

California Association of Health and Education Linked Professions
Joint Powers Authority (CAHELP JPA)
DESERT/MOUNTAIN CHARTER SELPA STEERING and FINANCE COMMITTEE MEETING
April 15, 2021 – 1:00 p.m. Virtual via Teleconference
Desert Mountain Educational Service Center, 17800 Highway 18, Apple Valley CA 92307

AGENDA

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

PARTICIPATE BY PHONE:

Dial Access Number: 1-415-655-0003

When prompted - enter Access Code: 133 698 5776

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

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

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

1.0 CALL TO ORDER

2.0 ROLL CALL

3.0 PUBLIC PARTICIPATION

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

4.0 ADOPTION OF THE AGENDA

4.1 **BE IT RESOLVED** that the April 15, 2021 Desert/Mountain Charter SELPA Steering and Finance Committee Meeting Agenda be approved as presented.

5.0 PUBLIC HEARINGS

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

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

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

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

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

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

6.0 INFORMATION/ACTION

6.1 Low Incidence Reimbursement

Jenae Holtz will request ratification of Low Incidence Reimbursement proposal which will utilize the use of increased low incidence funding to reimburse member LEAs for low incidence costs.

6.1.1 **BE IT RESOLVED** that the Low Incidence Reimbursement proposal be ratified as presented.

7.0 CONSENT ITEMS

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

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

7.1.1 Approve the March 25, 2021 Desert/Mountain Charter SELPA Steering and Finance Committee Meeting Minutes.

8.0 CHIEF EXECUTIVE OFFICER AND STAFF REPORTS

8.1 2021-22 Desert/Mountain Charter SELPA Applications for New Membership

Jenae Holtz will present 2021-22 D/M Charter SELPA Applications for new membership.

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8.2 Legislative Updates

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

8.3 State SELPA Administrators Information – Due Process

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

8.4 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.

8.5 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.

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

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

8.9 Resolution Support Services Summary

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

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.

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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 Updates

Kami Murphy will present Prevention and Intervention Updates.

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.

9.0 FINANCE COMMITTEE REPORTS

9.1 Proposed 2021-22 Desert/Mountain Charter SELPA Budget

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

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

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

10.0 INFORMATION ITEMS

10.1 June Pupil Count Memo

10.2 Monthly Occupational & Physical Therapy Services Reports

10.3 Upcoming Professional Learning Opportunities

11.0 STEERING COMMITTEE MEMBERS COMMENTS / REPORTS

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12.0 CEO COMMENTS

13.0 MATTERS BROUGHT BY THE PUBLIC

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

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

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

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

14.0 ADJOURNMENT

The next regular meeting of the Desert/Mountain Charter SELPA Steering Committee will be held on Thursday, May 20, 2021, at 1:00 p.m., at the Desert Mountain Educational Service Center, Aster/Cactus Room, 17800 Highway 18, Apple Valley, CA 92307.

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

ANNUAL SERVICE PLAN 2021 - 2022
DESERT/MOUNTAIN CHARTER SELPA #3651

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					
Allegiance STEAM	x				x	x					x			x				x			x	x												x													
Aveson Global Leadership ACA	x				x		x	x	x				x	x				x			x			x																				x			
Aveson School of Leaders					x				x				x	x				x			x						x																				
Ballington Academy																		x																													
Desert Trails Charter																		x																													
Elite Academy							x						x					x			x																										
Encore Jr/Sr HD	x			x			x											x			x			x									x	x													
Julia Lee														x				x			x																										
Laverne Prep																		x			x					x																					
Leonardo Da Vinci																		x			x																										
Odyssey Charter	x			x	x				x				x	x				x			x				x																						

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	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										
OCS - Odyssey South														x							x																									
Pasadena Rosebud Academy																					x																									
Pathways to College											x																																			
Vitural Prep - Lucerne							x																																							
Taylor HD							x	x																																						
Chaffey JUSD																																														

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.

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- 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

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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.

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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

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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

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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*

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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

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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.

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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

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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.

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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

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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 Charter 3651

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

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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 Charter - 3651

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	67678	137547	1945	Allegiance STEAM Academy - Thrive	Callie	Moreno	(626) 376-5230	callie.moreno@asathrive.org	Previously Reported
	2	19	64881	113464	487	Aveson Global Leadership Academy	Kelly	Jung	(626) 797-1438	kellyjung@aveson.org	Previously Reported
	3	19	64881	113472	848	Aveson School of Leaders	Chantell	Butler	(626) 797-1440	chantellbutler@aveson.org	Previously Reported
	4	13	63123	118455	1030	Ballington Academy for the Arts and Sciences	Gisella	Wong	(760) 353-0410	gwong@voa-swcal.org	Previously Reported
	5	36	10363	6111918	1522	Desert Trails Preparatory Academy	Sarah	Ballard-Wiley	(760) 805-9871	sarah.ballard@dtacademy.com	Previously Reported
	6	36	75051	136960	1923	Elite Academic Academy - Lucerne	Susana	Waisman	(866) 354-8302	swaisman@hotmail.com	Previously Reported
	7	36	75044	116707	971	Encore Jr/Sr High School for the Performing and Visual Arts	Esther	Haskins	(760) 956-2632	ehaskins@encorehighschool.com	Previously Reported
	8	33	10330	137851	1988	Julie Lee Performing Arts Academy	Mika	Hicks-Klepper	(909) 714-4112	mhkelper@gmail.com	Previously Reported
	9	11	75044	118059	1034	LaVerne Elementary Preparatory Academy	Sarah	Ballard-Wiley	(760) 805-9871	sarah.ballard@dtacademy.com	Previously Reported
	10	37	68023	119594	1082	Leonardo da Vinci Health Sciences Charter	Antonio	Hernandez	(619) 301-2075	antonio.hernandez@divincicharter.or	Previously Reported
	11	19	10199	6116883	249	Odyssey Charter	Chasityflame	Price	(626) 229-0993	chasityflamep@ocsmail.org	Previously Reported
	12	19	64881	136945	1921	OCS - South	Chasityflame	Price	(626) 229-0993	chasityflamep@ocsmail.org	Previously Reported

Attachment I

SELPA: Desert/Mountain Charter - 3651

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	15	64881	113894	857	Pasadena Rosebud Academy	Susan	Matthews	(626) 797-7704	susan.matthews@pasadenarosebud.	Previously Reported
	14	36	75044	112441	801	Pathways to College K8	Craig	Merrill	(760) 686-5353	craig.merrill@pathwaysk8.com	Previously Reported
	15	36	67587	128462	1520	Taylion High Desert Academy/ Adelanto	Brenda	Congo	(760) 843-6622	brenda.congo@taylion.com	Previously Reported
	16	36	75051	138107	1975	Virtual Prep Lucerne	Careen	Lomago	(626) 755-8074	clomago@accelschools.com	New LEA
	17	36	10363			Desert/Mountain Charter SELPA	Jenae	Holtz	(760) 955-3556	jenae.holtz@cahelpp.org	Previously Reported

