMCC STAFF PRESENT:

Jamie Adkins, Guille Burgos, Heidi Chavez, Craig Cleveland, Danielle Cote, Tara Deavitt, Lindsey Devor, Peggy Dunn, Adrien Faamausili, Marina Gallegos, Bonnie Garcia, Renee Garcia, Colette Garland, Derek Hale, Jenae Holtz, Belinda Jauregui, Linda Llamas, Maurica Manibusan, Robin McMullen, Angela Mgbeke, Kami Murphy, Sheila Parisian, Kathleen Peters, Linda Rodriguez, Natalie Sedano, Jessica Soto, Pamela Strigglers, Stephanie Sweem, Athena Vernon, and Charis Washington.

1.0 CALL TO ORDER

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

2.0 ROLL CALL

3.0 PUBLIC PARTICIPATION

None.

4.0 ADOPTION OF THE AGENDA

4.1 **BE IT RESOLVED** that a motion was made by Matt Fedders, seconded by Cheri Rigdon, to approve the March 19, 2021 Desert/Mountain SELPA Steering and Finance Committee Meeting Agenda be approved as presented. A vote was taken and the following carried 17:0: Akinnusi, Baird, Benitez, Colvin, Congo, Delgado, Esposito, Fedders, Frederick, Kroener, Miller, Newton, Reid, Rigdon, Silva, Wheeler, and Wiesner. Nays: None, Abstentions: None.

5.0 PRESENTATIONS

5.1 County Operated Preschool Program Fee-For-Service Update

San Bernardino County Superintendent of Schools (SBCSS) Internal Business Services Program Manager Jennifer Alvarado presented changes in county operated preschool program fee-for-service. She reported that in 2018-19, the CDE consolidated two federal grants known as Local

California Association of Health and Education Linked Professions
Joint Powers Authority (CAHELP JPA)
DESERT/MOUNTAIN SELPA STEERING and FINANCE COMMITTEE MEETING
March 19, 2021 – 9:00 a.m. Virtual via Videoconference
Desert Mountain Educational Service Center, 17800 Highway 18, Apple Valley CA 92307

MINUTES

Entitlement (resource 3310) and Preschool Local Entitlement (3320) into a single resource (3310). This causes some accounting issues with the way the County Operations Fee-For-Service model is structured. Jennifer said fee-for-service (FFS) for county operated programs is calculated by categorizing all program costs into unique FFS categories for example, Special Day Class (SDC), related services, itinerant services. Jennifer continued once the costs are set, the model then utilizes specific revenue to offset the costs before calculating the rate for FFS. For example, SBCSS utilizes Local Control Funding Formula (LCFF) revenue and State Infant Entitlement funding to offset the costs before determining the fee. She said additionally, prior to 2018-19, SBCSS also used Preschool Local Assistance (3320) to offset the preschool service category costs. Jennifer gave the example that if the preschool costs were \$5,000,000, SBCSS would use \$412,000 of Preschool Local Assistance to offset that cost bringing the excess cost down to \$4.6M in which the fees were then calculated on.

Jennifer continued that prior to the consolidation of the two federal grants, County Operations received its fee-for-service through the AB602 funding allocation model. The total purchased services costs is allocated to the County Office using three different funding sources: AB602 6500 Revenue, Property Taxes, and Federal Local Assistance (Resource 3310). She said this is a similar concept to how district LCFF entitlement is received [State Aid, Local Property Taxes, and Education Protection Account (EPA)]. Jennifer provided an example that if the total purchased services was \$41,000,000, SBCSS might receive \$36,000,000 in AB602, \$4,000,000 in Property Tax, and \$1,000,000 in Federal Local Assistance. When one funding source would go up or down, AB602 would expand or contract accordingly. However, in addition to fee-for-service, SBCSS would also receive a separate allocation in the amount of \$412,000 for Preschool local Assistance.

Jennifer stated that when the state consolidated the two federal Grants into one Federal Local Assistance (Resource 3310), the County only received their total purchased services which is a combination of AB602, Property Tax, and Local Assistance, and because there was no longer a separate apportionment for preschool Local assistance SBCSS did not receive that revenue, which impacted the fee-for-service model, because that revenue essentially bought down the rate for preschool services so each year when SBCSS closed the books it would appear as though the rates jumped significantly for preschool services.

Jennifer reported this update is to return to the way funds were handled prior to 2018-19 with the consolidation of the grants and setting aside the piece of Local Assistance that used to be known as Preschool Local Assistance so as not to affect the FFS rates for preschool related services. Jennifer concluded that without that, the rate would increase, and districts AB602 Resource 6500 funding would be reduced.

Jenae Holtz said to contact her or Marina Gallegos if questions arise after the meeting and they will contact Jennifer for the answer.

California Association of Health and Education Linked Professions
Joint Powers Authority (CAHELP JPA)
DESERT/MOUNTAIN SELPA STEERING and FINANCE COMMITTEE MEETING
March 19, 2021 – 9:00 a.m. Virtual via Videoconference
Desert Mountain Educational Service Center, 17800 Highway 18, Apple Valley CA 92307

MINUTES

6.0 INFORMATION/ACTION

6.1 Desert/Mountain SELPA Form D/M 127 Assistive Technology Assessment Referral (ACTION)

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

Jenae Holtz explained the “District” was replaced by “LEA” to be inclusive of the member charter schools. Also, in the contact person area of the form, “Fax” was replaced by “email” to allow for virtual communication.

6.1.1 **BE IT RESOLVED** that a motion was made by Matt Fedders, seconded by Lucinda Newton, to approve the Desert/Mountain SELPA D/M 127 Assistive Technology Assistance Referral as presented. A vote was taken and the following carried 17:0: Akinnusi, Baird, Benitez, Colvin, Congo, Delgado, Esposito, Fedders, Frederick, Kroener, Miller, Newton, Reid, Rigdon, Silva, Wheeler, and Wiesner. Nays: None, Abstentions: None.

7.0 CONSENT ITEMS

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

7.1 **BE IT RESOLVED** that a motion was made by Tanya Benitez, seconded by Marie Silva to approve the following Consent Item as presented. A vote was taken and the following carried 17:0: Akinnusi, Baird, Benitez, Colvin, Congo, Delgado, Esposito, Fedders, Frederick, Kroener, Miller, Newton, Reid, Rigdon, Silva, Wheeler, and Wiesner. Nays: None, Abstentions: None

7.1.1 Approve the February 19, 2021 Desert/Mountain SELPA Steering and Finance Committee Meeting Minutes.

8.0 CHIEF EXECUTIVE OFFICER AND STAFF REPORTS

8.1 Legislative Updates

Jenae Holtz briefly reviewed several State and Federal bills related to students with disabilities and school law. She reported Assembly Bill (AB) 126 is for Special Education Programs and Family Empowerment Centers and is awaiting a hearing date in the Assembly Education

California Association of Health and Education Linked Professions
Joint Powers Authority (CAHELP JPA)
DESERT/MOUNTAIN SELPA STEERING and FINANCE COMMITTEE MEETING
March 19, 2021 – 9:00 a.m. Virtual via Videoconference
Desert Mountain Educational Service Center, 17800 Highway 18, Apple Valley CA 92307

MINUTES

Committee and is supported by State SELPA. Jenae said AB 86 is the incentive for schools to reopen. The county of San Bernardino is looking at adding middle schools and high schools to return to school if the county remains in the red tier. Some of the incentive dollars are to be used for learning loss and learning recovery. She shared LEAs are considering extending school into the summer as well as activities for students including visiting museums and outdoor activities outside of paper and pencil learning. Jenae asked the directors to share their plans for reopening. Most LEAs will be bringing back all students after Spring Break in either hybrid or cohort models. DMOPS has also opened for all grades in small cohorts as well.

Cheri requested a meeting to discuss learning plans and learning recovery plans.

Jamie Wiesner asked if students can rotate from a general education class to a specialized academic instruction (SAI) class in same day. Jenae explained that she had a meeting later in the day with the superintendents and would ask them for the latest guidance from the Department of Public Health as they are in regular contact. Jenae later emailed all directors notifying them students are to interact only with others in their cohorts.

Jenae shared CAHELP will start bringing staff back on site more regularly starting March 29, 2021 including classified staff and managers. She said direct providers will continue to provide services virtually unless they are specifically requested to be on campus. Jenae stated if the LEA believes a child needs fact-to-face services including mental health counseling, CAHELP will accommodate LEAs however needed.

Jenae continued that Senate Bill (SB) 328 is a clean-up bill defining rural school districts and rural charter school districts to be exempt from the bill regarding early and late start times. Jenae said AB 552 is regarding Medi-Cal dollars and agreements between Department of Behavioral Health and LEAs. CAHELP was one of the first in the state to have that agreement but there are many Departments of Behavioral Health that do not want to have that agreement with LEAs to reimburse through Medi-Cal. Jenae shared that AB 555 would allow LEAs to sell the equipment assigned to children to the family when the child is preparing to leave or gift it to the family. Oftentimes, the technology is fitted for the child and can only occasionally be repurposed. AB 586 would enact that legislation would develop a 2-year grant program to assist LEAs in building infrastructure and partnerships to ensure ongoing federal Medicaid funding for mental health services. Jenae continued that AB 967 is a special education spot bill that will monitor use of funds, such as the added COVID ADR funds, and ensuring special education funding is being used in an appropriate manner. Jenae explained briefly that a Spot Bill does not make any substantive changes to existing law and would not otherwise affect the ongoing operations of state or local government. She went on to share SB 237 pertains to dyslexia risk screening and would require CDE to have certain assessments for screening. State SELPA Administrators is concerned it could cause overidentification so they are hoping to have input on the language of the bill. SB291 is regarding Advisory Commission on Special Education (ACSE) forming an advisory council of 15 pupils with exceptional needs from ages 16 to 24 who represent all geographic regions of the state to provide the commission advice and input for current pupils with exceptional needs. Jenae said it

MINUTES

is great that the student voice will be heard on what is working and what can be improved upon. SB 508 would authorize LEAs to allow appropriate mental health professional to provide brief initial interventions at a school campus when necessary for all referred pupils, including pupils with a healthcare service plan, health insurance, or coverage through Medi-Cal but it excludes those covered by a county mental health plan such as Early and Periodic Screening, Diagnostic and Treatment (EPSDT). Jenae concluded by sharing SB 692 will add least restrictive environment (LRE) as a state priority in the Local Control and Accountability Plan (LCAP).

8.2 State SELPA Administrators Updates for Monitoring

Jenae Holtz provided information from State SELPA Administrator's Updates for Monitoring. She said at this time there will be two areas of focus at this time for monitoring. Those area are Initial Assessments of Eligibility (Spring 2021) and Annual IEPs/Triennials (Fall 2021) and Disproportionality. Jenae said she and Colette Garland reviewed the IEP list and the numbers look good reflecting the hard work the LEAs have done. She encouraged the directors to continue completing IEPs and cleaning up student records so the LEAs are not placed in intensive monitoring.

Colette Garland said if parent revoked permission or changed their mind about an IEP, that must be updated in CalPads or it will be an error. She told the directors to contact their CalPads person to remove the Plan 300 record, which is the pending record.

Jenae continued it is expected that the data for selection will continue to be an issue for the next year. She said the tiers of monitoring will remain the same: Universal Monitoring, Targeted Monitoring, and Intensive Monitoring. CDE did not state how many overdue assessment and IEPs would place an LEA in a different tier of monitoring. LEAs that are unable to hold IEPs and assessments will climb to the top of the monitoring pyramid. It is very important to clearly document the reason an IEP or assessment did not occur. Jenae continued that LEAs with long overdue IEPs and assessments will also be placed in the higher tiers of the monitoring pyramid.

8.3 Running Reports in Web IEP and Web DA

Jenae Holtz called on Colette Garland to present information on running reports in Web IEP /Web DA. Colette said canned or standard reports are again in the systems for directors and MIS staff to access. She said the manual has also been updated but is still in draft form so that she can get feedback during the upcoming workshop. The workshop scheduled for March 23, 2021 will allow staff to learn about the reports and how to generate them. Colette said there is some basic information in the reports that should be generated on a consistent basis to check for overdue annuals and triennials to plan for the year. Web IEP reports allow monitoring of IEPs that are in progress as well. She shared that several LEAs are using auto-bridge which is a program that transfers information from Web IEP to Web DA. Colette said it is not mandatory but she highly encourages all LEAs to use the program as it does save a step and allows the reports to reflect real time data. She asked for the MIS contact person to reach out to her or Terri Nelson to request

California Association of Health and Education Linked Professions
Joint Powers Authority (CAHELP JPA)
DESERT/MOUNTAIN SELPA STEERING and FINANCE COMMITTEE MEETING
March 19, 2021 – 9:00 a.m. Virtual via Videoconference
Desert Mountain Educational Service Center, 17800 Highway 18, Apple Valley CA 92307

MINUTES

auto-bridge if they would like to have access to the program. Colette shared that all staff that want to run Web IEP and Web DA reports are welcome to attend the workshop on March 23, 2021 at 10:00am-11:30am. The workshop will be hosted on Zoom and is free to attend.

Jenae encouraged all directors to attend the workshop so they also know how to access and generate the reports needed.

8.4 Desert Mountain Operations Updates

Rich Frederick presented Desert Mountain Operations Updates. He reiterated all programs are open except for a couple regional programs for Deaf and Hard of Hearing (DHH) and classrooms in Adelanto. Rich continued that the regional programs and centers including Apple Valley County Early Education Center, Apple Valley County Education Center, Norma Covert County Education Center, and Siegrist Early Education Center. Rich said regional DHH programs at the elementary level will be reopening March 29, 2021 at Hollyvale Elementary Schools with high school programs remaining as distance learning.

Rich introduced Erik Foster as the principal assigned to the Apple Valley County Education Center (AVCEC). Rich called on Erik to share information pertaining to the reopening of AVCEC.

Erik Foster shared a flyer pertaining to Apple Valley County Education Center and said there are services for students with both emotional and behavioral needs. He said there have been some changes in the program after analyzing data to review what is working and where they can improve. Through the research, several programs have been developed with the biggest change being the increase in social emotional (SEL) curriculum. Erik continued there has been significant behavior improvement on campus. They have also created tiers in placement with the main campus servicing students with SEL curriculum as well as diploma track academic curriculum. Erik stated teachers are able to have a heavier focus on social emotional learning with the biggest benefit in have Desert Mountain Children's Center counseling services on site. He said students are on campus four days a week, three hours a day. AVCEC also has an independent study program and other means of correction program. Other Means of Correction helps in reducing suspensions by allowing an incident to be turned in to a learning moment for the student. Erik said there are other new programs that will benefit the students as well as providing them with a very dedicated staff.

Rich reiterated that AVCEC is open and serving approximately 80-90 currently enrolled students with the capacity to serve more.

Linda Llamas thanked Rich and Erik for the partnership. She said it has been an incredible program and the clinicians are excited about the student progress and growth. She stated it has been a pleasure to work on the campus and with the staff.

MINUTES

8.5 Desert/Mountain Children’s Center Client Services Reports

Linda Llamas presented the D/M Children’s Center (DMCC) Client Services monthly reports. She said some clinicians have been providing services on campus at the request of those sites. Linda stated DMCC will continue to contact each school site as they transition and bring more students to campus. Linda said DMCC will be respectful of what the campuses need and will work with the schools to accommodate those needs whether it is remaining virtual or being on campus.

