

**DESERT MOUNTAIN CHARTER SELPA STEERING and FINANCE COMMITTEE MEETING**

*April 20, 2023 – 1:00 p.m.*

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

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**AGENDA**

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**TELECONFERENCE LOCATIONS**

Elite Academic Academy – Lucerne, 43414 Business Park Dr, Temecula CA 92590

Julia Lee Performing Arts Academy, 19740 Grande Avenue, Lake Elsinore CA 92530

Laverne Elementary Preparatory Academy, 9966 I Avenue, Hesperia CA 92345

Leonardo da Vinci Health Sciences Charter School, 229 East Naples St, Chula Vista CA 91911

**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 and Finance Committee. Several opportunities are available during the meeting for the Council to receive oral communication regarding the presentations of any items listed on the agenda. Please ask for recognition either before a presentation or after the presentation has been completed. Please complete and submit a “Registration Card to Address the Desert Mountain Charter SELPA Steering and Finance 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 20, 2023 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 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 2023-24 Annual Budget Plan describes the revenues and expenditures for special education for all local education agencies in the Desert Mountain Charter SELPA.

5.1.1 **BE IT RESOLVED** that the Desert Mountain Charter SELPA 2023-24 Annual Budget Plan be approved as presented.

5.2 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 2023-24 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.

California Association of Health and Education Linked Professions,  
Joint Powers Authority (CAHELP, JPA)  
**DESERT MOUNTAIN CHARTER SELPA STEERING and FINANCE COMMITTEE MEETING**  
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- 5.2.1 **BE IT RESOLVED** that the Desert Mountain Charter SELPA 2023-24 Annual Service Plan be approved as presented.

**6.0 INFORMATION/ACTION**

6.1 Form D/M 120A Occupational Therapy 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 education programs in an efficient, effective and legally compliant manner. Suggested revisions to SELPA Forms are submitted to the DMCS Steering Committee for consideration and approval.

- 6.1.1 **BE IT RESOLVED** that the Form D/M 120A Occupational Therapy Referral be approved as presented.

6.2 Form D/M 120B Physical Therapy 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 education programs in an efficient, effective and legally compliant manner. Suggested revisions to SELPA Forms are submitted to the DMCS Steering Committee for consideration and approval.

- 6.2.1 **BE IT RESOLVED** that the Form D/M 120A Physical Therapy Referral be approved as presented.

**7.0 CONSENT ITEMS**

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

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

- 7.1.1 Approve the January 26, 2023 Desert Mountain Charter SELPA Steering and Finance Committee Meeting Minutes.
- 7.1.2 Approve the March 23, 2023 Desert Mountain Charter SELPA Steering and Finance Committee Meeting Minutes.

California Association of Health and Education Linked Professions,  
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**8.0 CHIEF EXECUTIVE OFFICER AND STAFF REPORTS**

8.1 Legislative Update

Pam Bender will present a legislative update.

8.2 Learning Recovery Support, Dispute Prevention and Resolution Funds Update

Pam Bender will provide Learning Recovery Support, Dispute Prevention and Resolution Update.

8.3 Alternative Diploma Pathway Update

Pam Bender will provide an Alternative Diploma Pathway update

8.4 Desert Mountain Children’s Center Client Services Reports and Update

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

8.5 Professional Learning Summary and Update

Heidi Chavez will present the Desert Mountain Charter SELPA’s Professional Learning Summary.

8.6 Resolution Support Services Summary and Update

Sheila Parisian will present the Desert Mountain Charter SELPA’s Resolution Support Services Summary and update.

8.7 Compliance Update

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

- SEIS Overview for Directors.

8.8 Prevention and Intervention Update

Angela Mgbeke will present the Prevention and intervention Update.

**9.0 FINANCE COMMITTEE REPORTS**

California Association of Health and Education Linked Professions,  
Joint Powers Authority (CAHELP, JPA)  
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9.1 Proposed 2023-24 Desert Charter Mountain SELPA Budget

Marina Gallegos will present the proposed 2023-24 Desert Mountain SELPA Budget.

9.2 Proposed 2023-24 Desert Charter Mountain SELPA Fee-For-Service Rates

Marina Gallegos will present the proposed 2023-24 Desert Mountain SELPA Fee-For-Service rates.

**10.0 INFORMATION ITEMS**

10.1 2022-23 Personnel Data Reports

10.2 Monthly Occupational & Physical Therapy Services Reports

10.3 Upcoming Professional Learning Opportunities

**11.0 STEERING COMMITTEE MEMBERS COMMENTS / REPORTS**

**12.0 CEO COMMENTS**

**13.0 MATTERS BROUGHT BY THE PUBLIC**

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

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

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

**14.0 ADJOURNMENT**

The next regular meeting of the Desert Mountain Charter SELPA Steering Committee will be held on Thursday, May 18, 2023, 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.*

## LOCAL PLAN

### Section D: Annual Budget Plan

#### SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

2023–24 Local Plan Submission

## 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:** 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. California *Education Code (EC)* Section 56048

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.

**TABLE 1**

**Special Education Projected Revenue Reporting (Items D-1 to D-3)**

**D-1. Special Education Revenue by Source**

Using the fields below, identify the special education projected revenue by funding source. The total projected 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	6,936,715	86.63%
AB 602 Property Taxes	0	0.00%
Federal IDEA Part B	991,592	12.38%
Federal IDEA Part C	0	0.00%
State Infant/Toddler	0	0.00%
State Mental Health	0	0.00%
Federal Mental Health	78,953	0.99%
Other Projected Revenue	0	0.00%
<b>Total Projected Revenue:</b>	<b>8,007,260</b>	<b>100.00%</b>

**D-2. "Other Revenue" Source Identification**

Identify all revenue identified in the "Other Revenue" category above, by revenue source, that is received by the SELPA specifically for the purpose of special education, including any property taxes allocated to the SELPA pursuant to *EC* Section 2572. *EC* Section 56205(b)(1)(B)

Not applicable.

**D-3. Attachment II: Distribution of Projected Special Education Revenue**

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

**TABLE 2**

**Total Projected Budget Expenditures by Object Code (Items D-4 to D-6)**

**D-4. Total Projected Budget by Object Code**

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	<span style="border: 1px solid black; padding: 2px;">5,407,775</span>	47.72%
Object Code 2000—Classified Salaries	<span style="border: 1px solid black; padding: 2px;">1,317,844</span>	11.63%
Object Code 3000—Employee Benefits	<span style="border: 1px solid black; padding: 2px;">1,614,856</span>	14.25%
Object Code 4000—Supplies	<span style="border: 1px solid black; padding: 2px;">160,501</span>	1.42%
Object Code 5000—Services and Operations	<span style="border: 1px solid black; padding: 2px;">2,735,482</span>	24.14%
Object Code 6000—Capital Outlay	<span style="border: 1px solid black; padding: 2px;">0</span>	0.00%
Object Code 7000—Other Outgo and Financing	<span style="border: 1px solid black; padding: 2px;">96,751</span>	0.85%
<b>Total Projected Expenditures:</b>	11,333,209	100.00%

**D-5. Attachment III: Projected Local Educational Agency Expenditures by Object Code**

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

**D-6. Code 7000—Other Outgo and Financing**

Include a description for the expenditures identified under object code 7000:

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



Section D: Annual Budget Plan

SELPA

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**TABLE 3**

Federal, State, and Local Revenue Summary (Items D-7 to D-8)

D-7. Federal Categorical, State Categorical, and Local Unrestricted Funding

Using the fields below, enter the projected funding by revenue jurisdiction. The "Total Revenue From All Sources" and the "Percentage of Total Funding" fields are automatically calculated.