SELPA: Desert/Mountain Charter - 3651

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 Charter - 3651

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	Allegiance STEAM Academy - Thrive	421,216	0	113,048	0	0	0	0	0	534,264
2	Aveson Global Leadership Academy	152,228	0	77,649	0	0	0	0	0	229,877
3	Aveson School of Leaders	196,602	0	61,662	0	0	0	0	0	258,264
4	Ballington Academy for the Arts and Sciences	135,793	0	28,547	0	0	0	0	0	164,340
5	Desert Trails Preparatory Academy	277,035	0	42,250	0	0	0	0	0	319,285
6	Elite Academic Academy - Lucerne	455,298	0	57,095	0	0	0	0	0	512,393
7	Encore Jr/Sr High School for the Performing and Visual Arts	429,571	0	119,899	0	0	0	0	0	549,470
8	Julie Lee Performing Arts Academy	143,427	0	44,534	0	0	0	0	0	187,961

Attachment II

SELPA: Desert/Mountain Charter - 3651

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	LaVerne Elementary Preparatory Academy	247,884	0	22,838	0	0	0	0	0	270,722
10	Leonardo da Vinci Health Sciences Charter	130,044	0	28,547	0	0	0	0	0	158,591
11	Odyssey Charter	216,571	0	73,081	0	0	0	0	0	289,652
12	OCS - South	127,948	0	30,831	0	0	0	0	0	158,779
13	Pasadena Rosebud Academy	94,751	0	19,412	0	0	0	0	0	114,163
14	Pathways to College K8	145,371	0	57,095	0	0	0	0	0	202,466
15	Taylton High Desert Academy/ Adelanto	103,144	0	54,330	0	0	0	0	0	157,474
16	Virtual Prep Lucerne	265,569	0	0	0	0	0	0	0	265,569
17	Desert/Mountain Charter SELPA	1,023,917	0	46,956	0	0	0	71,592	0	1,142,465
Totals:		4,566,369	0	877,774	0	0	0	71,592	0	5,515,735

Attachment III

SELPA: Desert/Mountain Charter - 3651

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	Allegiance STEAM Academy - Thrive	453,158	31,188	81,553	0	166,648	0	0	732,547
2	Aveson Global Leadership Academy	551,930	118,460	94,823	4,300	50,928	0	0	820,441
3	Aveson School of Leaders	522,105	28,000	84,738	5,000	0	0	0	639,843
4	Ballington Academy for the Arts and Sciences	75,000	25,000	5,000	0	55,000	0	0	160,000
5	Desert Trails Preparatory Academy	203,101	99,269	60,978	0	0	0	0	363,348
6	Elite Academic Academy - Lucerne	133,000	0	26,600	0	630,000	0	0	789,600
7	Encore Jr/Sr High School for the Performing and Visual Arts	489,301	205,163	253,721	5,000	23,843	0	0	977,028
8	Julie Lee Performing Arts Academy	76,500	15,422	25,598	0	171,870	0	0	289,390
9	LaVerne Elementary Preparatory Academy	209,960	0	43,275	0	53,880	0	0	307,115

Attachment III

SELPA: Desert/Mountain Charter - 3651

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
10	Leonardo da Vinci Health Sciences Charter	0	0	0	0	170,000	0	0	170,000
11	Odyssey Charter	507,259	80,832	173,417	5,000	54,456	3,000	0	823,964
12	OCS - South	286,313	65,608	101,879	5,000	20,526	3,000	0	482,326
13	Pasadena Rosebud Academy	60,000	15,000	12,500	8,900	50,000	0	0	146,400
14	Pathways to College K8	145,602	87,460	54,098	0	38,608	0	0	325,768
15	Taylion High Desert Academy/ Adelanto	155,709	0	33,413	1,000	6,580	0	0	196,702
16	Virtual Prep Lucerne	121,222	28,725	63,337	0	0	0	0	213,284
17	Desert/Mountain Charter SELPA	250,059	232,876	193,806	19,126	305,457	0	52,477	1,053,801
Totals:		4,240,219	1,033,003	1,308,736	53,326	1,797,796	6,000	52,477	8,491,557

SELPA: Desert/Mountain Charter - 3651

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	Allegiance STEAM Academy - Thrive	113,048	11.91%	421,216	9.22%	198,284	534,264
2	Aveson Global Leadership Academy	77,649	8.18%	152,228	3.33%	590,563	229,877
3	Aveson School of Leaders	61,662	6.50%	196,602	4.31%	381,578	258,264
4	Ballington Academy for the Arts and Sciences	28,547	3.01%	135,793	2.97%	0	164,340
5	Desert Trails Preparatory Academy	42,250	4.45%	277,035	6.07%	44,063	319,285
6	Elite Academic Academy - Lucerne	57,095	6.01%	455,298	9.97%	277,207	512,393
7	Encore Jr/Sr High School for the Performing and Visual Arts	119,899	12.63%	429,571	9.41%	427,558	549,470
8	Julie Lee Performing Arts Academy	44,534	4.69%	143,427	3.14%	101,429	187,961
9	LaVerne Elementary Preparatory Academy	22,838	2.41%	247,884	5.43%	36,393	270,722

Attachment IV

SELPA: Desert/Mountain Charter - 3651

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
10	Leonardo da Vinci Health Sciences Charter	28,547	3.01%	130,044	2.85%	11,408	158,591
11	Odyssey Charter	73,081	7.70%	216,571	4.74%	534,311	289,652
12	OCS - South	30,831	3.25%	127,948	2.80%	323,547	158,779
13	Pasadena Rosebud Academy	19,412	2.04%	94,751	2.07%	32,236	114,163
14	Pathways to College K8	57,095	6.01%	145,371	3.18%	123,302	202,466
15	Taylion High Desert Academy/ Adelanto	54,330	5.72%	103,144	2.26%	39,228	157,474
16	Virtual Prep Lucerne	0	0.00%	265,569	5.82%	0	265,569
17	Desert/Mountain Charter SELPA	118,548	12.49%	1,023,917	22.42%	0	1,142,465
Totals:		949,366	100.00%	4,566,369	100.00%	3,121,107	5,515,735