Linda stated DMCC continues to accept referrals and provide services. She said Care Solace is a service that DMCC works alongside for referrals but referrals can continue to be submitted directly to DMCC. Linda shared that she is available for questions and is happy to schedule individual meetings with LEAs for discussions. She explained Care Solace provides referrals to several services providers and not just to DMCC. Linda said DMCC will continue to operate in the same way so if a family member, teacher, or school administrator sends a referral to DMCC, it will be accepted by DMCC staff and processed. Linda said to use the same fax number as before as the process has not changed. She informed the committee that DMCC is in the process of creating an online referral as well to advance the ease of use of services. When it has been finalized, Linda will present it to the committee.

Cheri Rigdon thanked Linda and her team for being supportive through Covid-19.

Vici Miller thanked Linda and her team for the staff flexibility and working with students on campus and virtually.

8.6 Youth Mental Health First Aid (YMHFA) Training

Linda Llamas called on Belinda Jauregui to present information on the upcoming Youth Mental Health First Aid (YMHFA) Training. Belinda shared on May 21, 2021, CAHELP will be providing their first YMHFA training virtually. There are thirty slots available for the 5.5 hour live virtual training with 4.5 hours of continuing education units (CEU). Belinda said participants will be required to complete a two-hour self-paced course prior to attending the live virtual course. The registration fee is \$25 which will cover the cost of the virtual course and electronic materials. There is an additional \$25 fee for participants interested in obtaining the CEUs. Belinda continued course materials and manuals will need to be printed by the participants prior to the live virtual training. She said beginning in August, there will be two (YMHFA) trainings per month to meet the requirements of SB 14 for expanded access to youth mental health and teen mental health statewide. Belinda stated CAHELP has been providing this training since 2015 through the organization and in the community with more staff being trained as the need continues to grow. Belinda said participants are not expected to provide interventions or diagnose but the training provides them the ability to identify the need and properly refer children.

MINUTES

8.7 Professional Learning Summary and Update

Heidi Chavez presented the D/M SELPA's Professional Learning Summary and update. She stated there were 561 participants in February 2021 with training staff providing on-site and regional trainings. Heidi said the trainers know every campus and every district is doing things slightly different and still meeting the needs.

8.8 Resolution Support Services Summary and Updates

Kathleen Peters presented the D/M SELPA's Resolution Support Services Summary and update. She shared there are very few new cases though the open cases have been open for several months. Kathleen said there has been a pattern of cases being withdrawn in the days before hearing to be refiled. She explained when a case is withdrawn then refiled, all legal fees that have accrued since the beginning of the first filing do still have to be paid. Kathleen said in another case that was not settled, mediation stopped and the attorneys agreed to have continued discussions in the attempt to resolve. She said when the hearing date arrived, the family's attorney filed for an extension.

Kathleen reported the new attorney support with Atkinson, Andelson, Loya, Ruud & Romo (AALRR) is Ernest Bell. He has agreed to be available on April 2, 2021 at 10:00am-11:00am via Zoom to answer questions on legal issues. Kathleen said the Zoom link will be emailed to the committee and there is no need to register.

8.9 Office of Administrative Hearings Decisions

Kathleen Peters and Sheila Parisian reviewed Office of Administrative Hearings (OAH) decisions. Kathleen asked if any directors wanted to share the status on their difficult cases.

Margaret Akinnusi shared she is struggling with parents refusing to bring students to school for multiple years while demanding services the school cannot provide.

Michael Baird said in preparing for due process, he is spending time identifying parents who are dissatisfied because of the Covid-19 restrictions and are refusing to have their children engage virtually because they do not see the benefits of it. He continued the LEA is doing in-person assessments to the best of their ability to help prevent those children from falling through the cracks. Michael said it is important to be aware of the families that are in danger of filing due process primarily on the Covid-19 issues.

Kathleen said documentation of the LEA efforts are of the utmost importance in case there are filings.

Kathleen reviewed case 2020060885/202000931 where the question was if the charter school responded to the parents request for Independent Educational Evaluation (IEE) without unnecessary delay such as the student is not entitled to an IEE at public expense. Kathleen reported

MINUTES

the legal term of unnecessary delay is defined in case law and not in Individuals with Disabilities Education Act (IDEA). In this case it is defined as “allows for reasonable flexibility though normally a brief period of time that could accommodate good faith decisions and negotiations between the parties over the need for an arrangement for an independent evaluation.” Kathleen said to be sure to document evidence of ongoing efforts to resolve the matter during the time of delay.

Sheila Parisian shared that the judgement on a case involving Pajaro Valley USD stated, “Unexplained and unnecessary delays in filing for a due process hearing waived its right to contest request for an independent evaluation at public expense, and by itself warranted entry of judgment in favor of student”. She said as long as continuous communication is documented between districts, the districts should remain safe.

Sheila spoke on cases 2020090906/2020060078 pertaining to San Jose USD. She said the parent filed against the school district requesting an IEE for a functional behavioral assessment (FBA) and additionally claimed the FBA was conducted inappropriately denying parental participation. The district wanted a ruling before to address those issues on whether an FBA is an evaluation to which parents may request and obtain an independent educational assessment. Sheila continued the case read the FBA does not qualify as an evaluation that triggers a parent’s right to obtain an IEE at public expense because it is not designed or intended to be used for the purpose of comprehensively determining whether a child has a disability or the contents of the child’s IEP. Sheila said in establishing determination, the courts and Office of Administrative Hearings (OAH) determine and awarded an IEE for single area assessments including FBAs because it was essential in determining and addressing a child’s behavioral difficulties. It also plays an integral part in the development of the IEP. She said when it came to reassessments, it reestablished continued eligibility and continued area of need. The district had a behavior specialist contact the parent but the parent said without knowing who the person was and not being familiar with them, the parent did not want that person to speak to the child at that time. OAH said the parent did not say they would not allow the child to speak to the behavior specialist at all and said there should have been more effort on the behalf of the district to contact the parent. Sheila said the ruling found the district had denied parental participation and deemed it be an inappropriate assessment. She said the district did not deny FAPE by failing to provide the parent a copy of the protocols and data for the students FBA because it was not a substantive issue for the student.

8.10 Face Mask Guidance

Kathleen Peters shared legal guidance for face mask compliance in the schools. She said that Hesperia USD had communicated with legal counsel of Lozano Smith and compiled guidance from various sources pertaining to face masks in one document. Kathleen shared the document that Hesperia USD will use across their district is to clarify concerns about how and when a student can be exempt from wearing a mask. She said the document is very detailed and provides a procedure for calling a 504 or IEP meeting when staff are made aware that a student is unable to wear a mask.

MINUTES

Jenae said at State SELPA Administrators meeting, the director of special education shared there are huge conflicts between State Department of Public Health and CDE's recommendations for masks. The State Department of Public Health has said there are no exceptions regardless if a child has special needs or sensory issues. There is language that even if a child wears a face shield that they must still wear a mask. Jenae said it is with caution that the information is being shared and there are some LEAs that are refusing to allow students back on campus until there is language that has some exemptions for children who are not capable of wearing masks. Jenae's opinion is to be very sensitive to a child's needs and do what is best for them but know there is conflict in the background. Jenae said LEAs are to make their own decisions about how it is to be handled on their campuses. She continued that it makes sense that children who are deaf and hard of hearing need to use a face shield and is important to use rational thought and logic.

Kathleen concluded LEAs must protect children and provide free and appropriate public education (FAPE) for children.

8.11 Learning Loss Mitigation

Kathleen Peters led a conversation on Learning Loss Mitigation. She said learning loss mitigation efforts are to be documented in the IEP. The conversation needs to be a part of the IEP discussion. Kathleen said the focus of the IEP discussion should be on providing services and discussion about the data, while acknowledging that there has been learning loss for all children over the past year. Kathleen stated for every student, the LEA will have to determine if what is being offered by the LEA for all students is sufficient to offer or does the LEA need to go above and beyond that. Kathleen provided guidance to the directors that the LEAs should provide options to the parents such as standardized approaches, summer school extended, school year extended, and school days extended. She said to then consider if something specific to special education should be added as well. Kathleen stated the concerns that need to be clearly stated in the IEP is "This provision of services is not stay put" and no services are to be added to the service or support lines in the IEP. She continued the offer should be in the notes including the start and end dates. Kathleen will provide wording in an email to the directors. Kathleen said LEAs are not making up one for one loss so the IEP discussion should be about what is a fair option.

Sheila stated IEP teams are to consider individual student data to document recoupment of skills or persisting skill deficits. She continued it is important to consider the impacts of the pandemic on the individual student: death, hospitalization, financial issues, etc., that is not necessarily FAPE but supports that can be provided to the student until the next school year. Sheila said this includes students in transition programs that did not receive those supports and are now going to be graduating and will need help in preparing for independent living. She continued that there was a time last school year when no services were provided to any student and how the LEA is going to make up for that time can be documented in the notes. Sheila said to look beyond remediation and build on inclusive models.

California Association of Health and Education Linked Professions
Joint Powers Authority (CAHELP JPA)
DESERT/MOUNTAIN SELPA STEERING and FINANCE COMMITTEE MEETING
March 19, 2021 – 9:00 a.m. Virtual via Videoconference
Desert Mountain Educational Service Center, 17800 Highway 18, Apple Valley CA 92307

MINUTES

Kathleen reiterated that in IEP meetings, the teams need to discuss learning loss mitigation actions considering both general education and special education supports that can be provided. An example of these supports is offering tutoring as part of math intervention. She said to give parents options using the data that been collected from teacher input etc., to drive the decisions. Kathleen said do not add information to service lines but add to notes with the date range of the extra opportunities that will be provided in order to mitigate some of the learning loss. If there were specific services that were missed because of school closure, those would be specifically discussed on how the LEA would provide those.

Kathleen said it is ok to use the term “learning loss”, it will not cause additional liability for the LEAs as long as it is documented that the LEA is providing the student with the opportunity to resolve the concerns that have arisen during the closure. She said learning recovery and learning recouperation are acceptable terms to use as well. Kathleen reported the state has given guidance that LEAs are to make up for learning loss that is above and beyond the general education for special education students.

Kathleen continued that because learning loss mitigation is not FAPE, LEAs can be more flexible with the options they give parents. If a parent says they cannot send their child to summer school for two additional hours, they should have options to what will work for their family. Kathleen said a child cannot be given additional specialized academic instruction (SAI) hours in a day if that would cause them to lose other benefits.

8.12 Alternative Dispute Resolution (ADR) Planning Committee Update: ADR Tiered Systems of Support

Kathleen Peters shared updates to ADR planning including draft tiered interventions. She said there will be overlap between tiers. Kathleen said the interventions provided are not directives but are best practices and recommendations. She asked the directors to review the document and provide feedback to her for consideration by the ADR Planning Committee. Kathleen reported the next ADR Planning Committee meeting is scheduled for April 7, 2021 at 2:00 p.m-4:00 p.m. and will be hosted on Zoom. She said they will discuss the next steps for the committee as well as community engagement. Kathleen shared Caryn Delatorre will be part of the meeting as she is leading the Community Advisory Committee (CAC) and is the community liaison for the Prevention and Intervention team.

8.13 You Be the Judge

Kathleen Peters called on Maurica Manibusan to present a You Be the Judge scenario for committee participation. After allowing a few minutes for the committee members to review the scenario, Maurica revealed the correct answer as C. Maurica said the hearing officer found in favor of district. Though the hearing officer did acknowledge the brief letter from the child’s pediatrician, the parents failed to produce evaluations or other evidence particular to the student to suggest he needed classroom or pool-based instruction in water safety which was not part of the district’s general curriculum prior to ninth grade, in order to access the curriculum or make

California Association of Health and Education Linked Professions
Joint Powers Authority (CAHELP JPA)
DESERT/MOUNTAIN SELPA STEERING and FINANCE COMMITTEE MEETING
March 19, 2021 – 9:00 a.m. Virtual via Videoconference
Desert Mountain Educational Service Center, 17800 Highway 18, Apple Valley CA 92307

MINUTES

effective educational progress, the hearing officer concluded the district was not required to provide it. Maurica said that though this is a Massachusetts case, it provides insight as to what the hearing officers are deciding with similar issues to what California LEAs may be experiencing.

8.14 Career Technical Education Career Day

Heidi Chavez presented the Career Technical Education (CTE) Career Day information. Heidi shared the flyer and said it is a teacher led conference for students transitioning from high school to adult life. The event will be on April 16, 2021 from 9:00am-3:00pm. She continued it is an interactive event on the 6 Connex platform. Teachers will be able to access the virtual lobby, the resource hall, as well as the agenda with the schedule of events. Heidi said the flyer is to be shared with special education teachers with the knowledge that it is a teacher led event. She said students cannot access the event without a teacher to guide them.

8.15 Prevention and Intervention Updates

Pamela Strigglers presented Prevention and Intervention updates. She shared information pertaining to a lawsuit that resulted in Innovative Trauma Programming. The case of *Peter P. v Compton Unified School District* was filed on behalf of a class of students and three teachers requesting the district incorporate proven practices that address physical and other barriers to student learning caused by trauma.

The wellness program focuses on a few key areas:

- Positive Behavior Intervention Strategies (PBIS) and restorative practices that keep students in school and create a safe and welcoming environment,
- Character education through an Anti-Bullying and Kindness initiative,
- School-based Wellness Centers that provide mental health and counseling services for the highest need students,
- Trauma-informed training and support for all educators and school staff, which also includes a yearly book study; and,
- Teaching students skills to cope with their anxiety and emotions through the implementation of Social and Emotional Learning (SEL) Programs.

8.16 Compliance Updates

Peggy Dunn presented an update on compliance items from the California Department of Education (CDE). She said CDE is still in the process of reviewing the Special Education Plans (SEP) submitted in December. There have been some plans sent back to the LEAs with minor modifications being required. Peggy directed the committee members to contact their program specialists for assistance and reminded them to submit a copy of plan revisions to her.

Kathleen Peters reported that Jenae Holtz would like the LEAs so include their plans for learning loss mitigation and recoupment of losses to be included in SEPs going forward.

MINUTES

8.17 Nonpublic School/Nonpublic Agency Update

Peggy Dunn provided a nonpublic school/nonpublic agency update. She stated Bright Futures Academy is still in the distance learning model but effective April 12, 2021, all students will return to in-person instruction. Peggy said they will be sending out their written plan before April 12, 2021 detailing what will be expected. She continued that the modular classrooms that are being built on campus should be completed by Fall.

Peggy said Desert View Schools is incrementally bringing students back. She said they are currently providing some in-person teaching with approximately 10% of student with autism, a few elementary students, and a few seniors. Their plan is to have every student back on campus by end of month.

Peggy continued that there are currently six students placed in out-of-state residential treatment centers and two students pending placement in out-of-state facilities.

9.0 FINANCE COMMITTEE REPORTS

10.0 INFORMATION ITEMS

10.1 Monthly Audiological Services Reports

10.2 Monthly Occupational & Physical Therapy Services Reports

10.3 Monthly Nonpublic School/Agency Placement Report

10.4 Upcoming Professional Learning Opportunities

The following training was highlighted: *Crisis Prevention Institute (CPI) Flex-Blended Learning*.

11.0 STEERING COMMITTEE MEMBERS COMMENTS / REPORTS

Matthew Fedders shared he is looking forward to the D/M SELPA Steering and Finance meetings being back in person because he does miss the interaction and snacks.