Revenue Source	Amount	Percentage of Total Funding
Projected State Special Education Revenue	<input type="text" value="6,936,715"/>	61.21%
Projected Federal Revenue	<input type="text" value="1,070,545"/>	9.45%
Local Contribution	<input type="text" value="3,325,949"/>	29.35%
<b>Total Revenue from all Sources:</b>	11,333,209	100.00%

D-8. Attachment IV: Projected Revenue by Federal, State, and Local Funding Source by Local Educational Agency

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

D-9. Special Education Local Plan Area Allocation Plan

- a. Describe the SELPA's allocation plan, including the process or procedure for allocating special education apportionments, including funds allocated to the RLA/AU/responsible person pursuant to *EC* Section 56205(b)(1)(A).

The Desert Mountain Charter SELPA special education revenue distribution model combines CDE certified state AB 602 funding and federal funding to calculate an equalized funding rate. Member LEA certified ADA is multiplied by the equalized rate to calculate LEA apportionments. The allocation plan allows off-the-top adjustments for program specialists, administrative costs, risk and set-aside pools, purchased services, and other governance approved service and support fees. Some funding is retained at the Charter SELPA to centralize services and increase capacity.

- b.  YES  NO

If the allocation plan specifies that funds will be apportioned to the RLA/AU/AE, or to the SELPA administrator (for single LEA SELPAs), the administrator of the SELPA, upon receipt, distributes the funds in accordance with the method adopted pursuant to *EC* Section

Section D: Annual Budget Plan

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56195.7(i). This allocation plan was approved according to the SELPA's local policymaking process and is consistent with SELPA's summarized policy statement identified in Local Plan Section B: Governance and Administration item B-4. If the response is "NO," then either Section D should be edited, or Section B must be amended according to the SELPA's adopted policy making process, and resubmitted to the COE and CDE for approval.

Section D: Annual Budget Plan

SELPA Desert Mountain Charter SELPA 3651

Fiscal Year 2023–24

**TABLE 4**

**Special Education Local Plan Area Expenditures (Items D-10 to D-11)**

**D-10. Regionalized Operations Budget**

Using the fields below, identify the total operating expenditures projected for the SELPA, exclusively. Expenditure line items are according SACS object codes. Include the projected amount budgeted for the SELPA's exclusive use. The "Percent of Total" expenses is automatically calculated. NOTE: Table 4 does not include district LEA, charter LEA, or COE LEA expenditures, there is no Attachment to be completed for Table 4.

Accounting Categories and Codes	Amount	Percentage of Total
Object Code 1000—Certificated Salaries	251,522	35.63%
Object Code 2000—Classified Salaries	178,068	25.22%
Object Code 3000—Employee Benefits	174,971	24.79%
Object Code 4000—Supplies	6,108	0.87%
Object Code 5000—Services and Operations	39,952	5.66%
Object Code 6000—Capital Outlay	0	0.00%
Object Code 7000—Other Outgo and Financing	55,303	7.83%
<b>Total Projected Operating Expenditures:</b>	705,924	100.00%

**D-11. Object Code 7000 --Other Outgo and Financing Description**

Include a description of the expenditures identified under "Object Code 7000—Other Outgo and Financing" by SACS codes. See Local Plan Guidelines for examples of possible entries.

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

SELPA

Fiscal Year

**TABLE 5**

**Supplemental Aids and Services and Students with Low Incidence Disabilities (D-12 to D-15)**

The standardized account code structure (SACS), goal 5760 is defined as "Special Education, Ages 5–22." Students with a low incidence (LI) 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.

**D-12. Defined Goals for Students with LI Disabilities**

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. The Charter SELPA uses a unique management code to segregate low incidence expenditures. Low incidence funds are apportioned to the SELPA, and members are reimbursed for low incidence related costs upon providing an invoice and supporting documentation to the Charter SELPA.

**D-13. Total Projected Expenditures for Supplemental Aids and Services in the Regular Classroom and for Students with LI Disabilities**

Enter the projected expenditures budgeted for Supplemental Aids and Services (SAS) disabilities in the regular education classroom.

**D-14. Total Projected Expenditures for Students with LI Disabilities**

Enter the total projected expenditures budgeted for students with LI disabilities.

**D-15. Attachment V: Projected Expenditures by LEA for SAS Provided to Students with Exceptional Needs in the Regular Classroom and Students with LI Disabilities**

Using the current CDE-approved template provided for Attachment V, enter the SELPA's projected funding allocations to each LEA for the provision of SAS to students with exceptional needs placed in the regular classroom setting and for those who are identified with LI disabilities. Information included in this table must be consistent with revenues identified in Section D, Table 5.

Special Education Local Plan Area (SELPA) Local Plan

SELPA

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



California Department of Education  
Special Education Division  
2023–24 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/  
Specially Designed 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*

Include an explanation as to why the service option is not included as part of the SELPA’s continuum of services available to students with disabilities.

220–Medical (Ages 0-2 only)

*Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA’s continuum of services available to students with disabilities.

230–Nutrition (Ages 0-2 only)

*Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA’s continuum of services available to students with disabilities.

240–Service Coordination (Ages 0-2 only)

*Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA’s continuum of services available to students with disabilities.

250–Special Instruction (Ages 0-2 only)

*Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA’s continuum of services available to students with disabilities.

260–Special Education Aide (Ages 0-2 only)

*Service is Not Currently Provided*

Section E: Annual Service Plan

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Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

270–Respite Care (Ages 0-2 only)

*Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

340–Intensive Individual Instruction

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

350–Individual and Small Group Instruction

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

415–Speech and Language

*Service is Not Currently Provided*

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



Section E: Annual Service Plan

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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, neutralizer 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 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*

Section E: Annual Service Plan

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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 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

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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, intra personal, 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*

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

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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

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*

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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.

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

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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*

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

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

750–Note Taking

*Service is Not Currently Provided*

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

Any specialized assistance given to the student for the purpose of taking notes when the student is unable to do so independently. This may include, but is not limited to, copies of notes taken by another student or transcription of tape-recorded information from a class or aide designated to take notes. This does not include instruction in the process of learning how to take notes.

755–Transcription

*Service is Not Currently Provided*

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

Any transcription service to convert materials from print to a mode of communication suitable for the student. This may also include dictation services as it may pertain to textbooks, tests, worksheets, or anything needed for instruction.

760–Recreation Service, Including  
Therapeutic Recreation

*Service is Not Currently Provided*

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

Therapeutic recreation and specialized instructional programs designed to assist pupils to become as independent as possible in leisure activities and when possible and appropriate facilitate the pupil's integration into general recreation programs.

820–College Awareness

*Service is Not Currently Provided*

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

College awareness is the result of acts that promote and increase student learning about higher education opportunities, information, and options that are available including but not limited to, career course prerequisites admission eligibility and financial aid.

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

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840–Career Awareness

*Service is Not Currently Provided*

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

850–Work Experience Education

*Service is Not Currently Provided*

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

855–Job Coaching

*Service is Not Currently Provided*

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

860–Mentoring

*Service is Not Currently Provided*

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



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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.

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

Section E: Annual Service Plan

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indicated on the IEP.



Description of the “Other Related Service”

[Empty text box for description of the “Other Related Service”]

Qualifications of the Provider Delivering “Other Related Service”

[Empty text box for qualifications of the provider]

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  
2023–24 Local Plan Submission

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Attachment I

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 2021–22 or 2022–23 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.