SELPA: Desert/Mountain Charter - 3651

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	Allegiance STEAM Academy - Thrive	495,000	60,000
2	Aveson Global Leadership Academy	9,940	9,044
3	Aveson School of Leaders	5,464	6,029
4	Ballington Academy for the Arts and Sciences	0	3,015
5	Desert Trails Preparatory Academy	0	6,029
6	Elite Academic Academy - Lucerne	5,000	8,000
7	Encore Jr/Sr High School for the Performing and Visual Arts	0	9,044
8	Julie Lee Performing Arts Academy	0	0
9	LaVerne Elementary Preparatory Academy	0	3,015

Attachment V

SELPA: Desert/Mountain Charter - 3651

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	Leonardo da Vinci Health Sciences Charter	158,100	11,900
11	Odyssey Charter	0	0
12	OCS - South	0	0
13	Pasadena Rosebud Academy	20,000	0
14	Pathways to College K8	0	0
15	Taylion High Desert Academy/ Adelanto	0	3,015
16	Virtual Prep Lucerne	10,285	0
17	Desert/Mountain Charter SELPA	6,709	6,709
Totals:		710,498	125,800

**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	Original LEA	Disruptive or Charter School Name	Initiating SELPA Notification Date	SELPA Governing Board Notification Date	COE Notification Date	CDE Notification Date	Agreed Upon Effective Fiscal Year
Allegiance STEAM Academy - Thrive		Delete This Row							<input type="text"/>
Aveson Global Leadership Academy		Delete This Row							<input type="text"/>
Aveson School of Leaders		Delete This Row							<input type="text"/>
Ballington Academy for the Arts and Sciences		Delete This Row							<input type="text"/>
Desert Trails Preparatory Academy		Delete This Row							<input type="text"/>
Elite Academic Academy - Lucerne		Delete This Row							<input type="text"/>
Encore Jr/Sr High School for the Performing and Visual Arts		Delete This Row							<input type="text"/>
Julie Lee Performing Arts Academy		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
LaVerne Elementary Preparatory Academy		Delete This Row							<input type="text"/>
Leonardo da Vinci Health Sciences Charter		Delete This Row							<input type="text"/>
Odyssey Charter		Delete This Row							<input type="text"/>
OCS - South		Delete This Row							<input type="text"/>
Pasadena Rosebud Academy		Delete This Row							<input type="text"/>
Pathways to College K8		Delete This Row							<input type="text"/>
Taylion High Desert Academy/Adelanto		Delete This Row							<input type="text"/>
Virtual Prep Lucerne		Delete This Row							<input type="text"/>
Desert/Mountain Charter SELPA		Delete This Row							<input type="text"/>

Special Education Local Plan Area (SELPA) Local Plan

SELPA

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LOCAL PLAN

Section D: Annual Budget Plan

SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

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SELPA Desert/Mountain Charter - 3651

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	4,566,369	82.79%
AB 602 Property Taxes	0	0.00%
Federal IDEA Part B	877,774	15.91%
Federal IDEA Part C	0	0.00%
State Infant/Toddler	0	0.00%
State Mental Health	0	0.00%
Federal Mental Health	71,592	1.30%
Other Revenue*	0	0.00%
Total Revenue	5,515,735	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

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	4,240,219	49.93%
Object Code 2000—Classified Salaries	1,033,003	12.17%
Object Code 3000—Employee Benefits	1,308,736	15.41%
Object Code 4000—Supplies	53,326	0.63%
Object Code 5000—Services and Operations	1,797,796	21.17%
Object Code 6000—Capital Outlay	6,000	0.07%
Object Code 7000—Other Outgo and Financing*	52,477	0.62%
Total Expenditures	8,491,557	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:

Object code 7000 includes CDE approved indirect cost rate applied to applicable expenditures.

Section D: Annual Budget Plan

SELPA Desert/Mountain Charter - 3651

Fiscal Year 2021–22

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	4,566,369	52.87%
Federal Revenue	949,366	10.99%
Local Contribution	3,121,107	36.14%
Total Revenue From All Sources	8,636,842	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 charter based on average daily attendance, and federal funds are distributed equally based on pupil count. The D/M Charter SELPA retains some funding to be appropriated 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 Charter SELPA special education revenue distribution model combines CDE certified state AB 602 funding and federal funding to calculate an equalized funding rate. Each charter's certified ADA is multiplied by the equalized rate to calculate the charter's apportionment. Adjustments are made off-the-top of the apportionment to support 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 charters 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	250,059	23.73%
Object Code 2000—Classified Salaries	232,876	22.10%
Object Code 3000—Employee Benefits	193,806	18.39%
Object Code 4000—Supplies	19,126	1.81%
Object Code 5000—Services and Operations	305,457	28.99%
Object Code 6000—Capital Outlay	0	0.00%
Object Code 7000—Other Outgo and Financing*	52,477	4.98%
Total Operating Expenditures	1,053,801	100.00%

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

Section D: Annual Budget Plan

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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)?

Member charters use restricted classes in the schools accounting system or other unique identifiers to segregate low incidence expenditures when applicable. Additionally, all low incidence funds are apportioned to the SELPA, and members are reimbursed for low incidence related costs - up to a specific amount per member based on available funds - upon invoice to SELPA. LEAs must include supporting documentation including the student's IEP to substantiate the reimbursement request with the invoice.

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.

Desert/Mountain Charter SELPA 2020-21 Low Incidence Reimbursement Proposal

2020-21 Beginning Balance	4,175
P-1 Certified Funding	57,958
Total Available Funds	62,133
2020-21 Projected LIE Expenditures	1,840
Projected Balance	60,293
2020-21 Reimbursement (85% Projected Balance)	51,249
2021-Projected Ending Balance	9,044

	<u>LIE Count</u>			
	<u>2020-21 Entitlement</u>			<u>Maximum</u>
	<u>(Total Count 2019 = 19</u>			<u>Reimbursement</u>
	<u>Less 2 Encore Riverside)</u>	<u>Ratio</u>		
Allegiance STEAM Academy	2	12%		6,029
Aveson Global Leadership Academy	3	18%		9,044
Aveson School of Leaders	2	12%		6,029
Ballington Academy	1	6%		3,015
Desert Trails Preparatory Academy	2	12%		6,029
Elite Academic Academy	1	6%		3,015
Elite Academic Academy Adult Work Force	0	0%		-
Encore - Hesperia	3	18%		9,044
Julia Lee Performing Arts Academy	0	0%		-
Laverne Elementary Preparatory Academy	1	6%		3,015
Leonardo da Vinci Health Sciences Charter	1	6%		3,015
Odyssey Charter School	0	0%		-
Odyssey Charter School South	0	0%		-
Pasadena Rosebud Academy	0	0%		-
Pathways to College	0	0%		-
Taylion High Desert Academy	1	6%		3,015
	17	100%		51,249

Marina Gallegos

From: Halena Le <HLe@cde.ca.gov>
Sent: Monday, March 29, 2021 9:54 AM
To: Marina Gallegos
Subject: RE: LI Pupil Count

CAUTION: This email originated from outside of the organization. Please do not click links or open attachments unless you recognize the sender and know the content is safe.