Vici Miller asked if districts are allowing for in-home services to be provided for home hospital students. Heidi responded that if the parent is allowing those services and comfortable with staff being in their home, the services are to be provided as it is FAPE.

12.0 CEO COMMENTS

None.

California Association of Health and Education Linked Professions
Joint Powers Authority (CAHELP JPA)
DESERT/MOUNTAIN SELPA STEERING and FINANCE COMMITTEE MEETING
March 19, 2021 – 9:00 a.m. Virtual via Videoconference
Desert Mountain Educational Service Center, 17800 Highway 18, Apple Valley CA 92307

MINUTES

13.0 MATTERS BROUGHT BY THE PUBLIC

None.

14.0 ADJOURNMENT

Having no further business to discuss, a motion was made by Lucinda Newton, seconded by Jamie Wiesner, to adjourn the meeting. A vote was taken and the following carried 17:0: Akinnusi, Baird, Benitez, Colvin, Congo, Delgado, Esposito, Fedders, Frederick, Kroener, Miller, Newton, Reid, Rigdon, Silva, Wheeler, and Wiesner. Nays: None, Abstentions: None.

The next regular meeting of the Desert/Mountain SELPA Steering and Finance Committee will be held on Friday, April 16, 2021, at 9:00 a.m., at the Desert Mountain Educational Service Center, Aster/Cactus Room, 17800 Highway 18, Apple Valley, CA 92307.

Individuals requiring special accommodations for disabilities are requested to contact Jamie Adkins at (760) 955-3555, at least seven days prior to the date of this meeting.

SELPA Administrators April Legislative Update

Alice Kessler, Greenberg Traurig

Legislative Calendar

- Spring Recess is from March 25th – April 5th
- April 30th is the last day for policy committees to meet and report to fiscal committees fiscal bills introduced in their house of origin
- May 7th is the last day for policy committees to hear and report to the Floor non-fiscal bills introduced in their house
- May 21st is that last day for fiscal committees to hear and report to the Floor bills introduced in their house

Political Updates

- Rob Bonta appointed Attorney General; special election will be called
 - Cannabis regulation
 - Cash bail
 - Alternative discipline/criminal justice reform
- AD 79 (San Diego) – April 6th, 2021
- AD 54 (Los Angeles) – May 18th, 2021

Sponsor/Support Bills

[AB 967 \(Frazier\) – COVID-19 Special Education Fund](#)

Status: Will be heard in the Assembly Education Committee on 4/7

[AB 126 \(E. Garcia\) – Special Education Programs: Family Empowerment Centers](#)

*Status: Passed Assembly Education Committee by a 7-0 vote.
Currently on second reading in the Assembly.*

[SB 639 \(Durazo\) – Minimum Wage for People with Disabilities](#)

Status: Will be heard in the Senate Human Services Committee on 4/6

Bills of Interest

- [SB 328 \(Portantino\)](#) – school start time clean-up; exempts certain rural school districts and rural charter school” – *to be heard 4/7 in Asm Ed*
- [AB 552 \(Quirk-Silva\)](#) – Integrated School-Based Behavioral Health Partnership Program – *not yet set for hearing*
- [AB 555 \(Lackey\)](#) – Special Education Assistive Technology – *not yet set for hearing*
- [AB 586 \(O’Donnell\)](#) – Pupil Health: Mental Health Services Funding – *to be heard 4/7 in [Asm Ed](#)*

Bills of interest

- [SB 237 \(Portantino\) – Dyslexia Risk Screening](#) – *passed Sen Ed 7-0; currently in Sen Appropriations*
- [SB 291 \(Stern\) – ACSE Pupil Advisory Council](#) – *passed Sen Ed 7-0; currently in Sen Appropriations*
- [SB 508 \(Stern\) – Mental health Coverage: School-Based Services](#) – *will be heard in Sen Health on 4/14*
- [SB 692 \(Cortese\) – LCAP State Priorities: LRE](#) – *Sen Ed hearing postponed to 4/14*

Budget Update

- School Reopening – [AB 86](#)
- We're now in the “second round” of budget activity
- Subcommittees will continue to meet in April
- May Revision
- Legislature has until June 15th to pass the Budget Act

Budget Update

- May be a “third round” of budget activity as federal funds come into the state
- The \$1.9 trillion [American Rescue Plan Act \(ARPA\)](#) will send \$15.3 billion in assistance to California’s K-12 schools, the biggest of three relief pieces of legislation that Congress passed in less than a year to combat the pandemic and the recession. This latest bill will bring an estimated total funding of \$26.4 billion to K-12 schools in California to be used for COVID-related impacts.

Questions?



LRE

and SB-692: The Implications for Deaf Students



Team Presentation



Sean Virnig

Fresno SELPA

University of Minnesota
Educational Policy

Profoundly Deaf Since Birth



Rachel Heenan

Long Beach SELPA

Gallaudet University
Mental Health

Unilateral HL



Ginny Maiwald

Napa County SELPA

Hearing parent of two
Deaf children, author,
*Keys to Raising a Deaf
Child*





What does LRE mean to you?



SB692



17,000


Deaf/Hard of Hearing Students in CA Schools

98%

Deaf children born to Hearing parents

CDE 2020





Why are we making decisions about a D/HH child based on what makes *us* comfortable?

- **Language First, 2021**





Sean's Story:

Reframing the Short Bus

- Family
- Educational Opportunities
- Peers and Language Models
- The Deaf Way
- Unintended Consequences
- Our Roles and Responsibilities as SELPA Directors



What is LRE for a Deaf Child?

- Ensures full development of language for the child;
- Enhances the child's cognitive, social, and emotional development is based on the language abilities of the child;
- Offers direct language and communication access to teachers and other professionals;
- Has a sufficient number of age-appropriate and level-appropriate peers who share the child's language and communication preferences;
- Takes into consideration the child's hearing level and abilities.



What is LRE for a Deaf Child?

- Staffed by certified and qualified personnel trained to work with deaf and hard of hearing children;
- Provides access to the general education curriculum with modifications in pedagogy to account for the child's unique language, learning, and communication needs;
- Provides full access to all curricular and extra-curricular offerings customarily found in educational settings;
- Adequate number of deaf and hard of hearing role models, including adults provides full access to support services;
- Equipped with appropriate communication and learning technologies.

- National Association of the Deaf, 2021

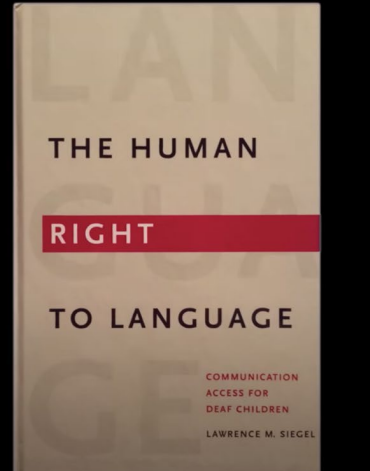




LRE for Deaf Children *is* a Social Justice/Human Rights Issue

The video bases its discussion on *The Human Right to Language* by Siegel as shown on the right.

My discussion is based on his argument regarding the First Amendment in safeguarding the human right to language for Deaf children.





SB 692 : “The Current LRE Bill”

This bill would add the least restrictive environment, as measured by the percentage of pupils with individualized education programs who are 6 to 21 years of age, inclusive, and served inside a regular classroom 80 percent or more of the day, as a state priority.

The bill would require the state and local indicators for this state priority to be the same as the above-referenced federal indicator, and would require the standards for these indicators to be consistent with the state’s targets for the federal indicator.

FAQs:

- Currently Indicator 5a
- Future: 5b, 5c



SB 692 : Proposed Amendment

These indicators and requirements, as needed, can be waived when working with low-incidence populations with special considerations, such as children who are Deaf or hard of hearing (DHH), that require specialized services, special placement, and language support.

In this case, a school for the Deaf, regional program, or a more intensive setting specifically designed to support the communication, language, and social-emotional development of students who are DHH would be a better option.

Another example of a low-incidence population that may be eligible to be waived from these indicators and requirements are students who are Blind or visually impaired that may require special placement to best serve their needs.

Resources

- [Deaf Children' Bill of Rights: EC56000.5](#)
- [LRE @ Deaf Students](#)
- [SB210 - Language Development Milestones DHH](#)
- [DHH Programs: Quality Standards](#)
- [Communication Access & Quality Education - DHH Programs](#)
- [Rethinking LRE \(for Deaf Children - Video\)](#)



What 5C looks like for the DHH:

<https://youtu.be/csPvMbVJk4A>

Courtesy of California School for the Deaf, Riverside

Thank you!



Any questions?

You can find us at:

- ◇ sean.virnig@fresnounified.org
- ◇ Gmaiwald@napacoe.org
- ◇ RHeenan@lbschools.net



MANAGEMENT INFORMATION SYSTEMS (MIS)

WEBDA AND WEBIEP

STANDARD REPORTS



CAHELP

CALIFORNIA ASSOCIATION OF
HEALTH & EDUCATION LINKED PROFESSIONS

Within each report are criteria to be selected to produce report(s) for specified segments of the special education population. Some of the criteria choices include:

Attending School	Specific Teacher	Range of Grade Levels	Range of Ages
Specific Dist. of Service	Specific Dist. of Residence	Specific Disability	Specific Service Code(s)
Specific Ethnicity	Specific Gender	Range of IEP Dates	Range of Triennial Dates

These are some of the criteria options that can be used when running reports. Please refer to the actual report screen for more details.

Standard Reports located in WebDA:

Attendance Report	This report produces a form that may be used for taking attendance in the classroom. Both primary and duplicate attendance forms are available.
Testing Participation Reports	California Assessment of Student Performance and Progress (formerly the STAR Tests) This report will produce several types of reports. <ol style="list-style-type: none"> 1. CAASPP and Science Exception List 2. CAASPP and Science Participation Report 3. Count of Students by School and Grade 4. CAASPP and Science Participation with Residence 5. Labels
CAHSEE Participation (Test suspended)	This report produces three different types of reports. <ol style="list-style-type: none"> 1. CAHSEE Exception List 2. CAHSEE Participation List 3. Labels
CALPADS Reports (formerly CASEMIS)	<ol style="list-style-type: none"> 1. By Disability Codes (By Count) 2. By Services (could be duplicates) 3. Student List 4. CALPADS Student Verification
Class Lists	This report can show duplicate students. The student will appear on this list for each service that is being provided. This report produces several types of reports. <ol style="list-style-type: none"> 1. Standard Class list with a “remarks” line for each student 2. Standard Class list with all services listed 3. Detailed Standard Class list showing interval, minutes, and frequency 4. Service Provider List 5. Student Roster – similar to class list 6. Class list with Review dates 7. Home School Report shows the student’s home school and district of residence

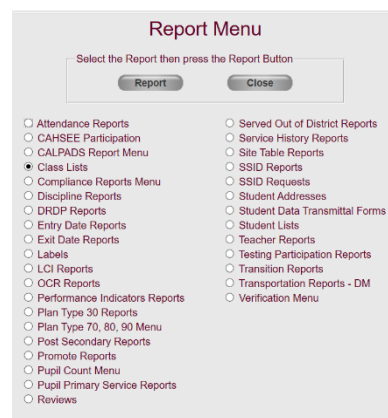
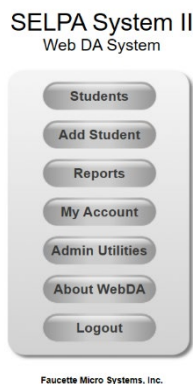
Compliance Reports	<p>These reports produce information regarding the 60-day timeline.</p> <ol style="list-style-type: none"> 1. List all students with delay of more than 60 days between consent and initial 2. List of all students whose initial IEP occurred AFTER 3rd birthday 3. By Count, By District
Discipline Reports (tracked by CALPADS)	<p>These reports produce four different types of reports pertaining to expulsion and suspension incidents for any given time period</p> <ol style="list-style-type: none"> 1. Discipline Report (by district) 2. Discipline List 3. Suspension Days Report 4. Detailed discipline Report 5. Discipline SDT 6. Discipline SDT Blank
DRDP Reports (Submission Online)	<p>These reports produce information on the Desired Results Developmental Project (DRDP) for students being served in the preschool grade</p> <ol style="list-style-type: none"> 1. Students with DRDP's (Spring and Fall Submission) 2. DRDP Verification 3. Students with Errors 4. No DRDPs
Entry Date Reports	<p>This report produces an Entry Date list showing all students with an original Sp. Ed. Entry date in a specific date range</p>
Exit Date Reports	<p>This set of reports produces the following types of reports for students with an exit date in a specific date range</p> <ol style="list-style-type: none"> 1. Summary Exit List 2. Exit Report 3. Labels
Labels	<p>A variety of mailing labels in various sizes may be printed, addressed to one of the following</p> <ol style="list-style-type: none"> 1. To The Parents Of: (student name w/ address) 2. Parent Name and Address 3. Student Name and Address 4. Student Name Only 5. Parent Name Only
LCI Reports	<p>These reports produce information on students living in LCIs. The four types of reports are:</p> <ol style="list-style-type: none"> 1. All Students (unduplicated) 2. By District 3. By Residency 4. By LCI Name
OCR Reports	<p>These reports are configured to produce tables as required by the <i>Office of Civil Rights</i>. The reports will be updated annually to reflect requirements by the Office Of Civil Rights (OCR). At the present time the following are available</p> <ol style="list-style-type: none"> 1. Table 7 2. Table 10 3. Table 11 4. Teacher List

Performance Indicators	<p>This group of reports will produce in the format of a Student List or a Student List by School for the following performance indicators</p> <ol style="list-style-type: none"> 1. Ages 6 to 22, % of time out of regular classroom 2. Ages 3 to 5, preschool setting codes 3. Ages 0 to 22, 60 day timeline showing: <ul style="list-style-type: none"> – Plan Type, Last IEP, Last Tri, Entry Date, Exit Date, Referral date, Parent – Consent date, 60 Day Timeline, Date of Initial Evaluation 4. 3rd Birthday timeline showing: <ul style="list-style-type: none"> – Last IEP, Last Tri, Entry Date, Exit Date, Referral Date, Birthdate, 3rd – Birthday Timeline, Delay Reason 5. Transition services for Ages 16 and over showing: <ul style="list-style-type: none"> – Plan Type, Last IEP, Last Tri, Entry Date, Transition Service
Plan Type 70, 80, 90	<p>This report will produce reports for students whose plans are</p> <p>70 – Eligible No Plan Parentally placed in private school/parent declines offer 80 – Eligible No Plan – Other Reasons 90 – Not Eligible for special education</p> <ol style="list-style-type: none"> 1. Labels 2. Student Addresses 3. Student Lists
Post-Secondary Reports <u>Reminder:</u> Always for prior year.	<p>These reports are designed to assist districts in reporting on students that have left high school and post secondary classes. There are four reports available,</p> <ol style="list-style-type: none"> 1. Student Lists 2. Student Reports 3. Mailing Labels 4. Post Secondary Letter (can be printed on district letterhead and mailed out)
Future Services Report (formerly <u>Promote Reports</u>)	<p>There are several reports and lists that can be produced based on the data contained in the “Promote” screen of the student record.</p> <ol style="list-style-type: none"> 1. Projected Promote reports: Class List, Standard Class List, Detailed Class List, Student List, Student Addresses 2. Retained Student Lists 3. Promote Exception List 4. Projected Pupil Count (by School and/or Teacher) 5. Home School Report 6. Labels
Pupil Primary Service Report	<p>These reports will show the primary service for each student and group by primary service to show totals for each type of primary service by school.</p>