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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	Callie	Moreno	(626) 376-5230	callie.moreno@asathrive.org	<input type="text" value="Previously Reported"/>
	2	36	67710	141952		Allegiance STEAM Academy Fontana	Callie	Moreno	(626) 376-5230	callie.moreno@asathrive.org	<input type="text" value="Previously Reported"/>
	3	36	67876	107730	677	ASA Charter	Dale	Betts	(909) 475-3322	daleb@asacharterschool.com	<input type="text" value="Previously Reported"/>
	4	19	64881	113464	487	Aveson Global Leadership Academy	Kelly	Jung	(626) 797-1438	kellyjung@aveson.org	<input type="text" value="Previously Reported"/>
	5	19	64881	113472	848	Aveson School of Leaders	Kelly	Jung	(626) 797-1438	kellyjung@aveson.org	<input type="text" value="Previously Reported"/>
	6	13	63123	118455	1030	Ballington Academy	Doreen	Mulz	(760) 353-0140	dmulz@voa-swcal.org	<input type="text" value="Previously Reported"/>
	7	36	10363	6111918	1522	Desert Trails Preparatory Academy	Debra	Tarver	(760) 536-7680	debbie.tarver@dtacademy.com	<input type="text" value="Previously Reported"/>
	8	36	75051	136960	1923	Elite Academic Academy	Jennifer	Edick	(866) 354-8302	jedick@eliteacademic.com	<input type="text" value="Previously Reported"/>
	9	36	75044	116707	971	Encore Charter School	St. Claire	Adriaan	(760) 949-2036	sadriaan@encorehighschool.com	<input type="text" value="Previously Reported"/>
	10	33	10330	137851	1988	Julia Lee Performing Arts Academy	Hannah	Morales	(951) 638-4302	hmorales@jlpaaschool.org	<input type="text" value="Previously Reported"/>
	11	36	75044	118059	1034	Laverne Elementary Preparatory Academy	Debra	Tarver	(760) 948-4333	debbie.tarver@lepacademy.com	<input type="text" value="Previously Reported"/>
	12	37	68023	119594	1082	Leonardo da Vinci Health Sciences Charter	Anne	Laird	(619) 420-0066	anne.laird@davinicharter.org	<input type="text" value="Previously Reported"/>

Attachment I

SELPA:

Fiscal Year:

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	19	10199	6116883	249	Odyssey Charter School	Chasityflame	Price	(626) 229-0993	chasityflamep@ocsmail.org	<b>Previously Reported</b>
	14	19	64881	136945	1921	OCS South	Chasityflame	Price	(626) 229-0993	chasityflamep@ocsmail.org	<b>Previously Reported</b>
	15	15	64881	113894	857	Pasadena Rosebud Academy	LaTonya	Thomas	(626) 797-7704	latonya.thomas@rosebudacademy.c	<b>Previously Reported</b>
	16	36	75044	112441	801	Pathways to College	LaTonya	Thomas	(626) 797-7704	latonya.thomas@rosebudacademy.c	<b>Previously Reported</b>
	17	36	67587	128462	1520	Taylion High Desert Academy	Brenda	Congo	(760) 246-0088	brenda.congo@taylion.com	<b>Previously Reported</b>
	18	36	75051	138107	1975	Virtual Prep Academy EAA	Malia	Lovell	(626) 755-5873	mlovell@vpreplucre.org	<b>Previously Reported</b>
	19	36	10363			DM Charter SELPA	Pamela	Bender	(760) 955-3556	pamela.bender@cahelp.org	<b>Previously Reported</b>

Attachment II

SELPA: Desert Mountain Charter SELPA 3651

Fiscal Year: 2023–24

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.)



Attachment II

SELPA:

Fiscal Year:

**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	642,111	0	0	136,371	0	0	0	0	778,482
2	Allegiance STEAM Academy Fontana	151,298	0	0	48,131	0	0	0	0	199,429
3	ASA Charter	182,029	0	0	35,096	0	0	0	0	217,125
4	Aveson Global Leadership Academy	163,327	0	0	43,117	0	0	0	0	206,444
5	Aveson School of Leaders	249,623	0	0	40,109	0	0	0	0	289,732
6	Ballington Academy	159,920	0	0	28,076	0	0	0	0	187,996
7	Desert Trails Preparatory Academy	389,644	0	0	32,087	0	0	0	0	421,731
8	Elite Academic Academy	653,930	0	0	83,227	0	0	0	0	737,157

Attachment II

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Fiscal Year:

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	Encore Charter School	462,222	0	0	86,235	0	0	0	0	548,457
10	Julia Lee Performing Arts Academy	286,941	0	0	58,158	0	0	0	0	345,099
11	Laverne Elementary Preparatory Academy	415,086	0	0	31,085	0	0	0	0	446,171
12	Leonardo da Vinci Health Sciences Charter	177,213	0	0	28,076	0	0	0	0	205,289
13	Odyssey Charter School	310,831	0	0	67,183	0	0	0	0	378,014
14	OCS South	225,217	0	0	45,123	0	0	0	0	270,340
15	Pasadena Rosebud Academy	116,903	0	0	14,038	0	0	0	0	130,941
16	Pathways to College	227,550	0	0	50,137	0	0	0	0	277,687
17	Taylion High Desert Academy	428,040	0	0	73,211	0	0	0	0	501,251
18	Virtual Prep Academy EAA	385,955	0	0	77,210	0	0	0	0	463,165

Attachment II

SELPA:

Fiscal Year:

List	LEA Official Name (District, Charter, COE, JPA, <i>and</i> SELPA)	Assembly Bill (AB) 602 State Aid	AB 602 Property Tax	Federal IDEA Part C	Federal IDEA Part B	State Infant/ Toddler	State Mental Health	Federal Mental Health	Other Revenue	Subtotal
19	DM Charter SELPA	1,308,875	0	0	14,922	0	0	78,953	0	1,402,750
Totals:		6,936,715	0	0	991,592	0	0	78,953	0	8,007,260

Attachment III

SELPA: Desert Mountain Charter SELPA 3651

Fiscal Year: 2023–24

**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	410,958	102,700	111,995	2,000	159,222	0	0	786,875
2	Allegiance STEAM Academy Fontana	132,050	0	27,136	0	48,131	0	0	207,317
3	ASA Charter	86,350	21,600	26,952	0	56,223	0	0	191,125
4	Aveson Global Leadership Academy	427,955	118,323	71,975	9,000	101,927	0	0	729,180
5	Aveson School of Leaders	403,696	96,750	85,023	9,000	204,025	0	0	798,494
6	Ballington Academy	72,261	29,543	5,342	0	79,651	0	0	186,797
7	Desert Trails Preparatory Academy	250,863	88,365	99,273	3,224	58,148	0	0	499,873
8	Elite Academic Academy	304,760	48,307	81,655	0	336,331	0	0	771,053
9	Encore Charter School	505,437	174,158	262,550	13,278	144,415	0	0	1,099,838

Attachment III

SELPA: Desert Mountain Charter SELPA 3651

Fiscal Year: 2023–24

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	1000 Certificated Salaries	2000 Classified Salaries	3000 Employee Benefits	4000 Supplies	5000 Services and Operations	6000 Capital Outlay	7000 Other Outgo and Financing	Subtotal
10	Julia Lee Performing Arts Academy	145,416	15,793	42,529	0	207,517	0	0	411,255
11	Laverne Elementary Preparatory Academy	145,806	37,500	40,647	6,015	186,976	0	0	416,944
12	Leonardo da Vinci Health Sciences Charter	0	0	0	0	217,289	0	0	217,289
13	Odyssey Charter School	582,724	143,208	108,890	23,730	24,767	0	0	883,319
14	OCS South	441,361	123,120	84,672	38,798	42,930	0	0	730,881
15	Pasadena Rosebud Academy	63,000	13,000	13,500	10,500	50,000	0	0	150,000
16	Pathways to College	211,525	24,843	54,479	6,678	36,025	0	0	333,550
17	Taylion High Desert Academy	373,028	0	105,122	5,000	110,000	0	29,658	622,808
18	Virtual Prep Academy EAA	519,650	0	137,540	0	202,210	0	0	859,400
19	DM Charter SELPA	330,935	280,634	255,576	33,278	469,695	0	67,093	1,437,211
<b>Totals:</b>		5,407,775	1,317,844	1,614,856	160,501	2,735,482	0	96,751	11,333,209

Attachment IV

SELPA:

Fiscal Year:

**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	136,371	12.74%	642,111	9.26%	0	778,482
2	Allegiance STEAM Academy Fontana	48,131	4.50%	151,298	2.18%	0	199,429
3	ASA Charter	35,096	3.28%	182,029	2.62%	0	217,125
4	Aveson Global Leadership Academy	43,117	4.03%	163,327	2.35%	0	206,444
5	Aveson School of Leaders	40,109	3.75%	249,623	3.60%	0	289,732
6	Ballington Academy	28,076	2.62%	159,920	2.31%	0	187,996
7	Desert Trails Preparatory Academy	32,087	3.00%	389,644	5.62%	0	421,731
8	Elite Academic Academy	83,227	7.77%	653,930	9.43%	0	737,157
9	Encore Charter School	86,235	8.06%	462,222	6.66%	0	548,457

Attachment IV

SELPA:

Fiscal Year:

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Federal Revenue	Percent of Total Federal Revenue	State Revenue	Percent of Total State Revenue	Local Revenue	Total Federal and State Funding
10	Julia Lee Performing Arts Academy	58,158	5.43%	286,941	4.14%	0	345,099
11	Laverne Elementary Preparatory Academy	31,085	2.90%	415,086	5.98%	0	446,171
12	Leonardo da Vinci Health Sciences Charter	28,076	2.62%	177,213	2.55%	0	205,289
13	Odyssey Charter School	67,183	6.28%	310,831	4.48%	0	378,014
14	OCS South	45,123	4.21%	225,217	3.25%	0	270,340
15	Pasadena Rosebud Academy	14,038	1.31%	116,903	1.69%	0	130,941
16	Pathways to College	50,137	4.68%	227,550	3.28%	0	277,687
17	Taylion High Desert Academy	73,211	6.84%	428,040	6.17%	0	501,251
18	Virtual Prep Academy EAA	77,210	7.21%	385,955	5.56%	0	463,165
19	DM Charter SELPA	93,875	8.77%	1,308,875	18.87%	0	1,402,750
Totals:		1,070,545	100.00%	6,936,715	100.00%	0	8,007,260

Attachment V

SELPA: Desert Mountain Charter SELPA 3651

Fiscal Year: 2023–24

**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	495,000	60,000
2	Allegiance STEAM Academy Fontana	150,000	15,000
3	ASA Charter	191,125	0
4	Aveson Global Leadership Academy	8,258	0
5	Aveson School of Leaders	5,795	0
6	Ballington Academy	0	0
7	Desert Trails Preparatory Academy	499,873	0
8	Elite Academic Academy	253,104	4,800
9	Encore Charter School	0	0



Attachment V

SELPA:

Fiscal Year:

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	Julia Lee Performing Arts Academy	0	0
11	Laverne Elementary Preparatory Academy	416,944	0
12	Leonardo da Vinci Health Sciences Charter	0	0
13	Odyssey Charter School	0	0
14	OCS South	0	0
15	Pasadena Rosebud Academy	25,000	0
16	Pathways to College	333,550	0
17	Taylion High Desert Academy	0	0
18	Virtual Prep Academy EAA	0	0
19	DM Charter SELPA	0	56,732
Totals:		2,378,649	136,532

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

Attachment VII

SELPA:

Fiscal Year:

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

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

LEA Name	Add or Delete Row	LEA Status	Impacted SELPA Name	Impacted District, Charter, or School Name	Initiating SELPA Notification Date	SELPA Governing Board Notification Date	COE Notification Date	CDE Notification Date	Agreed Upon Effective Fiscal Year
Allegiance STEAM Academy Fontana		Delete This Row							<input type="text"/>

DO NOT  
DISTRIBUTE





## Occupational Therapy Referral

### STUDENT INFORMATION

INITIAL REFERRAL     TRANSFER REFERRAL     IEP     504 Plan    Referral Date: \_\_\_\_\_

Was this student previously assessed for special education eligibility?     Yes     No    If previous assessment, list date: \_\_\_\_\_

Student Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_ Age: \_\_\_\_\_

Disability: \_\_\_\_\_ Grade: \_\_\_\_\_ Gender:     Male     Female     Non-Binary

Medical Diagnosis: \_\_\_\_\_

School Site: \_\_\_\_\_ Teacher Name: \_\_\_\_\_

District/LEA of Attendance: \_\_\_\_\_ District/LEA of Residence: \_\_\_\_\_

Parent/Guardian: \_\_\_\_\_

Home Phone: \_\_\_\_\_ Work Phone: \_\_\_\_\_ Other Phone: \_\_\_\_\_

Street Address: \_\_\_\_\_ City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Mailing Address: \_\_\_\_\_ City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Special education services or 504 services/accommodations student is currently receiving: \_\_\_\_\_

Specific time and day the student can be observed performing skill/activity of concern: \_\_\_\_\_

### INDICATE STUDENT NEEDS IN THE FOLLOWING AREAS:

1. FINE MOTOR     Difficulty manipulating fasteners on clothing as compared to age appropriate peers  
 Difficulty drawing and coloring as compared to peers  
 Difficulty cutting or using scissors as compared to peers  
 Other: \_\_\_\_\_

What is the student expected to do that he/she is unable to do regarding fine motor/self-care tasks? \_\_\_\_\_

What interventions have been tried to date? Over what period of time? \_\_\_\_\_

2. VISUAL PERCEPTION  
(V-P)     Difficulty discriminating colors, shapes, doing puzzles as compared to peers  
 Letter reversals after the first grade  
 Difficulty distinguishing designs, numbers, or letters  
 Other: \_\_\_\_\_

What is the student expected to do that he/she is unable to do regarding V-P tasks? \_\_\_\_\_

What interventions have been tried to date regarding V-P? Over what period of time? \_\_\_\_\_

3. HANDWRITING  
(attach sample)     Has not established hand dominance after age four  
 Writes and prints slowly as compared to classmates  
 Spaces letters/words poorly  
 Writing is jerky and not fluid  
 Uses incorrect letter size  
 Applies too much pressure/too little pressure on writing instruments  
 Other: \_\_\_\_\_

What is the student expected to do that he/she is unable to do regarding his/her writing skills? \_\_\_\_\_

What interventions have been tried to date? Over what period of time? \_\_\_\_\_

4. GROSS MOTOR

- Observable poor balance
- Difficulty with walking, hopping, jumping, or running as compared to peers
- Difficulty catching and throwing as compared to peers
- Appears stiff and awkward in his/her movements
- Clumsy, seems not to know how to move his/her body
- Bumps into people and things, falls out of chair
- Difficulty negotiating playground equipment as compared to peers
- Poor desk posture (slumps, leans on arm, head too close to work, and other hand does not assist)
- Tripping or falling on playground or rough terrain
- Other: \_\_\_\_\_

What is the student expected to do that he/she is unable to do regarding gross motor tasks? \_\_\_\_\_

What interventions have been tried to date? Over what period of time? \_\_\_\_\_

5. SENSORY PROCESSING  
(S-P)

- Has difficulty with noise
- Is tactile defensive (will not touch messy objects/does not like to be touched)
- Displays unusual need to touch objects/textures
- Crashes into objects/rough with people or objects
- Puts objects in mouth
- Seeks excessive movement/has difficulty sitting still
- Other: \_\_\_\_\_

What is the student expected to do that he/she is unable to do *as a result of his/her adverse S-P responses*? \_\_\_\_\_

What sensory interventions have been tried to date? Over what period of time? \_\_\_\_\_

**ADDITIONAL INFORMATION**

List any specialized equipment that the student uses: \_\_\_\_\_

Other comments: \_\_\_\_\_

Referred By: \_\_\_\_\_ Relationship to Student (parent, teacher, etc.): \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Special Education Director/**504 Plan Coordinator** Signature: \_\_\_\_\_ Date: \_\_\_\_\_

PLEASE ATTACH A COPY OF THE STUDENT'S LATEST **PSYCHO-EDUCATIONAL ASSESSMENT, LATEST OCCUPATIONAL THERAPY ASSESSMENT, CURRENT IEP, CURRENT 504 PLAN,** AND ANY ADDITIONAL INFORMATION SUCH AS DOCTOR REPORTS, SPEECH/LANGUAGE **ASSESSMENTS,** PREVIOUS OT **ASSESSMENTS,** ETC.