Hi Marina,

Below are the 2019 low incidence counts used to calculate the 2020-21 low incidence entitlement.

SELPACode	SELPAName	MemberCode	MemberName	COUNT
3651	Desert/Mountain Charter	36676780137547	Allegiance STEAM Academy - Thrive	2
3651	Desert/Mountain Charter	19648810113464	Aveson Global Leadership Academy	3
3651	Desert/Mountain Charter	19648810113472	Aveson School of Leaders	2
3651	Desert/Mountain Charter	13631230118455	Ballington Academy for the Arts and Sciences	1
3651	Desert/Mountain Charter	36103636111918	Desert Trails Preparatory Academy	2
3651	Desert/Mountain Charter	36750510136960	Elite Academic Academy - Lucerne	1
3651	Desert/Mountain Charter	33672150132498	Encore High School for the Arts - Riverside	2
3651	Desert/Mountain Charter	36750440116707	Encore Jr./Sr. High School for the Performing and Visual Arts	3
3651	Desert/Mountain Charter	36750440118059	LaVerne Elementary Preparatory Academy	1
3651	Desert/Mountain Charter	37680230119594	Leonardo da Vinci Health Sciences Charter	1
3651	Desert/Mountain Charter	36675870128462	Taylion High Desert Academy/Adelanto	1

Halena

From: Marina Gallegos <Marina.Gallegos@cahelp.org>
Sent: Friday, March 26, 2021 4:41 PM
To: Halena Le <HLe@cde.ca.gov>
Subject: [EXTERNAL] LI Pupil Count

Hello Helena,

Would you be able to provide me with a breakdown of the LI pupil count for the Desert/Mountain Charter SELPA by school?

CALPADS Fall 1 Prior Year Low Incidence Pupil Counts	E-1	<u>19</u>
Low Incidence Rate	E-2 \$	<u>3,050.4314230522</u>
Low Incidence Apportionment (E-1 * E-2)	E-3 \$	<u>57,958.20</u>

Thank you,

Marina Gallegos
Consultant

DESERT/MOUNTAIN CHARTER SELPA STEERING and FINANCE COMMITTEE MEETING

March 25, 2021 – 1:00 p.m. Virtual via Teleconference

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

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D/M CHARTER SELPA MEMBERS PRESENT:

Allegiance STEAM – Callie Moreno, Aveson School of Leaders – Chantell Butler, Ballington Academy – Doreen Mulz, Gisella Wong, Desert Trails Preparatory Academy (DTPA) –Debbie Tarver, Elite Academic Academy – Susana Waisman, Encore Jr/Sr High – Esther Haskins, Julia Lee Performing Arts Academy – Mikaleen Klepper, LaVerne Elementary Prep (LEPA) –Debbie Tarver, Odyssey Charter – Chasityflame Price, Taylion High Desert – Brenda Congo and Virtual Prep Academy in Lucerne – Michelle Romaine.

CAHELP, SELPA, & DMCC STAFF PRESENT:

Jamie Adkins, Heidi Chavez, Craig Cleveland, Tara Deavitt, Peggy Dunn, Marina Gallegos, Bonnie Garcia, Derek Hale, Jenae Holtz, Linda Llamas, Robin McMullen, Angela Mgbekwe, Kami Murphy, Lisa Nash, Kathleen Peters, Daria Raines, Linda Rodriguez, Jennifer Rountree, Adrienne Shepherd-Myles, 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 Charter SELPA Steering and Finance Committee Meeting was called to order by Chairperson Jenae Holtz, at 1:02 p.m., at the Desert/Mountain Educational Service Center, Apple Valley.

2.0 ROLL CALL

3.0 PUBLIC PARTICIPATION

None.

4.0 ADOPTION OF THE AGENDA

4.1 **BE IT RESOLVED** that a motion was made by Debbie Tarver, seconded by Callie Moreno, to approve the March 25, 2021 Desert/Mountain Charter SELPA Steering and Finance Committee Meeting Agenda as presented. A vote was taken and the following carried: 11:0: Butler, Congo, Haskins, Klepper, Moreno, Price, Romaine, Tarver (DTPA & LEPA), Waisman, and Wong. Nays: None, Abstentions: None.

5.0 INFORMATION/ACTION

5.1 Desert/Mountain Charter SELPA D/M 127 Assistive Technology Assessment Referral **(ACTION)**

Forms used in the operations of special education programs within the Desert/Mountain Charter SELPA are developed, reviewed and revised throughout the year upon the recommendation of the Program Team. Forms are modified as necessary in order to support the operations of special

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education programs in an efficient, effective and legally compliant manner. Suggested revisions to SELPA Forms are submitted to the D/M Charter SELPA Steering Committee for consideration and approval.

5.1.1 **BE IT RESOLVED** that a motion was made by Mikaleen Klepper, seconded by Chantell Butler, to approve the Desert/Mountain Charter D/M 127 Assistive Technology Assessment Referral as presented. A vote was taken and the following carried 11:0: Butler, Congo, Haskins, Klepper, Moreno, Price, Romaine, Tarver (DTPA & LEPA), Waisman, and Wong. Nays: None, Abstentions: None.

6.0 CONSENT ITEMS

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

6.1 **BE IT RESOLVED** that a motion was made by Mikaleen Klepper, seconded by Callie Moreno, to approve the following Consent Items as presented. A vote was taken and the following carried: 11:0: Butler, Congo, Haskins, Klepper, Moreno, Price, Romaine, Tarver (DTPA & LEPA), Waisman, and Wong. Nays: None, Abstentions: None.

6.1.1 Approve the February 18, 2021 Desert/Mountain Charter SELPA Steering and Finance Committee Meeting Minutes.

7.0 CHIEF EXECUTIVE OFFICER AND STAFF REPORTS

7.1 Legislative Updates

Jenae Holtz briefly reviewed several State and Federal bills related to students with disabilities and school law. Jenae reported Assembly Bill (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 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 low incidence equipment assigned to children to the family when the child is preparing to leave or

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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 an 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 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 professionals 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).