Reviews	<p>These reports show the IEP and Triennial review dates for each student. There are several reports to show out of compliance and/or future review dates.</p> <ol style="list-style-type: none"> 1. Annual Reviews 2. Triennial Reviews 3. Combo Annual/Triennial Reviews 4. Non-Current IEP/Tri Review 5. IEP/Tri Future List 6. IEP/Tri with Teacher Name 7. Annual/Triennial reviews by District of Residence/Service 8. Count of Overdue Reviews by Site
Served Out of District	<p>These reports are to show all students attending programs outside of their resident district.</p> <ol style="list-style-type: none"> 1. Student List 2. Non-Residence Services 3. Detailed List 4. Address List
Service History Report	<p>This report will show all service, both past and present, received by a student (current or exited).</p>
Site Table Report	<p>This report will print a list of all sites in the MIS system for any particular district. Simple or detailed list can be obtained.</p>
SSID Report/SSID Requests	<p>This report will produce information on the Statewide Student Identifier (SSID) for any student. THIS WILL BE REQUIRED FOR ALL PUPIL COUNTS</p> <ol style="list-style-type: none"> 1. Has ID 2. No ID 3. Not Filtered (all students) 4. Per District
Student Addresses	<p>This simple student listing report is available in four different format</p> <ol style="list-style-type: none"> 1. List including student home address 2. List including home address and phone number 3. List including home address and resident school 4. List of students, sorted by attending school/residence address
Student Data Transmittal Form	<p>This will print out an SDT form for each student. The SDT may be printed individually or for various groups depending on criteria chosen. You may also print out a blank SDT form. There is also a set of CASEMIS codes available here</p>
Student Lists	<p>This report is the most used report in the MIS system. The student list report is an UNDUPLICATED list of students in your district.</p>
Teacher Reports	<p>These reports are produced to give you teacher/class number information</p> <ol style="list-style-type: none"> 1. Teacher List/Labels 2. Teacher Caseload Report (duplicated and unduplicated) 3. Teacher/Class Numbers 4. Teacher/Student Count

<p>Transition Reports</p>	<p>These reports are produced to give the user access to the Transition data as reported to CDE. TRAN_REG Options #1-8 are in grid format.</p> <ol style="list-style-type: none"> 1. Student List 2. Student Report 3. District of Service Count 4. District of Service/School Count <p>Reports default to students greater than or equal to 14 but age range can also be selected in the criteria. Users also have the option of retrieving missing data only. SELPA to run utility to populate data from WebIEP to DA on a monthly basis.</p>
<p>Transportation Reports</p>	<p>These reports will produce information on student transportation with the following available formats.</p> <p>Bus Service Request (BSR)</p> <ol style="list-style-type: none"> 1. BSR Blanks 2. BSR Summary List 3. BSR Detailed Report
<p>Verification Reports</p>	<p>There are various verification reports available to help detect errors in the data for the student records</p> <ol style="list-style-type: none"> 1. Student Verification Report 2. Discipline Verification Report 3. Low Incidence Exception 4. 4.Report Post-Secondary 5. 5.Verification Report

When Choosing Reports, click on the **REPORT** button at the home WebDA screen as shown below:



The next screen will bring you to the option of choosing from any of the standard reports available in the MIS system. These are what we call “Canned” reports. There are, however, additional criteria that can be added to the existing reports. See “Additional Criteria” for details.

Additional Criteria

In addition to the standard criteria available, the Additional Criteria option is a means to further narrow down the results of any SELPA System II Report. To access the Additional Criteria page, choose “Show Additional Criteria” at the bottom of the criteria screen.

Then the Additional Criteria page will appear:

The screenshot displays the 'Additional Criteria' page with the following filters:

- Behavior BIP: Not Filtered
- Behavior BSP: Not Filtered
- District ID: [Dropdown]
- English Learner (EL): [Dropdown]
- Extended Year: [Dropdown]
- Graduation Plan: [Dropdown]
- Graduation Plan 10/20: [Dropdown]
- Health Waiver: [Dropdown]
- Hispanic: [Dropdown]
- Interpreter: [Dropdown]
- Medi-Cal: [Dropdown]
- Mental Health Eligibility: [Checkbox]
- Mental Health Language: [Dropdown]
- Migrant: [Dropdown]
- Plan Type 70 - Priv. Sch: Exclude
- Plan Type 80 - Eligible, No Plan: Exclude
- Plan Type 90 - Not Eligible: Exclude
- Private School: [Dropdown]
- Severely Disabled (SH): [Dropdown]
- Social Security Number: [Dropdown]
- Special Transportation: [Dropdown]
- Summer School: [Dropdown]
- Transportation Record Exists: [Dropdown]
- Wheel Chair: [Dropdown]
- True/False 1: [Dropdown]
- True/False 2: [Dropdown]

A 'Back to Top' button is located at the bottom of the form.

Additional Options

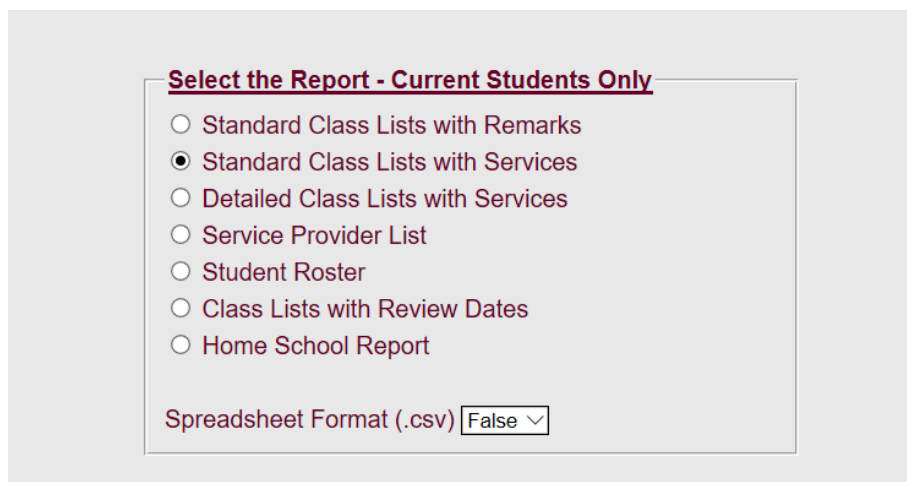
Other additional options include:

1. Page Breaks (True or False)
2. Report Date
3. Print the Criteria
4. Student ID or SSID Printed on Report
5. MIS to Excel Conversion

MIS to Excel Conversion

Dumping data into an Excel spreadsheet format:

If you would like to “dump” your data from the MIS report format into an Excel spreadsheet, you can with only a few steps. By dumping in raw data into an Excel spreadsheet, for example, you can create reports, pivot tables, and manipulate the data for your specific purpose. Once you have the criteria you want – such as in the student list – and you want to dump into Excel instead of choosing Spreadsheet Format (csv) True or False. This option is available for most, but not all canned reports.



Select the Report - Current Students Only

- Standard Class Lists with Remarks
- Standard Class Lists with Services
- Detailed Class Lists with Services
- Service Provider List
- Student Roster
- Class Lists with Review Dates
- Home School Report

Spreadsheet Format (.csv)

Once data is in an Excel Spreadsheet you can edit the data into the format you need, removing extra columns, lines, etc.

You can also take this same Excel spreadsheet and turn it into a Pivot Table which is very handy when dealing with large data sets.

WebIEP Reports



SELPA System II WebIEP Login

User ID

Password

Note: Passwords are case sensitive

Login

Licensed to Desert Mountain
Copyright (c) 2001-2016 by Faucette Micro Systems, Inc.
All rights reserved.

This site is best viewed with a resolution of 1024x768 (or higher).



SELPA System II Web IEP System

Add Student

Students

Administer

Blank Forms

Assignments

Reports

My Account

Logout

Faucette Micro Systems, Inc.
Version 2.0.1.3



Bridge Reports	Date of Transfer and Student List on Bridge allows the user to see which students have been bridged into WebDA. This report will be revised and is for those that do NOT use Autobridge. Soon this report will combine students that are bridged either manually or autobridged.
Compare Names and Birthdates	This report is used to compare Student Names, Student IDs, and Birthdates between WebDA and WebIEP. These two programs need to be the same and if not, adjustments need to be made to ensure the information is correct. Merging records is not available.
District Access Class List	This report pulls BASIC class list information from the WebDA. This report can show duplicate students. The student could appear on this list more than once based on the number of services provided.
District Access Review Dates	This report pulls BASIC Annual/Triennial due date information from the WebDA
District Access Student List	This report pulls data from the database of students with completed IEPs from WebDA (provided Bridge process has been completed).
WebIEP Status Report	This report shows the current status of students within the WebIEP system based on various status options such as IP – In Progress, PD – Past Due, FNS – Final Not Signed, CVC – Completed Verbal Consent, PM – Pending, Meeting Held Reconvene.
Extended Year Reports	This report pulls list of student extended year services.
New IEPs Stared Report – Student Listing	This report will show which IEPs have been started. Can be sorted by District of Service, Attending School, Meeting Date and IEP Types. Meeting Date Range is also available.

New IEPs Started Report – User Listing	This report will show which IEPs have been started by User. Can be sorted by District of Service, Attending School, Meeting Date, and IEP Types. Meeting Date Range is also available.
Pending Student List – Plan 30/300	This report will show “pending” students that have been marked as plan type 30/300 and have not yet completed their Assessment to determine eligibility.
Signed Assessment Plan Not Received	This report will show which students have a signed Assessment Plan sent, but have not been received by the LEA. This report will assist with tracking of legal timelines.
Spanish – No Translations Started	For those IEPs where Educational Rights Holders have requested translation. This report will show if Spanish Translation has started
Spanish – Translation Completed	For those IEPs where Educational Rights Holders have requested translation. This report will show if Spanish Translation has been completed.
Spanish – Translation in Queue	For those IEPs where Educational Rights Holders have requested translation. IEP has been put into Spanish Mode and is ready for translation.
Spanish – Translator Report	Information on Translator and can be sorted by District of Service, Availability to Translator, Translator Name, etc.
Student Access Report – By Student	This report will show WebIEP Student record access by Student Name. Can be sorted by District of Service
Student Access Report – By User Name	This report will show WebIEP Student access by User. Can be sorted by District of Service

If you get to a point and you are not getting the results you are looking for, please feel free to contact the SELPA office and speak with the MIS Support Analyst and/or MIS Program Technician. A custom report/Excel Spreadsheet/Pivot Table can be created with many of the fields located in the SELPA System II (MIS)

Colette Garland
MIS Support Analyst
(760) 955-3565
colette.garland@cahelp.org

Terri Nelson
MIS Program Technician
(760) 955-3557
terri.nelson@cahelp.org

Due Process Committee

CDE Compliance Complaints
Regarding IEP Implementation During COVID-19

Bakersfield City Elementary School District

Allegation

The District failed to provide specialized academic instruction (SAI) or related services to any student with disabilities since closing its campuses due to the novel Coronavirus-19 Disease (COVID-19) pandemic from March 2020 to August 7, 2020...

Bakersfield City Elementary School District

CDE's Investigation

- Opened essentially as a class complaint
- Sampled 25 students' services and IEP
 - Reviewed logs for all students, found lack of services clearly documents

Bakersfield City Elementary School District

CDE's Findings

The District is out of compliance...

Bakersfield City Elementary School District

Corrective Actions

- District special education director or designee shall provide this report to the District's board of education
- District shall conduct a meeting with the parent(s) of each of the 25 students identified in this investigation in order to identify one or two areas in which the student has the most need.
 - The District will also send the parent a summary of the meeting identifying the one or two areas to be the focus of needed compensatory services.
- Provide each of the 25 students with 30 hours Comp Ed

Bakersfield City Elementary School District

Corrective Actions

- Create a plan to monitor and report all services, including:
 - tracking of services by staff,
 - oversight of service implementation by LEA administration,
 - assurance any services missed since distance learning began after March 2020, including missed services moving forward, are documented and addressed as make-up services.
- Acceptable evidence shall include a copy of the plan and **CDE access to the reporting system**, which may be electronic, on a monthly basis for each preceding month.

Travis Unified School District

The Allegations

- The District failed to provide SAI student or any student with disabilities in accordance with IEPs since closing its campuses due to the Coronavirus-19 Disease (COVID-19) pandemic from March 2020 through the end of the school year.
 - I believe this is a systemic issue within the District.
- Also, they didn't provide all of the Speech services student was owed...

Travis Unified School District

CDE's Investigation

- Only sampled Student's record and interviewed staff
- IEP contained multiple errors and lacked clarity
 - Services duplicated
 - No explanation of ESY frequency
- IEP intended to require 1,039 minutes per week of SAI

Travis Unified School District

CDE's Investigation

- The District argued that the amount of SAI owed should be 82% of the IEP minutes because the instructional day is shortened under SB 98.

Travis Unified School District

CDE's Investigation

- CDE concluded that the instructional week included
 - 785 minutes synchronous
 - 60-90 minutes asynchronous
- Student was owed “approximately 528” minutes per week of SAI

Travis Unified School District

Conclusion

The District is in compliance!

Used with Permission

Special Education In The Age of COVID:

April 2021

Dan Harbottle, J.D., Ph.D.

dharbottle@harbottlelaw.com

949-428-8780

Harbottle Law Group

Roadmap

1. IDEA / 504 vs. ADA Cases
2. "Material Failure" vs. "in light of the totality of the student's circumstances"
3. COVID-Specific Due Process Complaints



Section 504 FAPE Regulation

(b) *Appropriate education.*

(i) 34 C.F.R. §§104.34, 104.35, and 104.36.

(2) Implementation of an Individualized Education Program [IEP] developed in accordance with the Education of the Handicapped Act is one means of meeting the standard established in paragraph (b)(1)(i) of this section.

Separate ADA “Effective Communication” Regulations

The ADA effective communications regulations states two requirements:

First, public entities must “take appropriate steps to ensure that communications with applicants, participants, and members of the public with disabilities are as effective as communications with others.” 28 C.F.R. §35.160(a).

Second, public entities must “furnish appropriate auxiliary aids and services where necessary to afford an individual with a disability an equal opportunity to participate in, and enjoy the benefits of, a service, program, or activity conducted by a public entity.” Id. and 28 C.F.R. §35.160(b)(1).

Considerations on COVID-specific
Due Process Complaints:
"Material Failure" vs. IEP "in light of
the totality of their circumstances"

Recent Cases Of Interest: "Material Failure" vs. "in light of the totality"

- *Student v. Los Angeles Unified School District.*
- *Student v. Long Beach Unified*
- *E.M.C. et al., v. Ventura Unified School District*
- *Student v. Campbell Union HS Dist. and Santa Clara County Office of Education*

Student v. Los Angeles Unified School District

Student contends the distance learning program implemented by LAUSD through Student's nonpublic school beginning March 16, 2020 in response to the novel coronavirus COVID-19 pandemic was inadequate to implement Student's IEP and provide Student a FAPE. Student contends the virtual instruction time provided was far less than Student's previous in-class instruction. Student was not able to meaningfully benefit from virtual, as opposed to in-class, instruction, and Student was unable to participate in community-based instruction critical to developing the life skills and vocational training necessary for her transition to life post-high school.