**PLEASE NOTE: INCOMPLETE REFERRALS WILL BE RETURNED FOR COMPLETION AND RESUBMISSION.**



## Physical Therapy Referral

### STUDENT INFORMATION

<input type="checkbox"/> INITIAL REFERRAL	<input type="checkbox"/> TRANSFER REFERRAL	<input type="checkbox"/> IEP	<input type="checkbox"/> 504 Plan	Referral Date: _____
Was this student previously assessed for special education eligibility?		<input type="checkbox"/> Yes	<input type="checkbox"/> No	If previous assessment, list date: _____
Student Name: _____	Date of Birth: _____	Age: _____		
Disability: _____	Grade: _____	Gender: <input type="checkbox"/> Male	<input type="checkbox"/> Female	<input type="checkbox"/> Non-Binary
Medical Diagnosis: _____				
School Site: _____		Teacher Name: _____		
District/LEA of Attendance: _____		District/LEA of Residence: _____		
Parent/Guardian: _____				
Home Phone: _____	Work Phone: _____	Other Phone: _____		
Street Address: _____	City: _____	State: _____	Zip Code: _____	
Mailing Address: _____	City: _____	State: _____	Zip Code: _____	
Special education services or 504 services/accommodations student is currently receiving: _____				
_____				
_____				
Specific time and day the student can be observed performing skill/activity of concern: _____				
_____				

**INDICATE STUDENT NEEDS WITH FUNCTIONAL/MOBILITY IN THE FOLLOWING AREAS:**

1. CLASSROOM-LIBRARY-ART

<input type="checkbox"/>	Difficulty accessing all work materials
<input type="checkbox"/>	Difficulty moving between all work stations
<input type="checkbox"/>	Difficulty positioning at all work stations

What interventions have been tried to date? Over what period of time? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_
  
2. DOORS

<input type="checkbox"/>	Difficulty opening and closing doors
<input type="checkbox"/>	Difficulty moving through doorways

What interventions have been tried to date? Over what period of time? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_
  
3. HALLWAYS

<input type="checkbox"/>	Difficulty traveling required distances
<input type="checkbox"/>	Difficulty moving through crowded hallways
<input type="checkbox"/>	Difficulty using a water fountain

What interventions have been tried to date? Over what period of time? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_
  
4. LUNCHROOM

<input type="checkbox"/>	Difficulty moving through lunch line
<input type="checkbox"/>	Difficulty carrying a lunch tray
<input type="checkbox"/>	Difficulty sitting at a lunch table

What interventions have been tried to date? Over what period of time? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_
  
5. RESTROOM

<input type="checkbox"/>	Difficulty sitting or standing at toilet
--------------------------	--

- Difficulty moving in and out of toilet stall
- Difficulty accessing faucet/soap/towels

What interventions have been tried to date? Over what period of time? \_\_\_\_\_

\_\_\_\_\_

6. SCHOOL BUS  Difficulty moving on and off the bus  
 Difficulty sitting securely on the bus

What interventions have been tried to date? Over what period of time? \_\_\_\_\_

\_\_\_\_\_

7. PLAYGROUND  Difficulty accessing the playground  
 Difficulty playing on outdoor equipment

What interventions have been tried to date? Over what period of time? \_\_\_\_\_

\_\_\_\_\_

8. ASSEMBLIES-SPORTS EVENTS  Difficulty accessing assembly room/gym  
 Difficulty accessing athletic field  
 Difficulty sitting with peers

What interventions have been tried to date? Over what period of time? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**ADDITIONAL INFORMATION**

The teacher would like more information and instruction about the student's:

- Wheelchair       Walker       Positioning       Crutches       Orthosis (appliance/device)

List any specialized equipment that the student uses: \_\_\_\_\_

\_\_\_\_\_

Other Comments: \_\_\_\_\_

\_\_\_\_\_

Referred By: \_\_\_\_\_ Relationship to Student (parent, teacher, etc.): \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Special Education Director/**504 Plan Coordinator** Signature: \_\_\_\_\_ Date: \_\_\_\_\_

PLEASE ATTACH A COPY OF THE STUDENT'S LATEST **PSYCHO-EDUCATIONAL ASSESSMENT, LATEST PHYSICAL THERAPY ASSESSMENT, CURRENT IEP, CURRENT 504 PLAN,** AND ANY ADDITIONAL INFORMATION SUCH AS DOCTOR REPORTS, SPEECH/LANGUAGE **ASSESSMENTS,** PREVIOUS PT **ASSESSMENTS,** ETC.

**PLEASE NOTE: INCOMPLETE REFERRALS WILL BE RETURNED FOR COMPLETION AND RESUBMISSION.**



California Association of Health and Education Linked Professions,  
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**DESERT/MOUNTAIN CHARTER SELPA STEERING and FINANCE COMMITTEE MEETING**  
*January 26, 2023 – 1:00 p.m.*  
Desert Mountain Educational Service Center, 17800 Highway 18, Apple Valley CA 92307

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### **DESERT MOUNTAIN CHARTER SELPA MEMBERS PRESENT:**

ASA Charter Schools – Tony Lucey, Ballington Academy – Bill Anderson, Doreen Mulz, Gisella Wong, Desert Trails Preparatory Academy/Laverne Elementary Preparatory Academy – Debbie Tarver, Elite Academic Academy – Jen Edick, Adam Woodard, Encore Jr/Sr High – Bernice Swingle, Julia Lee Performing Arts Academy – Hannah Morales, Leonardo da Vinci Health Sciences – Anne Laird, Odyssey Charter – Chasityflame Price, Pathways to College – James Connell, Taylion High Desert – Brenda Congo, Karen Ware, and Virtual Prep-Lucerne – Malia Lovell.

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

Jamie Adkins, Codi Andersen, Pam Bender, Ivan Campos, Heidi Chavez, Adrien Faamausili, Thomas Flores, Marina Gallegos, Maurica Manibusan, Isaac Medina, Angela Mgbeke, Lisa Nash, Kathleen Peters, Veronica Rousseau, Adrienne Shepherd-Myles, Jennifer Sutton, and Bobbie Taylor.

### **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 Pam Bender at 1:05 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 Tony Lucey, seconded by Debbie Tarver, to approve the January 26, 2023 Desert Mountain Charter SELPA Steering and Finance Committee Meeting Agenda as presented. The motion carried on the following vote 11:0:0: Ayes: Connell, Edick, Laird, Lovell, Lucey, Morales, Mulz, Price, Swingle, Tarver, and Ware.

### **5.0 CONSENT ITEMS**

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

5.1 **BE IT RESOLVED** that a motion was made by Tony Lucey, seconded by Anne Laird, to approve the following Consent Items as presented. The motion carried on the following vote 11:0:0: Ayes:

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Connell, Edick, Laird, Lovell, Lucey, Morales, Mulz, Price, Swingle, Tarver, and Ware.

- 5.1.1 Approve the December 15, 2022 Desert Mountain Charter SELPA Steering and Finance Committee Meeting Minutes.

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

#### 6.1 Assembly Bill 361 and Assembly Bill 2449 Brown Act Update

Pam Bender provided a Brown Act Update pertaining to Assembly Bills 361 and 2449. As of the time of the meetings, the California State of Emergency ends February 28, 2023. Pam said after receiving legal opinion and meeting with CAHELP, JPA Governance Council, all CAHELP, JPA meetings will continue with traditional Brown Act provisions. She said committee members will notify Jamie Adkins if they will be participating in person or remotely and if remotely, provide the address where they will participate from so that it can be listed on the agenda. When finalized, the agenda is to be posted at all remote sites with a space available for the public to attend.