7.2 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 for monitoring. Those areas are Initial Assessments of Eligibility (Spring 2021), 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. 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 assessments 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 said this includes parents who are refusing to attend virtually or that LEAs are not able to get in contact with. Jenae continued that LEAs with long overdue IEPs and assessments will also be placed in the higher tiers of the monitoring pyramid. She also shared that the majority of parent complaints made to the CDE were regarding assessments not being done and initial IEPs not being completed during this past year.

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7.3 Running Reports in Web IEP/Web DA

Jenae Holtz called on Peggy Dunn to present information on running reports in Web IEP/Web DA. Peggy shared there was great participation and feedback at the Web DA/Web IEP Standard Reports workshop that was hosted on March 23, 2021. Colette Garland and Terri Nelson are working on revisions to the Web DA/Web IEP Standard Reports handbook so the final version can be distributed.

Jenae shared the handbook was created last year and there have been updates made. Jenae said the intention is for the LEAs to be able to run reports as needed and not have to rely solely on Colette and Terri. Jenae concluded that if there are any questions about the handbook or running reports, to contact Colette or Terri.

7.4 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 all services. She asked to be contacted when the LEAs reopen so her staff can be prepared to provide services in-person, virtually, or both.

7.5 Youth Mental Health First Aid (YMHFA) Training

Linda Llamas presented information on the upcoming Youth Mental Health First Aid (YMHFA) Training. She shared on May 21, 2021 from 8:00am-2:00pm, 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). Linda 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. Linda 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.

7.6 Professional Learning Summary and Update

Heidi Chavez presented the D/M Charter SELPA's Professional Learning Summary. She stated

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there were 27 participants in February 2021 with training staff providing on-site and regional trainings. Heidi reported the Directors' Training is scheduled for April after the D/M SELPA Steering and Finance Committee Meeting. An email with the training flyers was emailed to the directors earlier in the week with the registration link.

7.7 Resolution Support Services Summary

Kathleen Peters presented the D/M Charter SELPA's Resolution Support Services Summary. No filings for D/M Charter SELPA. She has been hearing from the directors that LEAs are developing relationships with families during the time of the Covid-19 school closures. Kathleen reported the cases that are open are more complex with more cases going to hearing. She said there has been a recent withdrawal that is expected to refile which will cause attorney fees to continue to grow.

7.8 Office of Administrative Hearings Decisions

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 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. She 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.

Kathleen 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 to address those issues on whether an FBA is an evaluation to which parents may request and obtain an independent educational assessment. Kathleen 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. Kathleen said in establishing determination, the courts and Office of Administrative Hearings (OAH) determined 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

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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 student's FBA because it was not a substantive issue for the student.

7.9 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 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. Kathleen reported that according to the State Department of Education, there is exemptions to wearing a face mask and the Department of Health is stating there are no exceptions. Kathleen said LEAs still have the requirement of providing FAPE and if requiring a student to wear a face mask denies them FAPE, the LEA could be held liable.

Jenae said it is about students with disabilities and exceptions that seem reasonable to most people, for instance students who are deaf and hard of hearing that need to see the mouths of service providers, teachers, and other students along with students who have autism or sensory needs. Jenae said LEAs should do what is best for a child by providing FAPE in a way the child can make progress and document why the decisions are being made to provide services in that way. Jenae concluded LEAs are to make their own decisions about how it is to be handled on their campuses.

7.10 Learning Loss Mitigation

Kathleen Peters led a conversation on Learning Loss Mitigation. Kathleen shared there has been discussion with three attorney groups that agree learning loss mitigation is to be documented in the IEP. She said the communication between directors and teachers is very important. Kathleen stated learning loss efforts are to be documented in notes so it is not interpreted as stay put and become part of the offer of FAPE. She continued there should be a clear designation for the purpose of the additional time or purpose of the service, there should be a beginning and an end date, as well as notes on the discussion of how the decisions were made and what considerations were given to the parent in how the child would participate. Kathleen said providing for learning loss should be above and beyond the offer of FAPE such as offering after school tutoring, adding days or hours to Extended School Year (ESY), or offering ESY to those that would not normally have access to it. She shared some LEAs are extending their ESY from four weeks to five or six

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weeks, or full days instead of half days. Kathleen encouraged learning loss mitigation to begin now and not wait until next school year.

Jenae Holtz encouraged directors to reach out to their program specialists, Kathleen Peters, Sheila Parisian, and Lisa Nash about different ideas. She said being proactive and getting ahead of due process will benefit everyone. Jenae also said that the learning loss mitigation plans can be included in the Special Education Plan progress reports when the time comes.

7.11 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.

Kathleen reported the new attorney support with Atkinson, Andelson, Loya, Ruud & Romo (AALRR) is Ernest Bell. There will be a Zoom meeting on April 2, 2021 at 10:00am-11:00am with Mr. Bell answering questions on Covid-19 provisions and any other legal questions directors may have. Kathleen said the Zoom link will be emailed to the committee and there is no need to register.

7.12 You Be the Judge

Lisa Nash presented a You Be the Judge scenario for committee participation. After allowing a few minutes for the committee members to review the scenario, Lisa revealed the correct answer as C. She said the parents did not demonstrate that there was an independent assessment or documentation that would substantiate the child's need to have water safety instruction any sooner than the district would have normally provided it to other students.

7.13 Career Technical Education Career Day Flyer

Adrienne Shepherd-Myles presented Career Technical Education (CTE) Career Day Flyer. Adrienne 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. Adrienne said the flyer

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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.

7.14 Prevention and Intervention Updates

Kami Murphy 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 creates 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 students with the highest needs,
- 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.

7.15 Compliance Update

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.

Peggy shared there will be a CalPads training that will focus on correcting errors. She said the date and time of the training will be provided by Colette Garland when she receives the information.

Jenae Holtz said many LEAs have notified Terri Nelson that they are ready for certification but certification is not currently an option in CalPads. Colette is working to find out what the issue is so that can be done.

8.0 FINANCE COMMITTEE REPORTS

Marina Gallegos reported that she sent an email to the directors related to the Annual Budget Plan. She said the email included worksheets that are due to her on March 30, 2021. Marina said to contact her for help in completing the worksheets or with any questions.

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9.0 INFORMATION ITEMS

9.1 Monthly Occupational & Physical Therapy Services Reports

9.2 Upcoming Professional Learning Opportunities

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

10.0 STEERING COMMITTEE MEMBERS COMMENTS / REPORTS

None.

11.0 CEO COMMENTS

Jenae Holtz said she appreciates the participants and looks forward to seeing everyone in person. She shared that the CAHELP JPA staff is starting to return to the office with classified starting at three days a week and managers at five days a week except for those providing virtual trainings and services. Jenae said the expectation is for everyone to be back in the office by the end of the school year.