- OAH held that LAUSD denied FAPE during distance learning.
- ALJ determined services during closure constituted a *material* failure to implement the IEP under the legal standard.

Student v. Los Angeles Unified School District

- Legal standard, as quoted in this case:
 - “A school district that fails to implement an IEP exactly does not violate IDEA, unless it is shown to have *materially* failed to implement the child’s IEP. A *material* failure occurs when there is more than a minor discrepancy between the services a school provides . . . and the services required by the IEP.”

Student v. Los Angeles Unified School District

- Reasoning: “The guidance OSERS and CDE gave local educational agencies regarding the provision of special education . . . During the COVID-19 pandemic *expressly made no change to existing law regarding requirements and standards for providing FAPE.*” (Emphasis added.)
- Further, “Indeed, the guidance of OSERS and CDE clearly contemplated that, even if it did its best, a district might be unable to provide a student a FAPE under IDEA and Education Code requirements.”

Student v. Long Beach USD

- OAH held that Long Beach USD denied student a FAPE by failing to *materially* implement student's IEP during the pandemic.
 - The student's IEP called for 5 hours per day of SAI, and the District began providing student 4 hours per day through a combination of self-learning and direct instruction by videoconference 19 days after the school closure.
- OAH found that the District provided only 80% of the minutes SAI required by her IEP and awarded the student 45 hours of speech services and up to 10 weeks of private reading instruction through Lindamood Bell to make up for the material implementation failure.
- OAH found that even though unavoidable circumstances prevented Long Beach USD from fully implementing the student's IEP, the District's obligation to provide FAPE under the IDEA were not waived and no exceptions to implementation due to school closures caused by the pandemic has been granted.
- But: Remedies were relatively minor.

E.M.C. et al., v. Ventura Unified School District

- Student's Pre-COVID IEP called for 1,775 minutes per week of "intensive individualized services" ("IIS").
- The IEP does *not* state that these IIS services need to be "in person."
- April 2020 CDE guidance calls for "in person" services only in "exceptional circumstances."
- August 2020 Individualized Distance Learning Plan ("IDL") specified that the IIS services would be provided online only.

E.M.C. et al., v. Ventura Unified School District

- Parents filed for due process and sought “stay put” in the form of in person IIS services.
- OAH denied motion for “stay put” because the IDLP did not state that student required in person services for “exceptional circumstances.”
- Federal Court agreed and affirmed the OAH Order denying that “stay put” was in person services.

Student v. Campbell Union High School District and Santa Clara County Office of Education

- OAH originally granted student's motion for stay put services to require all services that were provided in IEP at school to be provided in home.
- Upon Motion for Reconsideration, OAH reversed its prior stay-put order because, upon reconsideration, OAH acknowledged the last agreed upon IEP did not require in-home services.
- However, SCCOE was required to implement the last agreed upon IEP (the January 16, 2019 IEP) "in a manner that approximates the IEP as closely as possible in light of the school closure and the restrictions for in-person instruction and services imposed by COVID-19 health orders," and OAH left the door open for Student to contest whether those services were comparable and appropriate in light of the circumstances.

COVID-Specific Due Process Requests & Attorneys' Fees Claims

- Increase in Due Process Complaints since January 2021
- Virtually all recent Due Process Complaints contain a COVID-Specific Issue
- Most appear to be based on logic of the LAUSD case discussed earlier
- Increase made up in part of “nuisance” cases apparently incentivized by recovery of attorneys’ fees

COVID-Specific Due Process Requests & Attorneys' Fees Claims

- Issue: “Did District’s Distance Learning Program provided in the Spring of 2020 deny Student a FAPE because it did not implement her IEP to the best extent possible during the COVID-19 school closures?”
 - Issue itself qualifies District’s obligation to “extent possible”
 - In preparation for defending implementation:
 - Documentation of efforts
 - Parent communication and agreements
 - Progress tracking data

COVID-Specific Due Process Requests & Attorneys' Fees Claims

- Issue: Did the District deny Student a FAPE by failing to implement a comparable program to Student's pre-existing IEP during the COVID-19 closure of school?
 - Calls for "comparable" programming
 - Similar phrasing to claims regarding Interim IEP
 - Analysis of specific claim language always helps in determining risk and this is especially important for COVID specific claims.

COVID-Specific Due Process Requests & Attorneys' Fees Claims

- Considerations for COVID-specific DPR:
 - Distance Learning:
 - Comparability to non-COVID IEP implementation
 - Timing
 - Technology
 - Availability
 - Engagement of parent/student in DL
 - Documentation of engagement
 - Service log(s)
 - Email(s)
 - Third party contracts (e.g., AT)

COVID-Specific Due Process Requests & Attorneys' Fees Claims

- Parents who prevail against their LEA in a due process action may (but are not always entitled) to recover their reasonable attorneys' fees from the LEA.
- However, the law permits an LEA to make an offer of settlement (commonly referred to as a "statutory" offer or "10-day" offer)
- And, if Parents prevail, but their remedy is less favorable than the LEA's offer, they may be precluded from recovering attorneys' fees incurred after the LEA's offer.

Attorneys' Fees As Catalyst: Counterbalance

Local Federal District Court, Judge Guilford, said the following, in a civil rights case:

"It seems that the incentive in these types of case leads directly to windfalls. Attorneys represent to courts that their rate is high, get someone else (generally an attorney in their field who may also seek a similar rate in the future) to endorse that rate, and hope the court will grant something near it. Since they don't actually have to charge the rate to anyone, it doesn't matter if the rate is so high that no one would pay it. And then, once a court awards a high rate, the attorney (and the attorney in the field who endorsed the rate) can use that as justification for requesting an even higher rate in the next case."

R.S. v. City of Long Beach, No. SACV11-536AG (C.D. Cal. Jan. 31, 2014).

And Now . . .



8.4 Desert Mountain Operations Update
Verbal report, no materials



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

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

MEMORANDUM

DATE: April 14, 2021
TO: Special Education Directors
FROM: Linda Llamas, Director

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 (EIS)
- School-Age Treatment Services (SATS)
- Student Assistance Program (SAP)
- Speech and occupational therapy

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

8.6 DMCC Online Referral
Verbal report, no materials

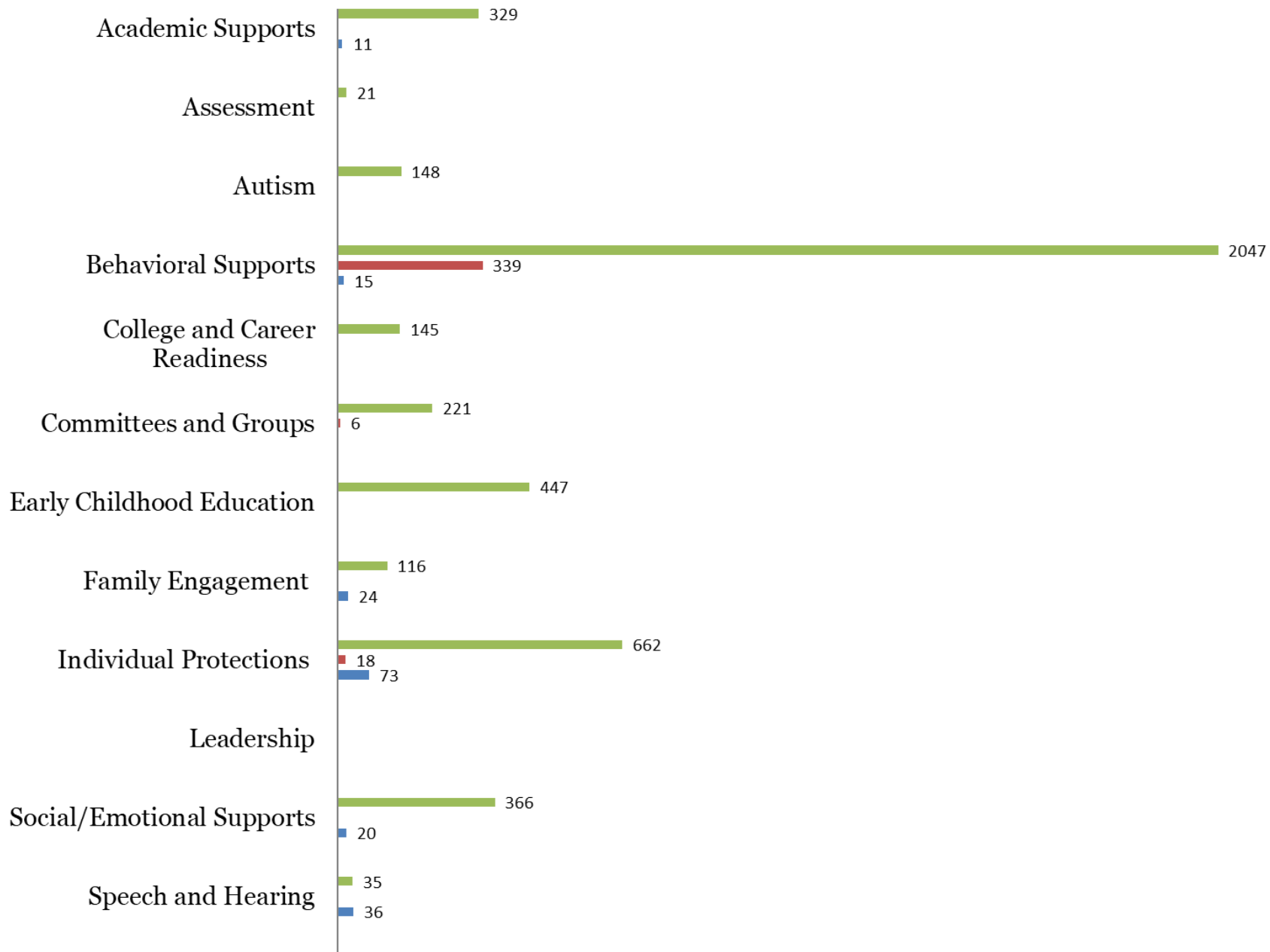
8.7 988 National Crisis Hotline
Verbal report, no materials

D/M SELPA PROFESSIONAL LEARNING PARTICIPATION SUMMARY

MARCH 2021 - 542 PARTICIPANTS

4537 YEAR-TO-DATE PARTICIPANTS

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



**Desert/Mountain SELPA
Due Process Summary
July 1, 2020 - April 16, 2021**

DISTRICT													CASE ACTIVITY FOR CURRENT YEAR				
	10/11	11/12	12/13	13/14	14/15	15/16	16/17	17/18	18/19	19/20	20/21	Total	D /W	Resolution	Mediation	Settled	Hearing
Adelanto SD	2	0	3	6	5.5	2.5	5	3	3.5	3	2	35.5	0	0	0.5	1.5	0
Apple Valley USD	1.33	0	0	2	1	1.5	1.5	0	3.5	10	4	24.83	1	0	0	3	0
Baker USD	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Barstow USD	1	0	0	0	0	1	3.5	0	2	0	1	8.5	0	0	0	1	0
Bear Valley USD	0	1	0	0	0	0	1	2	0	0	1	5	0	0	0	1	0
Helendale SD	0	0	0	0	0	0	0	1	0	0	0	1	0	0	0	0	0
Hesperia USD	1	5.5	4	3	5	7.5	7	6	7	17.5	5	68.5	1	0	0	4	0
Lucerne Valley USD	4	0	1	2	1	1	2	0	1.5	0	0	12.5	0	0	0	0	0
Needles USD	0	0	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	2	0	2	0	0	0	0	0
Silver Valley USD	0	1	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0
Snowline USD	0	2	1	1	5	4.5	6.5	2	8.5	7	2	39.5	0	0	0	2	0
Trona USD	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Victor Elementary SD	1	1	1	4.33	3.33	1.83	2.5	6.5	0	7	1	29.5	0	0	0	1	0
Victor Valley Union High SD	0	2	4	3.33	4.3	7.83	4	4	8.5	6.5	6	50.5	1	0	2.5	2.5	0
Academy for Academic Excellenc	1.33	0	0	4	2	0	1	2	1	1	1	13.33	0	0	0	1	0
CA Charter Academy	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Desert/Mountain OPS	0.34	0.5	1	1.33	0.83	4.33	3	1.5	3	2	0	17.83	0	0	0	0	0
Excelsior Education Center	0	0	0	0	0	0	0	0	0.5	2	0	2.5	0	0	0	0	0
Health Sciences HS & MS	0	0	0	0	0	0	0	0	1	1		2	0	0	0	0	0
SELPA-WIDE TOTALS	12	13	15	33	27.96	33	37	28	40	*59	23	314	3	0	3	17	0

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

*Number accounts for High Tech High but has exited from CAHELP. Actual count for 2019-20 is 67.

**Desert/Mountain SELPA
Due Process Activity Summary
July 1, 2020 – April 16, 2021**

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Pre-Hearing Conference	Due Process Hearing	Status
1. Apple Valley Case No. 2020070137	<ol style="list-style-type: none"> Appropriate services, goals, placement, accommodations Failure to implement IEP as written Denial of Home instruction Failure to timely assess and review evaluations Failure to provide accommodations for cheer tryouts 	07/03/20	07/13/20 07/16/20 08/14/20	08/27/20	08/17/2020 09/21/20	08/25- 8/27/2020 09/29- 10/01/20	Resolution unsuccessful. Parent demands placement of daughter on cheer team, reimbursement for private/city cheer team participation, compensatory ed, Spanish class letter grade change. Parent agreed to mediation then withdrew. Preparing for hearing. 8/26/20 parent withdrew from mediation. Prepare for hearing. 9/26/20 case dismissed by parent. CLOSED
2. Hesperia USD Case No. 2020070579	<ol style="list-style-type: none"> Appropriate placement and program Statutorily appropriate LAS assessment 	07/17/20	7/31/20 08/17/20	09/08/20	10/26/20	11/03- 11/15/20	08/26/20 settlement agreement for DMCC ERMHS, IEE-speech; service increases to speech and occupational therapy. Comp. education: speech, counseling, tutoring. CLOSED
3. VVUHSD Case No. 2020070920	<ol style="list-style-type: none"> Appropriate placement and program Failure to make progress Failure to provide ABA aide at parent request Minimal services during COVID 19 	07/29/20	08/11/20		09/11/20	09/22- 09/24/20	08/28/20 settlement agreement for comp. education: tutoring, speech language, occupational therapy. CLOSED
4. Hesperia Case No. 2020070962	<ol style="list-style-type: none"> Appropriate program in LAS, Fine Motor, Behavior Statutorily appropriate LAS assessment and psycho ed assessment 	07/30/20	08/07/2020 08/18/20	09/17/20	09/11/20	09/22- 09/24/20 10/20- 10/22/20	08/27/20 settlement agreement for IEEs: speech language, FBA, Psycho-Ed. IEP additions: increase in speech language, occupational therapy. Comp. education: tutoring, speech. CLOSED