#### 6.2 IEP Implementation and Monitoring of Tracking Service Minutes

Pam Bender presented a PowerPoint with information regarding IEP implementation and monitoring of service minute tracking. She said CDE was found out of compliance with federal law because it did not adequately collect data regarding the implementation of student with disabilities IEPs. The state was ordered to develop an annual data collection method speaking directly to an LEAs performance in providing all services promised in a student's IEP. Pam said this is to be done annually beginning this year. CDE will identify a random sample of students, providing the LEA with either their names and/or their statewide student identifier (SSID) so the LEA can provide data for a 60-day period. Pam reported it will be 5% of students with disabilities, not 10% as previously thought. She continued that once the data is gathered, each LEA superintendent or CEO will certify the data is accurate and that school principals have certified that the data is accurate. SELPA will certify then return it to the LEA for final submission to CDE. She reiterated SELPA will not be submitting to CDE, each LEA will submit on their own behalf. CDE confirmed there are a variety of methods that can be used to collect the data. Pam said that SEIS does have a tracking system however it is set up for 365 days instead of actual school days. She continued the related service providers are typically already tracking attendance. Pam stated that absences of the students and providers must be tracked because if a student does not receive services due to them being absent from educational activities, services do not need to be made up. However, if the provider is not available, or if the student is on a school trip, assembly, or other school event/educational activity, services must be made up. This is contrary to what was shared at December's meeting but research enforces it.

Pam shared there is a State SELPA subgroup that is working on an Excel worksheet that will calculate the percentages once service minute data is added. Once SELPA has time to test it, it

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will be shared with the LEAs as another option for tracking.

### 6.3 Alternative Diploma Pathway Update

Pam Bender presented an update on alternative diploma pathway. She explained as part of Assembly Bill (AB) 181 and California Education Code Section 51225.31 is establishing a new high school diploma pathway exclusively for students with significant cognitive disabilities instead of a certificate of completion. Pam said a student can be awarded the alternative diploma if they have met the graduation requirements the LEA has developed. She continued that before commencing 10<sup>th</sup> grade, the IEP team needs to determine whether the student needs to participate in the graduation standards and the student must take the California Alternative Assessment (CAA) in 11<sup>th</sup> grade. A student who is in functional skills program is not eligible but a student that needs differential standards for aligned coursework is. Pam said eligible students are those with significant disabilities and are generally in the most severe classes. The student must also be identified as cognitively impaired and not eligible for general education diploma. An LEA will continue to be obligated to provide free appropriate public education (FAPE) until the student is 22 years of age even if they earn an alternative diploma. Pam shared CDE has an Alternative Assessment IEP Committee to assist in developing the guidelines and requirements. Pam reminded the committee members that students who take the CAA are 1% of the special education population so no more than that should be eligible for the alternative diploma. Pam restated the LEAs are to determine what their eligibility requirements will be.

### 6.4 Understanding the Invisible Learning Disability: Educational and Behavioral Interventions for Children with Fetal Alcohol Spectrum Disorder (FASD)

Pam Bender shared a flyer for an upcoming training *Understanding the Invisible Learning Disability: Educational and Behavioral Interventions for Children with Fetal Alcohol Spectrum Disorder (FASD)*. Dr. Ron Powell and Dr. Sheri Wilkins providing a 5-part monthly training on FASD that is supported by State SELPA. Pam asked the committee members to share the flyer with their staff.

### 6.5 Desert Mountain Children's Center Client Services Reports and Update

Pam Bender presented the Desert Mountain Children's Center Client Services monthly reports and updates. She said the LEA point of contact has received the monthly service reports via email. She asked that Linda Llamas be contacted with questions.

### 6.6 Professional Learning Summary and Update

Heidi Chavez provided the professional learning summary. She then reported the next Community Advisory Committee (CAC) meeting is scheduled in February with Apple Valley USD hosting. She said representatives from each district are needed as well as chairperson and co-chairperson.

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Heidi said having LEA representatives attending the CAC meetings is a requirement of being a SELPA member.

Heidi stated the I-MTSS Symposium will be held on March 8, 2023 and is limited to 300 participants. At a date following the symposium, speaker Ami Davis will return to DMESC to provide a more in-depth training. The date of the additional training will be released on March 8, 2023 at the symposium.

Heidi shared the Special Education Directors' Training is scheduled for February 24, 2023 at 12:00pm-2:00pm. She said the trainers will be presenting virtually but committee members attending in-person will have space to attend as a group and will also be provided with lunch. The topic will be Overidentification and Overrepresentation in Special Education.

### 6.7 Resolution Support Services Summary and Update

Kathleen Peters presented the Desert Mountain Charter SELPA's Resolution Support Services Summary and update. She then said the Alternative Dispute Resolution (ADR) budget is coming to a close. Kathleen continued part of the budget was used to provide Key2Ed facilitation training. That will not likely be provided by SELPA any longer but Kathleen has resources of other vendors that will be offering it if any LEA is interested. Kathleen said the Core Communication Skills training on February 2, 2023 is full with a waiting list but if interested, contact Nicole Langley.

### 6.8 Career Technical Education Update

Adrienne Shepherd-Myles presented the Career Technical Education (CTE) update. She shared Transition Planning for All Students is available virtually on February 9, 2023 and also as self-paced course. She said the content is the same in both formats. This will allow teachers and staff to attend whichever fits their schedule best. Adrienne added the training is also beneficial for veteran teachers who have not attended in recent years.

### 6.9 Compliance Update

Pam Bender presented an update on compliance items from the California Department of Education (CDE). She said LEA that were selected for this year's Small LEA Monitoring did submit Policy and Procedure in December 2022 with Educational Benefit Review is due on January 30, 2023. Pam said CDE will review Educational Benefit Review then in the spring, ask to LEAS to review records of no more than 25 students which will include verifying enrollment, and reviewing the most recent IEP to determine if there will be corrective actions. There will be a training offered in Stepwell platform that has been used in other compliance monitoring along with guidance from Focused Monitoring and Technical Assistance (FMTA) and SELPA staff. Pam encouraged LEA staff to be involved in the student record reviews so they learn to write better IEPs and learn to see patterns.

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Pam continued there are currently no charter LEAs in Compliance and Improvement Monitoring though there are some in SELPA.

### **6.10 Prevention and Intervention Update**

Angela Mgbeke provided the Prevention and Intervention update. She shared Deborah Sarkesian is the new coordinator for Prevention and Intervention. Angela reported the team provides PBIS supports, social emotional supports, and other behavioral supports. She stated the Culturally Responsive Classroom training will be offered on February 21, 2023 at 8:30am-11:30am. Another training offered is Role of Universal Screeners scheduled for March 14, 2023.

### **6.11 Roles of Physical Therapy and Orthopedic Impairment Credential**

Codi Andersen reviewed the roles of the physical therapy and orthopedic impairment credential. Physical and occupational therapists are educated through a medical based Master's or Doctorate program, pass a licensing exam to receive their license through an accrediting board of the state. Codi said they can have an assistant that works under their licensing. The evaluations, triennials, and assessments are done based on participation and access to education as well as school functions.

Codi shared an orthopedic impairment is a severe disability that limits a person in their mobility or ability to use their arms and/or legs. She said to provide orthopedic impairment (OI) services, a credentialed special education teacher obtains an added authorization in orthopedic impairment. They provide services to students with Orthopedic Impairment as primary or secondary qualification. Codi continued the OI evaluations, triennials, and assessments are related to the access of core curriculum. She said this could be modifying curriculum or instruments so the student can safely access their environment.

Pam Bender stated if any student has OI on their IEP, the LEA must have a someone with an OI credential to provide those services.