12.0 MATTERS BROUGHT BY THE PUBLIC

None.

13.0 ADJOURNMENT

Having no further business to discuss, a motion was made by Debbie Tarver, seconded by Brenda Congo, to adjourn the meeting. A vote was taken and the following carried: 11:0: Butler, Congo, Haskins, Klepper, Moreno, Price, Romaine, Tarver (DTPA & LEPA), Waisman, and Wong. Nays: None, Abstentions: None.

The next regular meeting of the Desert/Mountain Charter SELPA Steering Committee will be held on Thursday, April 15, 2021, at 1:00 p.m., at the Desert Mountain Educational Service Center, Aster/Cactus Room, 17800 Highway 18, Apple Valley, CA 92307.

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

Desert/Mountain Charter SELPA

Application for Membership Fiscal Year 2021-2022

- **Name:** ASA Charter School
- **Primary Contact:** Susan Lucey, Principal
- **Interviewed by D/M Charter SELPA Review Committee:** March 16, 2021
- **Application Status:** Charter with two or more successful years of operation, but new to Desert/Mountain Charter SELPA
- **Geographical Location:** 3512 North E Street, San Bernardino, CA 92405
- **Authorizer:** ASA was authorized by San Bernardino City Unified School District (SBCUSD) in 2004. ASA's petition was approved for renewal for another five-year period (2019-2024) by SBCUSD on May 7, 2019.
- **Classroom Based:** Yes
- **Grades of Instruction:** K-12
- **Estimated first day of Instruction:** ASA is in its 16th year of operation, next school year scheduled to open August 12, 2021.
- **Applied for and/or Denied LEA membership to another SELPA:** No.
ASA reported Desert/Mountain Charter SELPA is the only SELPA they have their applied to for membership to operate as an independent charter for special education purposes.

Desert/Mountain Charter SELPA

Application for Membership Fiscal Year 2021-2022

- **Name:** Virtual Preparatory Academy (VPA) at Monterey
- **Primary Contact:** Michelle Romaine, Head of School
- **Interviewed by D/M Charter SELPA Review Committee:** No interview scheduled. VPA at Monterey is a 'sister' school to Virtual Prep at Lucerne
- **Application Status:** Expansion of an existing Charter SELPA member. Virtual Prep at Lucerne was added to Desert/Mountain Charter SELPA in FY 2020-2021 by virtue of an internal doing business as (DBA) name-change transition of one of the Elite Academic Academy at Lucerne charters.
- **Geographical Location:** 73101 Pleyto Street, #86 Bradley, CA 93426, Monterey County SELPA
- **Authorizer:** Bradley Union School District (USD). Bradley USD notified the D/M Charter SELPA that Virtual Preparatory Academy at Monterey's charter petition was approved September 25, 2019 to operate independent of Bradley USD and with an MOU stipulation that VPA at Monterey would find a separate SELPA than Monterey SELPA.
- **Classroom Based:** Non-seat based.
- **Grades of Instruction:** Authorized as K-12
- **Estimated first day of Instruction:** Operating since September 2019
- **Applied for and/or Denied LEA membership to another SELPA:** No

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

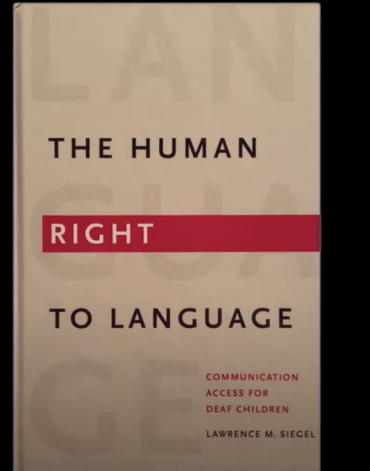




LRE for Deaf Children *is* a Social Justice/Human Rights Issue

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



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.

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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 ("IDLDP") 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 . . .



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

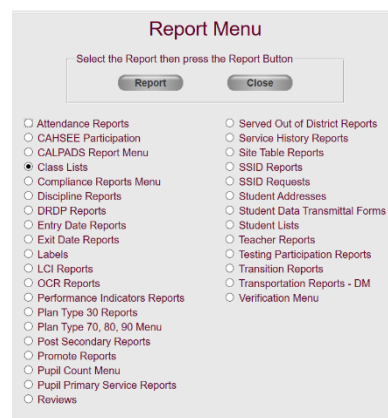
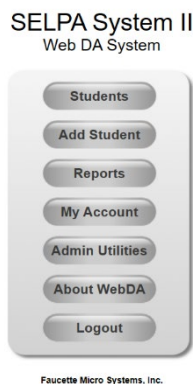
Compliance Reports	<p>These reports produce information regarding the 60-day timeline.</p> <ol style="list-style-type: none"> 1. List all students with delay of more than 60 days between consent and initial 2. List of all students whose initial IEP occurred AFTER 3rd birthday 3. By Count, By District
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:

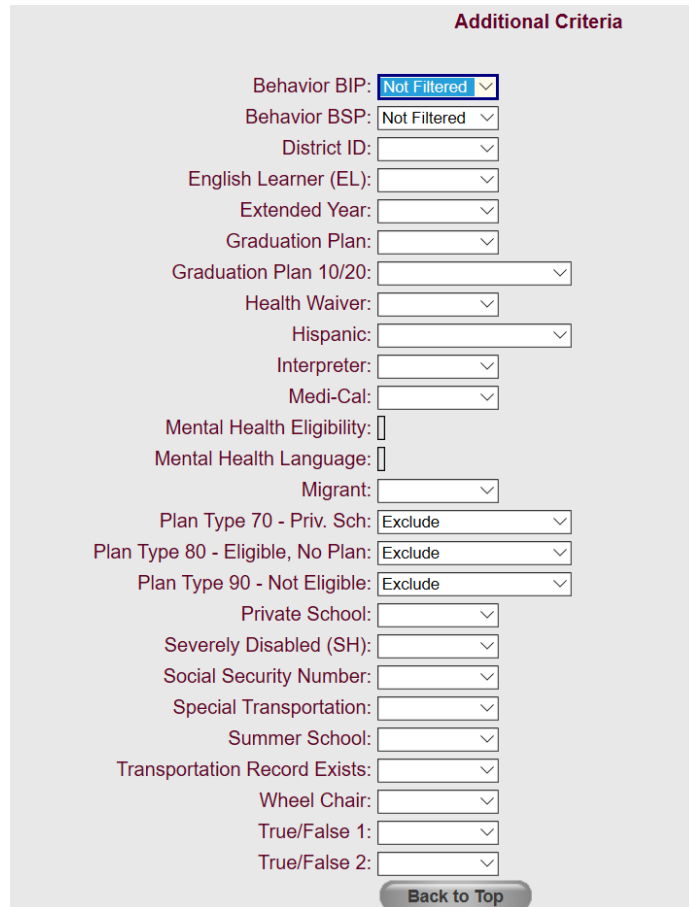


The next screen will bring you to the option of choosing from any of the standard reports available in the MIS system. These are what we call “Canned” reports. There are, however, additional criteria that can be added to the existing reports. See “Additional Criteria” for details.