**Desert/Mountain SELPA
Due Process Activity Summary
July 1, 2020 – April 16, 2021**

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Pre-Hearing Conference	Due Process Hearing	Status
5. VVUHSD 2020080045	Child Find 1. Severe depression 2. Hospitalized 4x 3. Failing classes	08/05/20	8/18/20		09/14/20	09/22- 09/24/20	Seeking identification as SPED in order to cover residential placement. Student in medical RTC in Whittier. Upon release, VVUHSD to commence assessment. Settlement 08/27/20 - CLOSED
6. Victor Elem SD 2020080331	Child Find 1. Failure to assess	08/12/20	09/02/20		09/28/20	10/06- 10/08/20	Student had 504 in Victor Elem SD; VVUHSD found eligible for special education. Seeking comp. education. Settlement 9/24/20 - CLOSED
7. Adelanto SD & VVUHSD 2020080427	Denial of FAPE 1. Health plan 2. Academic 3. Complete assessment	08/13/20	08/25/20		09/25/20	10/06- 10/08/20	09/28/20 settlement agreement; fund IEE – Psycho ed; IEP to modify goals, health plan, and implementation with parent; comp. education; CLOSED
8. Hesperia USD 2020090471	Denial of FAPE 1. Failure to assess in all areas 2. Failure to offer SLP, ERMHS 3. Failure to provide appropriate SAI 4. Lack of appropriate goals 5. Failure to implement IEP	09/16/20	09/23/20 10/05/20	11/17/20	11/02/20 12/21/20	11/10-12/2020 01/05- 01/07/21	Mediation goal: comp. ed. differences, teacher placement. Settlement agreement 11/18/20: IEP program enrollment, reassigned class to avoid teacher; CLOSED
9. Adelanto 2020090691	Denial of FAPE 1. Inappropriate program & placement 2. Inaccurate MD 3. Failure to provide FBA 4. No services Feb 2020-May 2020	09/22/20	09/29/20 expedited	10/07/20 Expedited 11/19/20 regular		10/20- 10/22/20 Expedited 11/17- 11/19/20 Regular 01/12- 01/14/21	LEA retracting MD; requesting to dismiss expedited status; gathering DLP data for expedited mediation or regular resolution; expedited status dismissed. Proceeding with regular mediation. 11/23/20 settlement agreement: FBA assessment, IEE for ERMHS, 1:1 behavior aide in home, DMCC and VCC intensive; CLOSED

**Desert/Mountain SELPA
Due Process Activity Summary
July 1, 2020 – April 16, 2021**

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Pre-Hearing Conference	Due Process Hearing	Status
10. VVUHSD 2020100043	Denial of FAPE 1. Failed to hold an IEP in February 2019 2. Failed to hold an IEP in February 2020 3. Failed to conduct triennial assessment October 2019	09/22/20	10/14/20 10/15/20 11/04/20	12/03/20	11/13/20 01/22/21	11/24- 11/25/20 02/02-04/21	Child has not been in school since before 2019. Parent refusing placement. Wants full-day SDC class with no class changes. District holds not FAPE. Case withdrawn. No settlement agreement. CLOSED
11. Apple Valley USD 2020100583	Denial of FAPE 1. Substantive concerns for IEPs dated: 10/2018, 10/2019, 03/2020, and 07/2020 2. Home instruction failed to provide FAPE 3. Fall 2019 Triennial timeline 4. Failure to provide parent a copy of IEP 5. Failure to provide accommodations to cheer tryouts 6. Failure to implement IEP during COVID-19	10/16/20	10/28/20	12/17/20	11/30/20 02/08/21	12/08- 12/10/20 02/17-18/21	No settlement at resolution. Parent remains angry; filing staff complaints. LEA offering compromises and not accepted. Mediation scheduled. 02/01/21 – settlement agreement. CLOSED.
12. VVUHSD 2020100503	Child Find	10/16/20	10/30/20 11/17/20 Waived by agreement		11/30/20 05/03/21	12/08- 12/10/20 05/11-12/21	12/03/20 student awaiting release of psychiatric hold for RTC; placement tolling agreement 02/2021; student under CPS placement. 03/21/21 no return response from parent. 03/29/21 case withdrawn; refiled; CLOSED
13. Hesperia USD 2020110001	Denial of FAPE 1. Failure to conduct triennial assessment Sept 2020 2. Lack of educational benefit a. reading goal	10/30/20	11/10/20 11/09/20		12/14/20	12/22- 12/24-20	11/30/20 settlement agreement – Comp. ed; CLOSED

**Desert/Mountain SELPA
Due Process Activity Summary
July 1, 2020 – April 16, 2021**

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Pre-Hearing Conference	Due Process Hearing	Status
	b. writing goal c. math goal						
14. Academy for Academic Excellence 2020110282	Denial of FAPE 1. Failure to assess comprehensively 2. Failure to provide dyslexia program	11/09/20	11/20/20		12/28/20	01/05-07/21	Preliminary agreement; 12/18/20 settlement agreement – academic ERHMS comp. ed., IEE – dyslexia assessment; CLOSED
15. Snowline JUSD 2020110297	Denial of FAPE 5. Failure to make specific offer of FAPE Denial of parent participation 1. Failure to provide timely records 2. Failure to ensure team members participation	11/09/20	11/16/20		12/28/20	01/05-07/21	Parent seeking reimbursement for tuition at NPS, for summer tutoring expenses, for summer NPS placement, transportation reimbursement for private services; settled 12/01/20; CLOSED
16. Apple Valley USD 2020110631	Denial of FAPE failure to provide: 1. FBA 2. Behavior Plan 3. Appropriate services 4. Ambitious goals 5. Distance learning FAPE Failure to assess: 1. SLP 2. OT 3. ATC 4. PT 5. Psycho-ed triennial	11/19/20	12/04/20	01/13/21 02/02/21	01/04/21 02/19/21	01/12-14/21 03/2-4/21	Settlement demand viewed as excessive. Opposing counsel seeking to amend complaint after IEP of 12/09/20. AVUSD to cross-file. 02/26/21 – settlement agreement; prospective placement and services. CLOSED

**Desert/Mountain SELPA
Due Process Activity Summary
July 1, 2020 – April 16, 2021**

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Pre-Hearing Conference	Due Process Hearing	Status
17. Hesperia USD 2020120175	Denial of FAPE 1. Failure to assess in all areas 2. Failure offer meaningful goals 3. Failure to offer appropriate goals 4. Failure to find Autism 5. No FBA 6. Learning loss as a result of COVID-19	12/03/20	12/14/20	01/19/21	01/18/21 03/08/21	01/26-28/21 03/16-18/21 05/05-06/21	12/04/20 resolution cancelled by mutual agreement. 01/21/21 District cross-filed. Cases consolidated. No settlement at mediation.03/2021 - preparing for hearing; hearing postponed to May.
18. Bear Valley USD 2020120196	Denial of FAPE 1. Child Find 2. Prior knowledge of TBI	12/04/20	12/10/20 Expedited	12/18/20 Expedited	01/11/21 Expedited 01/11/21 Regular	01/20-21/21 Expedited 01/26-28/21 Regular	Parent seeking to overturn expulsion. Settled all claims at mediation – full assessment by LEA, IEE for CAPD, removal of expulsion. CLOSED
19. Barstow USD 2020120631	Denial of FAPE 1. Failure to assess for ERHMS and FBA 2. Goals not reasonably calculated a. math b. reading c. writing 3. Lack of service during COVID-19	12/22/20 12/09/20	12/21/20 01/15/21 Expedited		02/01/21	02/09-11/21	01/19/21 – settlement agreement; FBA to be completed upon return to class. Compensatory education and ERMHS. CLOSED.
20. Apple Valley USD 2020120771	Denial of FAPE 1. Goals not reasonably calculated a. reading b. writing c. math 2. Lack of comprehensive assessment	12/22/20 Received 01/04/21	01/12/21 01/11/21	03/10/21	02/01/21 04/19/21	02/09-11/21 04/27-29/21	01/28/21 – settlement agreement; IEE – neuropsych; District to assess ERMHS compensatory ed; CLOSED

**Desert/Mountain SELPA
Due Process Activity Summary
July 1, 2020 – April 16, 2021**

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Pre-Hearing Conference	Due Process Hearing	Status
	3. Inadequate SAI						
21. VVUHSD & Adelanto SD 2021020060	Denial of FAPE 1. Failure to provide records 2. Lack of parental participation 3. Failure to assess in all areas 4. Failure to provide FAPE	02/01/21	02/16/21	05/03/21	03/15/21 05/10/21	03/23-25/21 05/18-20/21	LEA agreed to IEE followed by IEP to address FAPE. Hearing dates to be pushed out.
22. Snowline JUSD 2021020201	1. Denial of FAPE 2. Failure to provide appropriate ITP and transition services	02/04/21	02/18/21	03/12/21	03/12/21 04/23/21	03/23-25/21 05/05-06/21	Student to graduate 05/2021; parent seeking reimbursement and prospective funding of LMB. 03/18/21 settlement agreement for compensatory education and transition. CLOSED
23. VVUHSD 2021030583	Denial of FAPE 1. Child Find	03/15/21	Waived by agreement		05/03/21	05/11-13/21	Case of 10/2020 withdrawn and refiled here.

Desert /Mountain SELPA
Legal Expense Summary
As of April 16, 2021

2000-2001	\$39,301.51
2001-2002	\$97,094.90
2002-2003	\$37,695.13
2003-2004	\$100,013.02
2004-2005	\$136,514.09
2005-2006	\$191,605.08
2006-2007	\$140,793.00
2007-2008	\$171,614.04
2008-2009	\$263,390.71
2009-2010	\$114,076.96
2010-2011	\$293,578.50
2011-2012	\$567,958.10
2012-2013	\$321,646.04
2013-2014	\$250,372.65
2014-2015	\$297,277.76
2015-2016	\$204,756.26
2016-2017	\$233,130.03
2017-2018	\$247,459.52
2018-2019	\$314,479.71
2019-2020	\$475,930.79
2020-2021	\$231,822.84

Date Filed	Time Filed	IEP Date	Reconvene Date	IEP Types	Addendum To	Correction	Signed	Non-System IEP
11/13/14	07:57:39 AM Unofficial	10/10/2014		Initial			Yes	
01/07/15	11:42:14 AM Unofficial	12/12/2014		Addendum	10/10/2014		Yes	
02/06/15	12:21:31 PM Unofficial	02/06/2015		Addendum	10/10/2014		Yes	
04/03/15	01:25:47 PM Unofficial	03/03/2015		Addendum	10/10/2014		Refused	
10/09/15	12:53:09 PM Unofficial	10/09/2015		Annual			Yes	
02/19/16	01:41:34 PM Unofficial	02/19/2016		Addendum	10/09/2015		Yes	
04/22/16	03:57:01 PM Unofficial	04/08/2016		Addendum	10/09/2015		Pending	
04/25/16	04:09:14 PM Unofficial	04/25/2016		Addendum	10/09/2015		Yes	
05/27/16	09:03:46 AM Unofficial	05/26/2016		Addendum	10/09/2015		Yes	
10/31/16	12:29:26 PM Unofficial	10/17/2016		Annual, Special Request			Yes	
02/13/17	08:47:48 AM Unofficial	12/14/2016		Special Request			Refused	
04/21/17	09:23:00 AM Unofficial	03/27/2017		Addendum to IEP	12/14/2016		Pending	
05/23/17	08:44:15 AM Unofficial	05/10/2017		Addendum to IEP	12/14/2016		Yes	
09/19/17	10:46:11 AM Unofficial	08/14/2017		Addendum to IEP	12/14/2016		Yes	
11/06/17	11:59:30 AM Unofficial	11/06/2017		Annual, Triennial/DM119, Behavior			Pending	
11/30/17	08:21:52 AM Unofficial	11/06/2017		Annual, Triennial/DM119, Behavior			Pending	
12/15/17	12:04:56 PM Unofficial	11/06/2017		Annual, Triennial/DM119, Behavior			Pending	
03/27/18	01:30:04 PM Unofficial	03/16/2018		Addendum to IEP	10/20/2017		Pending	
09/18/18	10:43:45 AM Unofficial	09/10/2018		Addendum to IEP	10/20/2017		Yes	
11/30/18	10:58:46 AM Unofficial	10/30/2018		Annual, Behavior			Refused	
04/30/19	09:08:53 AM Unofficial	12/05/2018		Addendum to IEP	10/30/2018		Refused	
11/12/19	08:11:35 AM Unofficial	12/05/2018		Addendum to IEP, Behavior	10/30/2018		Yes	
12/13/19	08:55:41 AM Unofficial	12/12/2019		Annual, Behavior			Pending	
11/09/20	12:20:38 PM Unofficial	12/12/2019	09/30/2020	Annual, Behavior			Pending	
03/30/21	12:47:14 PM Unofficial	12/12/2019	11/10/2020	Annual, Behavior			Refused	
04/05/21	03:39:38 PM Unofficial	12/12/2019	11/10/2020	Annual, Behavior			Refused	

8.10 Office of Administrative Hearings Decisions
Verbal report, no materials



California Association of Health & Education Linked Professions
17800 Highway 18
Apple Valley, CA 92307-1219

760-552-6700
760-242-5363
www.cahelp.org

MEMORANDUM

Date: April 8, 2021
To: Special Education Directors, Members of
Desert/Mountain SELPA and Desert/Mountain Charter SELPA
From: Kathleen Peters, Program Manager, Resolution Support Services

Subject: UPDATE #8 A: Covid-19 Compensatory Services and Recovery Support

During the March 2021 D/M SELPA Steering meeting, it was requested that we provide standardized language for IEP discussions around learning loss. The Resolution Support Services office considered many options; however, legal counsel has advised that we avoid standardized language due to the clear direction from CDE to hold an IEP team discussion to determine the unique and current needs of the student. These discussions will look differently for each student and would proceed much like we do when planning for goals.

State and federal departments of education both require that school districts provide individualized determinations as to whether and to what extent a student may require Covid-19 compensatory services and supports (learning loss mitigation and make-up services) to remediate a loss or regression in skills that was the result of the District inability to provide services during Covid-19 related disruptions. LEAs must not assume that all students experienced learning loss. I write this again to emphasize, CDE has issued the clear requirement that this determination must be made through the IEP Team by looking closely at student progress on IEP goals and with the general education curriculum.

Determining Learning Loss

D/M SELPA issued guidance regarding data collection points in the Covid-19 Update Memo #8, dated November 4, 2020 that provided for a proactive process for determining and mitigating learning loss during the period of time from March 2020 – May 2021. To reiterate, data should be used to determine student need by reviewing progress on goals just as we do under normal circumstances. Though no requirements unique to school closure have been issued, it is likely that the following factors will be relevant when determining if a student requires learning loss mitigation services resulting from government imposed disruptions:

- Rate of progress on IEP goals prior to closure/disruption,
- Difference between IEP progress monitoring data immediately preceding, closure/disruption and IEP progress monitoring data collected a reasonable time after the return to in-person instruction,
- Difference between progress in the general curriculum before and after school closure,

MEMORANDUM

PAGE 2

- Difference between services identified on the IEP and services offered during closure including amount, frequency, duration, type, and delivery model,
- Accessibility of services offered to the student during closure,
- Changes in the general education curriculum, as well as level and type of instruction for all students during closure,
- Input and information from parents concerning student performance.

Determining Recoupment Services

In the cases where services have not been fully provided as a result of these related disruptions, we recommend that the recoupment of services be provided based on a comparison of IEP provision and what was actually provided during school-closure. This is the safest way to avoid an award of compensatory services through Due Process. In other words, if the services were not provided, make them up even if progress was made. It is highly recommended that LEAs consider service needs progressively, as our current situation evolves, and as schools begin to phase-in more services. D/M SELPA does not recommend waiting for the full opening of schools to begin mitigating loss.