## **7.0 FINANCE COMMITTEE REPORTS**

### **7.1 Learning Recovery Support, Dispute Prevention and Resolution Funds Update**

Marina Gallegos provided Learning Recovery Support, Dispute Prevention and Resolution Update. Marina reported it is one-time funding meant to support students who have been impacted by COVID-19. There have been some requests for reimbursements but there is still a significant amount of money available. Marina said funds must be encumbered by June 30, 2023 and expended by September 30, 2023. She directed the committee members to work with her, Heidi Chavez, or Kathleen Peters to access the funding. Marina added the LEAs must segregate the expenditures in their financial systems in case of audit.

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Pam Bender encouraged the committee members to review the plans again because there is a wide range of things the funding can be used for including “other”.

### **7.2 Educationally Related Mental Health Services (ERMHS) Funding Information**

Marina Gallegos provided Educationally Related Mental Health Services (ERMHS) funding information. She reported the governor proposed for the 2022-23 budget that AB 114 ERMHS funding be shifted from the SELPAs to the LEAs. It was postponed to be reviewed for the 2023-24 budget. Marina presented DMCC client count, projected service count, projected clinician need based on 32 clients per caseload, and projected revenue less projected cost for each LEA. She added it is a larger ongoing conversation at CAHELP JPA Governance Council and more information will follow at future meetings.

### **8.0 INFORMATION ITEMS**

8.1 Monthly Occupational & Physical Therapy Services Reports

8.2 Upcoming Professional Learning Opportunities

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

None.

### **10.0 CEO COMMENTS**

Pam Bender is hopeful the committee members were able to rest and rejuvenated during the holidays in order to take on the remainder of the school year and all it will hold. She reminded everyone to stay healthy and organized so they can continue with a positive attitude.

### **11.0 MATTERS BROUGHT BY THE PUBLIC**

None.

### **12.0 ADJOURNMENT**

Having no further business to discuss, a motion was made by Tony Lucey, seconded by Brenda Congo, to adjourn the meeting at 2:18pm. The motion carried on the following vote 11:0:0: Ayes: Congo, Connell, Edick, Laird, Lovell, Lucey, Morales, Mulz, Price, Swingle, and Tarver.

The next regular meeting of the Desert Mountain Charter SELPA Steering Committee will be held on Thursday, February 23, 2023, at 1:00 p.m., at the Desert Mountain Educational Service Center, Aster/Cactus Room, 17800 Highway 18, Apple Valley, CA 92307.

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*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.*

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### **DESERT MOUNTAIN CHARTER SELPA MEMBERS PRESENT:**

Elite Academic Academy – Jen Edick, Adam Woodard both via Web Ex, Encore Jr/Sr High – Bernice Swingle, Julia Lee Performing Arts Academy – Hannah Morales via Web Ex, Pathways to College – James Connell, and Taylion High Desert – Karen Ware.

### **CAHELP, DMSELPA, & DMCC STAFF PRESENT:**

Jamie Adkins, Codi Andersen, Pam Bender, Ivan Campos, Heidi Chavez, Peggy Dunn, Marina Gallegos, Colette Garland, Derek Hale, Daisie Lambert, Lisa Nash, Sheila Parisian, Jennifer Rountree, Veronica Rousseau, Deborah Sarkesian, Adrienne Shepherd-Myles, Jessica Soto, and Jennifer Sutton.

### **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 Pam Bender at 1:10 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 approval of the March 23, 2023 Desert Mountain Charter SELPA Steering and Finance Committee Meeting Agenda failed due to lack of quorum.

### **5.0 CONSENT ITEMS**

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

5.1 **BE IT RESOLVED** that approval of the following Consent Items be tabled until the April 20, 2023 meeting due to lack of quorum.

5.1.1 Approve the January 26, 2023 Desert Mountain Charter SELPA Steering and Finance Committee Meeting Minutes.



California Association of Health and Education Linked Professions,  
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### **6.0 CHIEF EXECUTIVE OFFICER AND STAFF REPORTS**

#### **6.1 Legislative Update**

Pam Bender provided a legislative update stating February 17, 2023 was the deadline for bills to be introduced to the state. Pam reviewed the following Assembly (AB) and Senate Bills (SB):

- SB 354 – reintroduced for special education inclusive practices that would allow students in special education to be completely involved with their peers in general education.
- AB 438 – asking for transition services goals to be in the child’s IEP at the age of 14 instead of the current age of 16.
- AB 447 – postsecondary education for students with severe disabilities, looking at inclusive college pilot programs for students with intellectual disability (ID) or developmental delay (DD).
- AB 222 – from Civil Rights Department, asking for Californians with Disabilities workgroup to make broad recommendations to achieve full inclusion of students with disabilities in integrated general education classrooms without restraint and seclusion.
- SB 483 – pupil rights to eliminate prone restraints.
- AB 1466 – requires all restraint and seclusion data to be posted on LEA websites.
- SB 509 – regarding mental health education, this bill includes the requirement to train employees on how to make referrals to special education.
- SB 445 – requires translation of the IEP, assessments and progress into the native language of the parent, or communication type within 30 days of the meeting.
- AB 611 – requires LEAs to notify parent within 14 days of a change in nonpublic school certification status.
- SB 691 – Dyslexia screening requirements, by June 2024 the State Board of Education to provide a list of dyslexia screening instruments and by 2024-25, all kinder through second grade students be screened within the first 90 days of school and new students be screened within first 30 days and within 45 days, school administration must notify parents of the results and provide resources on evidence-based literacy instruction, progress monitoring, and interventions within the general education program.

**DESERT MOUNTAIN CHARTER SELPA STEERING and FINANCE COMMITTEE MEETING**

*March 23, 2023 – 1:00 p.m.*

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

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**MINUTES**

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- AB 87 – 504 Plan team meetings with the option of being recorded. Pam said 504 Plans are beginning to look more like special education with the use of the term Free Appropriate Public Education (FAPE) being included.
- AB 723 – nonpublic schools being the school of origin for foster youth.
- AB 497 – requires LEAs to provide braille instructional aides information on specific teacher credentialing programs.
- AB 248 – removes obsolete terminology including “mentally retarded persons” “Mentally retarded children” “retardation” regarding individuals with intellectual or developmental disabilities.

6.2 Educationally Related Mental Health Service (ERMHS) Funding Update

Pam Bender provided an ERMHS Funding update. She said in previous years and currently, the ERMHS funding goes to the SELPA and then is distributed to the LEAs. Desert Mountain Children’s Center matches the funding with Department of Behavioral Health (DBH) contracts to assist with clinicians and supporting LEAs’ needs. Pam said as of 2023-24, the funding will go directly to LEAs. She continued that CAHELP JPA Governance Council is working toward a decision on how to move forward with the funding distribution.

6.3 Alternative Diploma Pathway Update

Pam Bender provided an Alternative Diploma Pathway update. The pathway is for students with severe disabilities to be able to receive a high school diploma. Pam said this pathway is for a very small number of students because it is for the moderate/severe population who are administered the California Alternative Assessment (CAA) in 11<sup>th</sup> grade and take state standardized classes. Pam continued that each LEA is to decide their pathway requirements but there can be issues when a student changes LEAs. Pam stated that receiving the high school diploma does not end the students right to Free Appropriate Public Education (FAPE) as they remain eligible through age 22. CDE is expected to provide more direction to LEA but Pam encouraged the work to continue while waiting.

6.4 Desert Mountain Children’s Center Client Services Reports and Update

Daisie Lambert presented the Desert Mountain Children’s Center Client Services monthly reports and update. She said the point of contact for LEAs receiving DMCC services were emailed the referral report and client services report via encrypted email. Daisie asked for questions about those reports be directed to Linda Llamas. She continued that a mental health resource article was included in the materials regarding how the pandemic has affected young girls and women. Daisie said the article can be shared with anyone that would benefit from the information.