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

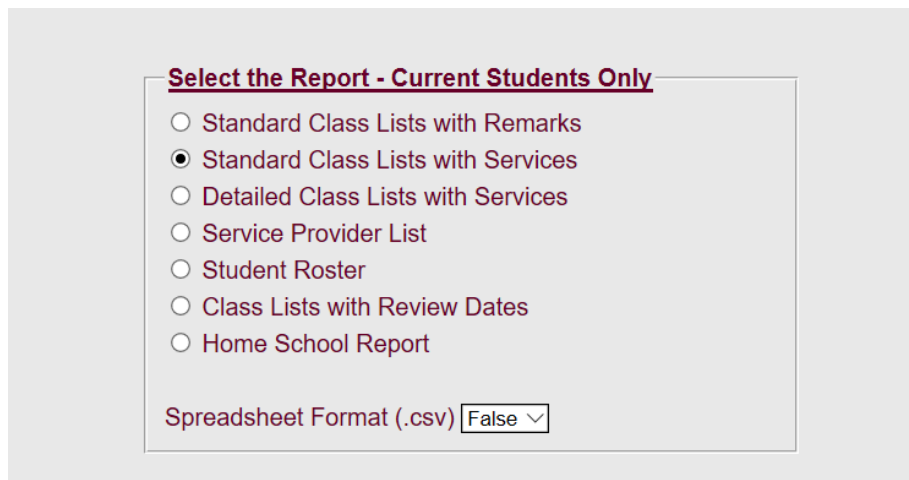
Other additional options include:

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

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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



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

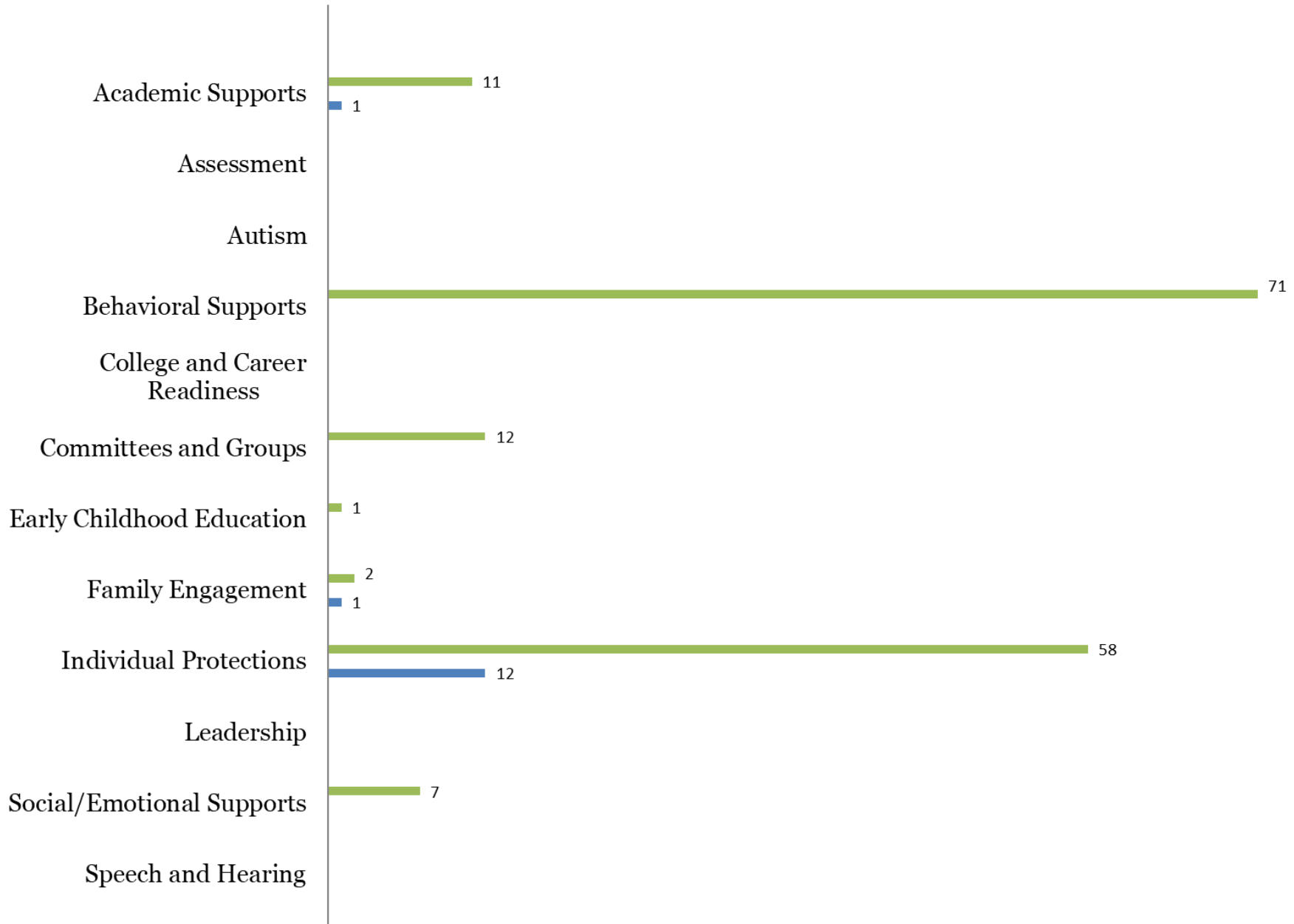
8.6 DMCC Online Referral
Verbal report, no materials