These make-up services must not be replicated minute by minute or 1:1; they will most likely be provided by adding service visits to the student's schedule. LEAs should offer compensatory educational services sufficient to allow the student to recoup lost skills and continue to make progress on IEP goals.

Program Options for Mitigating Loss

Schools are encouraged to consider creative and innovative ways to address regression or loss of skills that carefully consider a student's individual circumstances, including strengths, impact of disability on learning, and stamina. For example, provide targeted, intensive one-on-one instruction, combined with adjustments based on frequent progress monitoring, to allow a student to recover lost skills and make progress in less time.

Covid-19 compensatory educational services may be provided during the regular school day, over school breaks, in intensive and targeted small groups, with individualized programs, through one-on-one instruction, before and after regularly scheduled extended school year (ESY) and by outside service providers. If Covid-19 compensatory educational services are provided during the school day, these extra services may not be provided in a manner that changes the least restrictive environment or reduces service minutes on a student's current IEP.

- Additional instructional assistants or increased service time
- Extended summer school
- Extended ESY
- Small group and 1:1 instruction
- Acceleration academies
- NPA services
- After school programs
- Research based practices for literacy, reading skills and mathematics
- Social-emotional learning opportunities
- Secondary Transition and graduation planning

MEMORANDUM

PAGE 3

It is also advisable to provide an array of options that will consider equitable access, provide for second language learning, focus on remediating learning loss, and provide opportunity for acceleration. Consider student need for least-restrictive environment by providing learning opportunities along-side general education peers through co-teaching and Universal Design.

IEP Procedures

1. Prioritize students by greatest need
 - a. Review virtual attendance, engagement, progress
 - b. Open IEPs
 - c. Parent request

2. Hold IEPs “off schedule” for students identified as priority and stay on schedule for annual and triennial IEPs.
 - a. Determine student need as you would during a regular IEP
 - b. Gather data to demonstrate progress or loss
 - c. Review strengths and concerns
 - i. Determine where the child was prior to school closing in Spring 2020
 - ii. Determine areas of need that have arisen as a result of school closure
 - d. Review progress on goals and in the general curriculum
 - i. Determine expected rate of annual progress
 - ii. Determine present levels as a result of school closure
 - e. Determine the need for additional goals or revision of goals to reflect current need
 - f. Determine provision of services to remediate learning loss
 - g. Document clearly in IEP Notes that supports determined as Covid-19 required remediation are not a provision of free appropriate public education (FAPE) and are not Stay Put.

Determining Recoupment of Missed Services

In many cases, school closure resulted in a procedural loss of services as well as the substantive learning concerns noted above. To determine the recoupment of service time, review services and supports that were not provided during school closure. Review student rate of progress in the manner described above. Again, this is not a 1:1 makeup of lost services, but the amount of time that would likely allow the student to recoup the learning, or catch-up. IEP teams should consider what is reasonable in-light of student stamina, time in the day, impact on the disability, and other individual circumstances.

Framework for writing IEP Notes

The following narrative represents progression of an IEP discussion; it is example only and to be used with caution in light of the fact that standardized language is viewed as pre-determination not individualized to reflect student need through elements of IEP discussion.

- i. *The IEP team has determined that due to mandated school closure between (month) 2020 and (month) 2021, and as a result of external circumstances recognized by State and Federal governments, (student) has experienced regression, learning loss, and/or has missed specific services.*

MEMORANDUM

PAGE 4

- ii. *The IEP team consider current work samples (name), observation logs for (name) and assessment data (name source). Teacher (name) shared concerns regarding progress in (name). Parent expressed concerns about (name). The IEP team agrees that additional supports are needed in the following areas (name) and will be provided during/through/designated (name program).*

- iii. *The IEP team determined that (itinerant services) were not able to be fully provided during school-closure. The team understands that this not a 1:1 makeup of time, but an addition of time that can be reasonably managed by (student) to make-up lost skills. This time will be provided: (name).*

- iv. *The IEP team understands that this provision of services is not part of the offer of FAPE, but stands alone as a means to recover learning loss and service time in order for student (name) to make progress on goals and in the general curriculum.*

As always, your D/M SELPA team of specialists is here to support you through this unique process. Please feel free to reach out to your Program Specialist or the Resolution Support Services team.

Alternative Dispute Resolution (ADR) Planning Team Community Outreach Efforts

D/M SELPA ADR
Planning Team
DRAFT, 4/7/2021

Site Level

- An individual, who at the time of referral and or enrollment, could give parents information of where to get assistance when trouble arises – explained in plain language, and not just handing forms,
- Solidify enrollment process – including the research of databases (CALPADS, etc.) to make certain that no child goes unnoticed – this is important for those children who may have mobility issues as well,
- A flyer to share with communities of how to access help within the district,
- At the time of initials and or transfer-in IEPs, director (staff) review IEP documents to let parents become acquainted with the forms utilized in our area,
- At the time of a referral or Student Study Team (SST) meeting, explain the process and share about the forms, evaluation process, and what is to come, and to make a connection and establish relationships,
- Coffee with the principal – these could be forums to have an opportunity to connect with families – school psychologists and principals could lead these meetings,
- Newsletters, school websites, could be another avenue to have a “special education corner” where specific topics can be featured on specific cycles,
- Considering holding Community Advisory Committee (CAC) types of meetings that are occurring at the site to promote attendance.

District Level

- Parent groups that address the needs of families with children with special needs – a great opportunity to connect, share resources, explain process, discuss various disabilities,
- District websites that are friendly and easy to navigate linking them to SELPA resources and perhaps other community resources,
- Special Olympics kinds of activities to connect with families,
- Social platforms are another avenue to connect with families,
 - Silver Valley is doing a SPED summit,
- Parent resources centers at the district level (and in some instances at the site level to ease access) to provide resources and classes addressing the needs,
 - SPED classes ADR modules for parents is an upcoming goal,
- Ensuring that all voices are at the table when planning with strategic groups (LCAP work, etc.),
- Improve the sharing of information – making sure that SELPA events are shared out at site level.

SELPA Level

- CAC – looking at improving parent attendance,
 - Finding out what parents are interested in via survey,
 - Time, locations, childcare, etc. ,
 - Considering other locations to promote attendance,
 - Incorporate “Real Talk” groups to have a real conversation, as opposed to a set agenda,
 - Having bilingual staff available, as well as documents going out in languages other than English,
 - Using social platforms to announce events to families.

YOU BE THE JUDGE: Do student’s poor grades, anxiety after school shooting prompt need for evaluation?

In May 2019, a shooting occurred at the middle school attended by a student with a central auditory processing disorder. When the Colorado district reopened the school in August 2019, the eighth-grader told his parents that he was afraid to return to campus. Although the student did not previously receive any type of accommodations, the school counselor checked in with him every few days to address his anxiety. The student's anxiety diminished after a few weeks, but he continued to receive poor grades in some of his courses.

When the parents expressed concerns about the student's academic performance and requested a Section 504 evaluation, the district promptly convened a multidisciplinary team. However, the team determined that the student was ineligible for a Section 504 plan. It found that the student received similar grades throughout his middle school career due to his lack of motivation.

The parents subsequently filed a state complaint, alleging that the district should have referred the student for an IDEA evaluation. Under the IDEA, a district has an affirmative duty to identify, locate, and evaluate all students who need or may need special education and related services due to disability. 34 CFR 300.111 (a)(1)(i).

Did the district violate the IDEA’s child find requirement?

- A. **No.** The district had no reason to suspect the student needed special education.
- B. **Yes.** The student had a disability that affected his academic performance.
- C. **Yes.** The student needed specialized instruction due to his anxiety.

Correct Answer: A

- A. **No.** The district had no reason to suspect the student needed special education.

Correct! In Douglas County School District RE-1, 120 LRP 36834 (SEA CO 10/16/20), the state ED concluded that a district did not violate the IDEA when it declined to refer an eighth-grader with a central auditory processing disorder for an IDEA evaluation after a school shooting. Although the student received poor grades and experienced anxiety after the tragic incident, the state ED determined that the district had no reason to suspect the student needed services under an IEP.

According to the evidence, the district reduced the student's anxiety by temporarily allowing him to meet with the school counselor several times per week. Records from a recent Section 504 evaluation also indicated that the student's poor grades resulted from a lack of motivation to complete work. In fact, the student's grades and attendance remained consistent throughout middle school, the state ED concluded.

- B. **Yes.** The student had a disability that affected his academic performance.

Incorrect. The student's academic troubles stemmed from his lack of motivation, not his disability or anxiety, the state ED concluded.

- C. **Yes.** The student needed specialized instruction due to his anxiety.

Incorrect. Meetings with the school counselor on a temporary basis reduced the student's anxiety without the need for specialized instruction.

Life and Work Balance: Build Your Summer Toolbox to Thrive

Take time to invest in yourself, connect with colleagues, and learn strategies to support you and your family/friends. Grab a cup of tea or lemonade and enjoy two hours of reflection, sprinkled with laughter.

Presented By

Robin McMullen, Intervention Specialist

Natalie Sedano, Prevention and Intervention Lead Specialist

Jessica Soto, Prevention and Intervention Specialist

Belinda Jauregui, Clinical Counselor, LCSW, RPT-S

Danielle Coté, Program Specialist

Date

May 19, 2021

Time

1:30 - 3:30 p.m.

Location

Virtual training, a link will be sent to each participant after registering. **This training may be recorded.**

Audience

General and special education teachers, site and district administrators, directors, school psychologists, counselors, paraprofessionals, and support staff.



Cost

Free to attend.

Registration

Please register online at:

<https://sbcss.k12oms.org/52-201170>

Special Accommodations

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

8.15 Compliance Update
Verbal report, no materials



Management Information System (MIS) Users' Meeting - CALPADS Errors

Presented By

Colette Garland, MIS Support Analyst,
with special guest speaker Doug
Faucette, Faucette Micro Systems

Date

April 23, 2021

Time

9:00 to 11:00 a.m.

Cost

Free

Location

Virtual training,
a link will be sent to each
participant prior to the
training date.

**This training may be
recorded.**

Description

This course is designed for Management Information System (MIS) data entry users by way of WebIEP/CALPADS and WebDA. This meeting is to discuss new procedures with a focus on various California Department of Education guidelines for data collection and submission.

Audience

Management Information System (MIS) data entry users and special education directors.

Registration

Please register online at:
<https://sbcss.k12oms.org/52-201005>
Access Code: CALPADS

Special Accommodation

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

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

California Association Health and School Linked Professions

2021-22 Budget Assumptions

- 2.5% COLA on salary
- Funded step and column
- 5% increase on medical, vision, dental, and life insurance
- Assume no medical opt-out
- Employer paid statutory rates
 - Medicare 1.45%
 - SUI .05%
 - Workers Compensation 3.04%
 - STRS 15.92%
 - PERS 23.00%
- 7.85% Indirect Cost Rate
- \$2,428 per user Information Technology fee, \$116 per user email only

CAHELP AND DESERT/MOUNTAIN SELPA
Proposed Budget With Prior Year Comparisons
Branch Head - Jenae Holtz, Chief Executive Officer

MGMT CODE	RESOURCE CODE	DESCRIPTION	BEGINNING BALANCE	2019-20 ACTUALS			2020-21 ESTIMATED ACTUALS			2021-22 PROPOSED BUDGET		
				REVENUES	EXPENDITURES	ENDING BALANCE	REVENUES	EXPENDITURES	ENDING BALANCE	REVENUE	EXPENDITURES	ENDING BALANCE
DMJ1	9295	CAHELP JPA		2,371,419	2,371,395	24	2,614,940	2,614,964	0	2,608,378	2,608,378	0
029S	9299	CAHELP SPIRIT RIVER COMPLEX	15,016.97	214,517	229,534	0	414,997	414,997	0	296,900	296,900	0
0292	9292	DM SELPA X-POT	868,233.44	2,251,535	2,026,122	1,093,647	2,517,849	2,488,477	1,123,019	2,654,673	2,896,704	880,987
0293	6500	DM SELPA REGIONAL SERVICES	954,857.88	1,903,870	1,837,077	1,021,652	2,328,111	2,294,584	1,055,178	2,349,629	2,232,359	1,172,448
0294	9294	DM SELPA STAFF DEVELOPMENT	303.27	168,197	168,500	(0)	10,000	10,000	(0)	83,000	83,000	0
0296	6500	DM SELPA LOW INCIDENCE FUNDING	30,256.43	344,042	269,269	105,029	2,172,650	1,835,407	442,272	2,248,168	1,982,004	708,436
0297	6500	DM SELPA THERAPEUTIC SERVICES	881,120.97	5,899,938	5,795,916	985,143	6,381,258	6,055,378	1,311,023	6,690,816	6,565,985	1,435,854
029P	6500	INTENSIVE THERAPEUTIC SERVICES	-	997,409	997,409	0	1,218,616	1,168,070	50,546	1,257,180	1,257,180	50,547
0455	3410	DM SELPA TRANSITIONAL PARTNERSHIP PROGRAM (TPP)	-	806,396	806,396	0	800,485	800,485	(0)	908,019	908,019	(1)
455A	3410	DM SELPA TPP WORK EXPERIENCE	-	174,782	174,782	0	23,909	23,909	(0)	143,833	143,833	(0)
455B	9455	DM SELPA CAPROMISE INCENTIVE (ENROLLMENT FUNDS)	48,395.13	61	23,129	25,327	0	8,188	17,139	0	4,314	12,825
455D	9296	DM SELPA EMPLOYMENT NETWORK	22,004.35	5,768	9,243	18,529	10,094	7,263	21,360	5,940	3,667	23,633
455E	9299	DM SELPA CALIFORNIA CAREER INNOVATIONS	-	120,873	120,873	0	162,104	162,104	(0)	0	0	(0)
455F	9293	PAID INTERNSHIP PROGRAM - INLAND REGIONAL CENTER	-	580	580	0	11,957	11,957	0	1,194	1,194	0
455G	5610	DM WORKFORCE DEVELOPMENT DEPARTMENT - GENERATIONGO!		247,602	247,602	0	267,150	267,150	0	280,000	280,000	(0)
455H	9299	CAHELP-KIDS FIRST FOUNDATION WITH DOR		30,904	30,904	0	117,882	117,882	0	92,160	92,160	0
0484	9494	DM SELPA REGION 10	- 6,170.90	4,922	4,922	6,171	4,000	4,000	6,171	10,000	10,000	6,171
0489	3385	DM SELPA PART C EARLY INTERVENTION	-	5,000	5,000	(0)	5,000	5,000	(0)	5,000	5,000	0
0490	3395	ALTERNATE DISPUTE RESOLUTION	-	11,022	11,022	0	14,601	14,601	0	14,601	14,601	0
490A	3395	DM SELPA ALTERNATE DISPUTE RESOLUTION COVID-19	-	0	0	0	0	0	0	75,156	75,156	(0)
0494	3315	DM SELPA PRESCHOOL ENTITLEMENT	-	21,559	21,559	0	21,559	21,559	0	21,559	21,559	0
0496	6520	DM SELPA WORKABILITY	-	102,105	102,105	0	102,105	102,105	(0)	102,105	102,105	(0)
0497	3345	DM PRESCHOOL STAFF DEVELOPMENT	-	3,961	3,961	0	3,961	3,961	(0)	3,961	3,961	(1)
029B	9292	DM SELPA NON-PUBLIC SCHOOLS/AGENCIES	-	11,253,236	11,253,236	0	13,054,085	13,054,085	0	16,464,079	16,464,079	0
029C	6500	DM SELPA REVENUE POOL	72,526.04	338,895	411,421	1	237,391	237,391	1	240,466	240,466	1