8.7 988 National Crisis Hotline
Verbal report, no materials

D/M CHARTER SELPA PROFESSIONAL LEARNING PARTICIPATION SUMMARY

MARCH 2021 - 14 PARTICIPANTS
162 YEAR-TO-DATE PARTICIPANTS

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



**Desert/Mountain Charter SELPA
Due Process Summary
July 1, 2020 - April 15, 2021**

D = Complaint Dismissed W = Complaint Withdrawn

DISTRICT										CASE ACTIVITY FOR CURRENT YEAR					
	13/14	14/15	15/16	16/17	17/18	18/19	19/20	20/21	Total	D/W	Resolution	Mediation	Settled	Hearing	
Allegiance STEAM Acad - Thrive	N/A	N/A	N/A	N/A	N/A	0	0	0	0		0	0	0	0	0
Aveson Global Leadership Acad	N/A	N/A	2	1	5	1.5	0	0	9.5		0	0	0	0	0
Aveson School of Leaders	N/A	N/A	0	3	1	1.5	0	0	5.5		0	0	0	0	0
Ballington Acad for Arts & Sci	N/A	N/A	N/A	N/A	0	2	0	0	0		0	0	0	0	0
Desert Trails Prep Academy	0	0	0	0	0	0	0	0	0		0	0	0	0	0
Elite Academic Acad - Lucerne	N/A	N/A	N/A	N/A	N/A	0	0	0	0		0	0	0	0	0
Encore Junior/Senior High School	0	0	0	0	0	0	0	0	0		0	0	0	0	0
Encore High School, Riverside	N/A	N/A	0	0	0	1	1	0	2		0	0	0	0	0
Julia Lee Performing Arts Acad	N/A	N/A	N/A	N/A	N/A	0	0	0	0		0	0	0	0	0
LaVerne Elem Preparatory	0	0	0	0	0	0.5	0	0	0.5		0	0	0	0	0
Leonardo da Vinci Health Sci	0	0	0	0	0	0	0	0	0		0	0	0	0	0
Odyssey Charter School	N/A	N/A	0	0	0	0	0	0	0		0	0	0	0	0
Odyssey Charter School - South	N/A	N/A	N/A	N/A	N/A	0	0	0	0		0	0	0	0	0
Pasadena Rosebud Academy	N/A	N/A	N/A	N/A	N/A	1	0	0	1		0	0	0	0	0
Pathways to College	0	0	0	0	0	0	0	0	0		0	0	0	0	0
Taylion High Desert Academy	0	0	0	0	0	0	0	0	0		0	0	0	0	0
Virtual Prep Academy at Lucerne	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0	0		0	0	0	0	0
SELPA-WIDE TOTALS	0	0	2	4	6	7.5	1	0	18.5		0	0	0	0	0

**Desert/Mountain Charter SELPA
Due Process Activity Summary
July 1, 2020 – April 15, 2021**

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

Desert /Mountain Charter SELPA
Legal Expense Summary
As of April 15, 2021

2000-2001	0.00
2001-2002	0.00
2002-2003	0.00
2003-2004	0.00
2004-2005	0.00
2005-2006	0.00
2006-2007	0.00
2007-2008	0.00
2008-2009	0.00
2009-2010	0.00
2010-2011	0.00
2011-2012	0.00
2012-2013	0.00
2013-2014	0.00
2014-2015	0.00
2015-2016	7,378.00
2016-2017	33,886.61
2017-2018	70,994.67
2018-2019	113,834.81
2019-2020	58,033.90
2020-2021	6,099.00

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

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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

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- 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

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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.

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

DESERT MOUNTAIN CHARTER 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		
				REVENUE	EXPENDITURES	ENDING BALANCE	REVENUE	EXPENDITURES	ENDING BALANCE	REVENUE	EXPENDITURES	ENDING BALANCE
DCPS	6500	DM CHARTER SELPA REGIONAL SERVICES	290,205	450,399	444,756	295,848	486,771	463,388	319,231	497,683	484,852	332,062
DCRP	6500	DM CHARTER SELPA RISK POOL	210,740	210,400	128,876	292,264	252,514	139,340	405,438	247,143	194,548	458,033
DCSA	6500	DM CHARTER SELPA SET ASIDE	569,493	142,076	139,698	571,870	152,496	84,700	639,666	154,520	17,750	776,436
DCAD	3395	DM CHARTER SELPA ALTERNATE DISPUTE RESOLUTION	0	12,880	12,880	0	14,601	14,601	0	14,601	14,601	1
DCAD	3395	DM CHARTER SELPA ALTERNATE DISPUTE RESOLUTION CO	0	0	0	0	0	0	0	32,355	32,355	0
DCMH	3327	DM CHARTER SELPA MENTAL HEALTH ADA	0	71,592	71,592	0	71,592	71,592	(0)	71,592	71,592	0
DCMH	6512	DM CHARTER SELPA MENTAL HEALTH AB114	179,261	407,451	186,425	400,286	0	0	400,286	0	0	400,286
DCMH	6546	DM CHARTER SELPA MENTAL HEALTH AB114	0	0	0	0	435,853	361,953	73,900	223,937	223,937	73,900
DCLI	6500	DM CHARTER SELPA LOW INCIDENCE	9,726	8,391	13,942	4,175	52,991	8,391	48,775	57,958	45,129	61,604
DC10	3310	DM CHARTER SELPA LOCAL ASSISTANCE	0	842,718	842,718	0	823,737	823,737	0	755,689	755,689	0
DC29	6500	DM CHARTER SELPA AB602	0	2,968,029	2,968,029	0	3,353,364	3,353,364	0	3,537,756	3,537,756	0
		TOTAL	1,259,424	5,113,936	4,808,917	1,564,444	5,643,919	5,321,066	1,887,297	5,593,233	5,378,208	2,102,323

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)

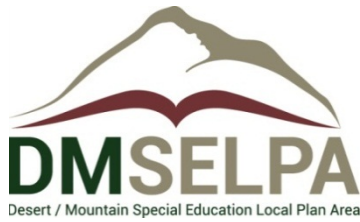
**Desert/Mountain SELPA - Desert/Mountain Charter SELPA
2021-22 Fee-For-Service**

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.**

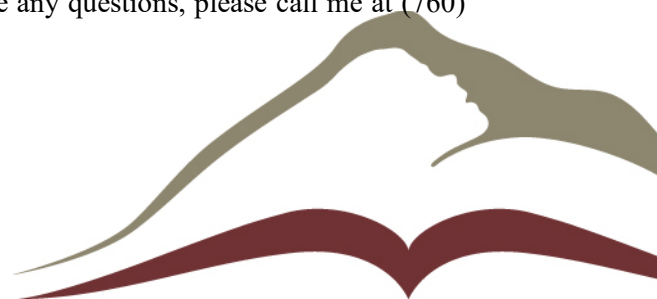
As always, thank you for your continued support in ensuring that both Desert/Mountain SELPA and Desert/Mountain Charter SELPA complete the data collection, reporting, and submission process as required by the California Department of Education.

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.





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

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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

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))
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