CAHELP AND DESERT/MOUNTAIN SELPA
Proposed Budget With Prior Year Comparisons
Branch Head - Jenae Holtz, Chief Executive Officer

MGMT CODE	RESOURCE CODE	DESCRIPTION	BEGINNING BALANCE	2019-20 ACTUALS			2020-21 ESTIMATED ACTUALS			2021-22 PROPOSED BUDGET		
				REVENUES	EXPENDITURES	ENDING BALANCE	REVENUES	EXPENDITURES	ENDING BALANCE	REVENUE	EXPENDITURES	ENDING BALANCE
298B	6500	DM SELPA OUT-OF-HOME	1,044,911.10	1,638,831	1,338,292	1,345,451	2,398,264	1,997,774	1,745,941	2,211,732	2,356,125	1,601,549
298C	9298	DM SELPA PBIS	-	322,250	322,250	(0)	173,900	173,900	0	0	0	(0)
298D	9299	MENTAL HEALTH TRIAGE	-	1,305,561	1,305,561	(0)	1,323,342	1,323,342	(0)	1,323,342	1,323,342	(0)
DSMH	3327	DM SELPA MENTAL HEALTH ADA	-	1,237,812	1,237,812	0	1,237,812	1,237,812	0	1,237,812	1,237,812	0
DSMH	6512	DM SELPA MENTAL HEALTH AB114	-	6,598,955	6,598,955	(0)	0	0	(0)	0	0	(0)
DSMH	6546	DM SELPA MENTAL HEALTH AB114 (EFFECTIVE 2020-21)	-	0	0	0	6,218,489	6,218,489	0	6,512,656	6,512,656	(0)
325H	5640	DM SELPA LEA MEDI-CAL	248,188.14	38,576	186,822	99,942	65,000	56,160	108,782	20,000	10,785	117,997
DS29	6500	DM SELPA AB602	-	3,995,506	3,995,506	0	7,181,374	7,181,374	0	8,942,965	8,942,965	0
DS10	3310	DM SELPA LOCAL ASSISTANCE	-	17,248,724	17,248,724	0	15,789,737	15,789,737	0	15,789,737	15,789,737	0
DS15	3315	DM SELPA FEDERAL PRESCHOOL	-	203,476	203,476	0	175,759	175,759	0	175,759	175,759	0
		TOTAL	4,191,984.62	59,868,285	59,359,354	4,700,915	67,058,381	65,877,864	5,881,433	72,770,820	72,641,806	6,010,447

DESERT/MOUNTAIN CHILDREN'S CENTER

Proposed Budget With Prior Year Comparisons

Branch Head - Jenae Holtz, Chief Executive Officer

MGMT CODE	DESCRIPTION	BEGINNING BALANCE	2019-20 ACTUALS			2020-21 ESTIMATED ACTUALS			2021-22		
			REVENUE	EXPENDITURES	ENDING BALANCE	REVENUE	EXPENDITURES	ENDING BALANCE	REVENUE	EXPENDITURES	ENDING BALANCE
029M	MAA - MEDI-CAL ADMINISTRATIVE AC	993,133	(495,261)	285,152	212,720	70,669	283,389	0	185,500	185,500	0
029T	TRAINING INSTITUTE	371,377	37,526	367,574	41,329	(33,800)	0	7,529	40,200	0	47,729
0483	SATS - SCHOOL-AGED TREATMENT	0	11,944,434	11,944,434	0	12,259,062	12,259,062	0	13,390,555	13,390,555	0
325K	LEA MEDI-CAL BILLING	100,953	0	29,674	71,279	0	5,055	66,224	0	11,425	54,799
483A	SART-15 - SCREENING ASSESSMENT	0	5,534,080	5,534,080	0	6,243,210	6,243,210	0	7,438,709	7,438,709	0
483I	SART-45 - SCREENING ASSESSMENT	0	383,364	383,364	0	383,434	383,434	0	383,434	383,434	0
483J	SART-60 - SCREENING ASSESSMENT	0	608,085	608,085	0	593,684	593,684	0	593,684	593,684	0
483B	SAP-15 - STUDENT ASSISTANCE PRO	0	667,547	667,547	0	595,391	595,391	0	643,128	643,128	0
483M	SAP-45 - STUDENT ASSISTANCE PRO	0	281,915	281,915	0	281,915	281,915	0	303,268	303,268	0
483D	MENTAL HEALTH CLUSTER - ADELAN	0	33,400	33,400	0	0	0	0	0	0	0
483E	CIS - CHILDREN'S INTENSIVE SERVIC	0	1,663,932	1,663,932	0	397,000	397,000	0	0	0	0
483F	DMCC/SELPA/DM DISTRICTS MOU FC	2,024,846	(1,996,689)	(10,580)	38,737	663,583	0	702,320	(702,320)	0	0
483G	EIIS-15 - EARLY IDENTIFICATION INT	0	1,600,035	1,600,035	0	2,033,766	2,033,766	0	1,764,904	1,764,904	0
483H	EIIS-60 - EARLY IDENTIFICATION INT	0	147,247	147,247	0	101,479	101,479	0	101,479	101,479	0
483N	SERENE HEALTH	0	0	0	0	0	0	0	520,000	189,670	330,330
	TOTAL	3,490,309	20,409,615	23,535,859	364,065	23,589,393	23,177,385	776,073	24,662,541	25,005,756	432,858

CAHELP Staffing

Program	Object Range	CAHELP JPA			Spirit River Complex			D/M SELPA			D/M Charter SELPA			D/M Children's Center		
		21-22	20-21	Net Effect	21-22	20-21	Net Effect	21-22	20-21	Net Effect	21-22	20-21	Net Effect	21-22	20-21	Net Effect
Certificated Pupil Support	1200	-	-	-	-	-	-	2.00	2.00	-	-	-	-	2.00	3.00	(1.00)
Certificated Supervisor/Admin	1300	1.00	1.70	(0.70)	-	-	-	4.65	3.90	0.75	0.35	0.40	(0.05)	-	-	-
Other Certificated	1900	-	-	-	-	-	-	10.15	8.90	1.25	1.50	1.50	-	1.35	0.60	0.75
Classified Pupil Support	2200	-	-	-	-	-	-	57.00	58.00	(1.00)	1.25	1.25	-	123.75	143.75	(20.00)
Classified Supervisor/Admin	2300	2.00	2.00	-	-	-	-	2.55	2.55	-	0.45	0.60	(0.15)	11.00	12.85	(1.85)
Clerical and Office	2400	11.00	11.00	-	1.00	1.00	-	28.15	29.10	(0.95)	0.95	0.85	0.10	43.90	45.05	(1.15)
Other Classified	2900	-	-	-	-	-	-	-	-	-	-	-	-	4.00	7.00	(3.00)
Total		14.00	14.70	(0.70)	1.00	1.00	-	104.50	104.45	0.05	4.50	4.60	(0.10)	186.00	212.25	(26.25)

Net Effect Across Organization (27.00)

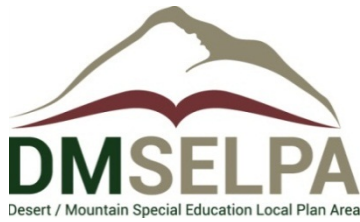
**Desert/Mountain SELPA - Desert/Mountain Charter SELPA
2021-22 Fee-For-Service**

Rates				
FY	SELPA-Related Services	* SELPA Education Support	Intensive Therapeutic Services AVCEC/Ingles	** RSP
2021-22	\$ 6,858	\$ 3,429	\$ 10,932	\$ 2,734
2020-21	\$ 6,604	\$ 3,302	\$ 10,528	\$ 2,633

Counts				
FY	SELPA-Related Services	* SELPA Education Support	Intensive Therapeutic Services AVCEC/Ingles	** RSP
2021-22	971	193	112	96
2020-21	988	174	129	121

* Education support for services greater than 120 minutes annually as indicated on SELPA form 68D - charged annually based on December count

** RSP Rate Used to Calculate Served By/For



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

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

MEMORANDUM

DATE: April 6, 2021

TO: Special Education Directors/Management Information System Contacts

FROM: Colette Garland, MIS Support Analyst

SUBJECT: June Pupil Count/End-of-Year (EOY) Calpads Certification

All Pupil Count data between July 1, 2020 through, and including, June 30, 2021, must be entered into the SELPA WebDA system and submitted through the WebIEP/Calpads portal no later than **Friday, July 9, 2020** to meet the first certification deadline of July 30, 2021 as per Calpads requirement. SELPA will provide WebDA/MIS Pupil Count information to LEAs for comparison as we are revising the existing Calpads reports available in WebDA. Although Calpads certification must be free of all Certification errors with LEA and SELPA approval to be considered completed, **rejected records should also be cleared and accepted in Calpads.**

PLAN TYPE 30/300 (pending) – This information will be extracted from WebIEP and added to each LEAs WebIEP/Calpads portal for LEA submission.

POST-SECONDARY – This information will be extracted from WebDA and added to each LEA's WebIEP/Calpads portal for LEA submission.

Should decertification be necessary, that process will take place during the Amendment window and final Calpads certification will be due by **August 27, 2021.**

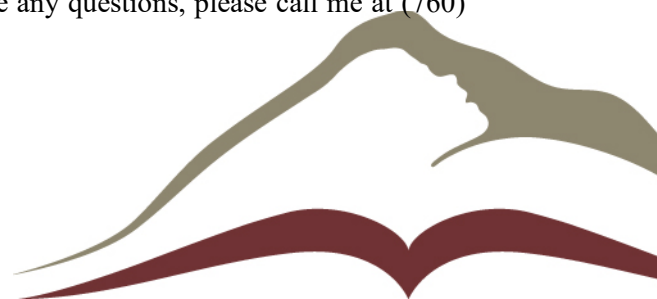
As always, thank you for your continued support in ensuring that both Desert/Mountain SELPA and Desert/Mountain Charter SELPA complete the data collection, reporting, and submission process as required by the California Department of Education.

The following schedule will be used for the June Pupil Count/EOY CALPADS Submission:

July 30, 2021 ***First Certification of CALPADS data***

August 27, 2021 ***Final Certification of CALPADS data (close of Amendment window)***

Please review the above schedule. If you anticipate problems meeting these deadlines, please let me know immediately so that assistance can be provided to you. If you have any questions, please call me at (760) 955-3565 or email colette.garland@cahelp.org.





MEMORANDUM

Date: April 1, 2021
To: Directors of Special Education
From: Richard Frederick, Area Director *RF*
Subject: **Audiological Service Reports**

Attached are the Audiological Service Reports for the month of March 2021 by district.

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



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

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

MEMORANDUM

Date April 16, 2021
To: Directors of Special Education
From: Peggy Dunn, Program Manager

Subject: **Occupational and Physical Therapy Reports**

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

If you have any questions concerning either report, please contact me at (760) 955-3568 at peggy.dunn@cahelp.org

Desert Mountain SELPA
2020-2021 Non-Public School Placement Report

	January				February				March				April				May				June			
	District Placed	Residential Placed	LCI/Foster Placed	TOTAL	District Placed	Residential Placed	LCI/Foster Placed	TOTAL	District Placed	Residential Placed	LCI/Foster Placed	TOTAL	District Placed	Residential Placed	LCI/Foster Placed	TOTAL	District Placed	Residential Placed	LCI/Foster Placed	TOTAL	District Placed	Residential Placed	LCI/Foster Placed	TOTAL
Adelanto	4			4	4			4	4			4												
Apple Valley	15	3	12	30	15	1	14	30	15	1	14	30												
Baker																								
Barstow	5			5	5			5	5			5												
Bear Valley																								
Helendale																								
Hesperia	17	2	1	19	17	1	1	19	18	1	1	20												
High Tech High																								
Lucerne Valley																								
Needles																								
Oro Grande																								
Silver Valley																								
Snowline	11		1	12	11		1	12	11		1	12												
Trona																								
Victor Elem	9			9	9			9	9			9												
VVUHSD	21	2	2	25	22	1	2	25	20	1	2	23												
TOTALS	82	7	16	104	83	3	18	104	82	3	18	103												
2019-20 Totals	76	7	18	101	76	8	15	99	78	7	16	101	78	7	15	100	77	7	16	100	75	6	16	97
2018-19 Totals	56	18	10	84	63	15	10	88	66	15	13	94	76	13	15	103	81	12	17	110	82	12	17	111
2017-18 Totals	32	17	5	54	30	16	5	51	33	16	6	55	30	17	5	51	21	17	6	44	23	17	5	45
2016-17 Totals	88	21	15	124	79	20	13	112	79	17	14	110	87	17	14	118	90	19	14	123	90	21	14	125

California Association of Health and Education Linked Professions

Upcoming Trainings

Date/Time	Event	Location
4/21/2021 12:30 PM - 3:30 PM	SUPPORTING AND UNDERSTANDING CHILDREN FROM ADVERSE BACKGROUNDS	VIRTUAL
4/28/2021 9:00 AM - 10:30 A	WEBIEP AM QUESTION AND ANSWER SESSION	VIRTUAL
4/28/2021 2:00 PM - 3:30 PM	WEBIEP PM QUESTION AND ANSWER SESSION	VIRTUAL
4/29/2021 2:00 PM - 3:30 PM	THE WHAT, WHY, AND HOW OF IEP MEETING NOTES	VIRTUAL
5/5/2021 9:30 AM - 11:30 A	REAL TALK...PARENT-TO-PARENT GROUP CHATS	VIRTUAL
5/11/2021 9:00 AM - 10:30 A	WEBIEP AM QUESTION AND ANSWER SESSION	VIRTUAL
5/11/2021 2:00 PM - 3:30 PM	WEBIEP PM QUESTION AND ANSWER SESSION	VIRTUAL
5/19/2021 9:00 AM - 10:30 A	WEBIEP AM QUESTION AND ANSWER SESSION	VIRTUAL
5/19/2021 2:00 PM - 3:30 PM	WEBIEP PM QUESTION AND ANSWERS SESSION	VIRTUAL
5/20/2021 5:00 PM - 6:30 PM	COMMUNITY ADVISORY COMMITTEE	VIRTUAL

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

Upcoming Trainings

Date/Time	Event	Location
5/21/2021 8:00 AM - 2:00 PM	YOUTH MENTAL HEALTH FIRST AID	VIRTUAL
6/2/2021 9:00 AM - 10:30 A	WEBIEP AM QUESTION AND ANSWER SESSION	VIRTUAL
6/2/2021 2:00 PM - 3:30 PM	WEBIEP PM QUESTION AND ANSWER SESSION	VIRTUAL
6/11/2021 1:00 PM - 3:00 PM	FAMILY FUN DAYS	DMESC
6/16/2021 9:30 AM - 11:30 A	REAL TALK...PARENT-TO-PARENT GROUP CHATS	VIRTUAL
6/25/2021 1:00 PM - 3:00 PM	FAMILY FUN DAYS	DMESC

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