California Association of Health and Education Linked Professions,  
Joint Powers Authority (CAHELP, JPA)  
**DESERT MOUNTAIN CHARTER SELPA STEERING and FINANCE COMMITTEE MEETING**  
*March 23, 2023 – 1:00 p.m.*  
Desert Mountain Educational Service Center, 17800 Highway 18, Apple Valley CA 92307

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### 6.5 Professional Learning Summary and Update

Heidi Chavez presented the Desert Mountain Charter SELPA's Professional Learning Summary. She noted the next Directors' Training is scheduled for April 21, 2023 and will be in person with Attorney Jack Clarke presenting *Office of Administrative Hearing (OAH) Legal Updates*. Heidi continued that with the March 8, 2023 IMTSS Symposium concluding, planning has begun for next year's IMTSS Symposium which is scheduled for February 21, 2024. She asked for topic ideas to be emailed to her. Heidi reported there will be a follow up training to the 2023 IMTSS Symposium on May 17, 2023 regarding LGBTQIA+ Language, Sensitivity, and Legislation. Heidi then shared the next Community Advisory Committee (CAC) meeting is scheduled for April 20, 2023 with in-person attendance. The presentation portion is titled *Positive Behavior Supports in the Home*. Heidi concluded that her team will be scheduling their annual training needs conversations with special education directors in preparation for next year's trainings.

### 6.6 Resolution Support Services Summary and Update

Sheila Parisian reported there are currently five cases in the Desert Mountain Charter SELPA with one of them being against the parent. She shared there has been a great deal of feedback from attorney groups in the area of transition. It was stressed to make good notes and have the transition assessments as part of the multi-disciplinary team report.

Heidi Chavez shared SELPA Administrators of California is hosting a virtual mini conference, *Hot Legal Topics of 2023* on April 18, 2023 from 8:30am-3:15pm. The registration cost is \$75.00 with a 2.25% service fee.

### 6.7 Compliance Update

Peggy Dunn presented an update on compliance items from the California Department of Education (CDE). She said Annual Determination Letters were distributed earlier in the week to the two affected LEAs that are in targeted monitoring. Peggy advised there is a webinar those two LEAs are to attend that is hosted by CDE. Peggy continued that cyclical monitoring for Small LEAs is continuing with student record review, pending details from CDE as to the due date. Peggy said the IEP Implementation Data Collection is CDE's attempt to identify systemic issues with LEAs not providing services in accordance with IEPs. She has emailed a PowerPoint and FAQ sheet to member LEAs to provide a refresher on the process. Peggy reported there are a total of 81 overdue IEPs in DMCS as of February 28, 2023. She then concluded that in the process of transitioning from Web IEP to SEIS, there will be several training opportunities available to ensure success.

Colette Garland thanked the LEAs for completing Fall 1 Submission. She said in moving forward with the transition to SEIS, LEAs should be reviewing the IEPs that are due July 1-August 30,

**DESERT MOUNTAIN CHARTER SELPA STEERING and FINANCE COMMITTEE MEETING**

*March 23, 2023 – 1:00 p.m.*

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

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2023 and having them completed before June 30, 2023 while Web IEP is still active. Colette continued another option is completing fillable SEIS forms while the transition is completed. She stressed the preference is to complete the IEPs in Web IEP by June 30, 2023. Colette said there will be SEIS rollout information at April Steering meeting.

6.8 Prevention and Intervention Update

Deborah Sarkesian presented the Prevention and intervention Update. She shared the California Integrated Supports Project (CA-ISP) is based on the California MTSS Framework grant with an upcoming opportunity to enrich the LEA efforts. Deborah asked to be contacted if interested. She reported on an upcoming training *Understanding and Supporting Students with Adverse Childhood Experiences (ACES)*. The training is being offered on April 20, 2023 1:00pm-4:30pm with no cost to DMSELPA or DMCS members.

**7.0 FINANCE COMMITTEE REPORTS**

7.1 Fall 2022 Pupil Count – Final

Marina Gallegos presented the Fall 2022 Pupil Count – Final. She said there is a 10% increase over prior year and the pupil count is used to allocate the federal local assistance dollars and for excess cost calculation.

7.2 2021-22 Federal Grant Funding Status

Marina Gallegos provided the 2021-22 Federal Grant Funding Status. She said some supplemental federal local assistance funding is remaining for 2021-22. Marina said the funds can be used in the same way as 3310 federal local assistance. She continued the next reporting period is for January 1-June 30, 2023. Marina concluded federal dollars are a reimbursement so an LEA must incur the expense before accessing the revenue.

7.3 Learning Recovery Support, Dispute Prevention and Resolution Funds Update

Marina Gallegos provided Learning Recovery Support, Dispute Prevention and Resolution Update. She reminded the committee members this is one time state funding meant to litigate losses related to COVID-19 pandemic. The funds must be encumbered by June 30, 2023 and expended by September 30, 2023. Marina is aware of the concern with Maintenance of Effort (MOE) so she emailed a calculator for LEAs to see if they will pass one of the four MOE tests.

7.4 Special Education Revenue Distribution Certified on February 17, 2023

Marina Gallegos presented the Special Education Revenue Distribution Certified February 17,

California Association of Health and Education Linked Professions,  
Joint Powers Authority (CAHELP, JPA)  
**DESERT MOUNTAIN CHARTER SELPA STEERING and FINANCE COMMITTEE MEETING**  
*March 23, 2023 – 1:00 p.m.*  
Desert Mountain Educational Service Center, 17800 Highway 18, Apple Valley CA 92307

## **MINUTES**

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2023. She reminded the committee that each fiscal year is certified six times and reviewed the comparisons between 2020-21 through current 2022-23.

### **8.0 INFORMATION ITEMS**

#### 8.1 Monthly Occupational & Physical Therapy Services Reports

Codi Anderson shared the OT/PT department has started using a new electronic documentation system that has slightly changed the way billing is done. This will cause the billing report to look different than previous months as services are still being accounted for internally, ensuring students are receiving their services.

#### 8.2 Upcoming Professional Learning Opportunities

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

None.

### **10.0 CEO COMMENTS**

Pam Bender wished everyone a restful and relaxing spring break as they prepare for testing and compliance activities that will take place during the last portion of the school year.

### **11.0 MATTERS BROUGHT BY THE PUBLIC**

None.

### **12.0 ADJOURNMENT**

Having no further business to discuss, meeting was adjourned at 2:08 p.m.

The next regular meeting of the Desert Mountain Charter SELPA Steering Committee will be held on Thursday, April 20, 2023, 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.*

## **Bill Updates**

- [AB 1340](#) (Garcia) School Accountability: pupils with exceptional needs- post statewide data based on disability on CDE website
- [SB-323](#) (Portantino) Pupils with exceptional needs: IEPs: emergency safety procedures- include in the IEP accommodations needed to support comprehensive school safety plan
- [SB-445](#) (Portantino) IEP Translations- requires translation of the IEP, assessments and progress used to determine IEP into the native language of the parent, or communication type; within 30 days of the meeting; top 8 languages
- [SB 691](#) (Portantino)- Dyslexia Risk Screening: June 2024 SBE provides list of screening instruments; in 24-25 screen all K-2nd graders for dyslexia within first 90 days of school; new students within 30 days of enrollment; within 45 days of administration, notify parents of results and provide resources; LEA to provide evidence-based literacy instruction, progress monitoring, and interventions within general education program

## **Bills to Watch:**

- [AB-438](#) (Rubio) Pupils with exceptional needs: IEPs: postsecondary goals and transition services- change age to 14
- [AB-611](#) (Weber) Non Public School Certification- requires the LEA to notify the parent within 14 days of a change in certification status
- [AB-723](#) (Quirk-Silva) Foster Youth: NPS: School of Origin- makes an NPS the school of origin
- [SB-483](#) (Cortese) Pupil Rights: Prone Restraint- eliminates prone restraint
- [SB-509](#) (Portantino) mental health education- this bill includes a requirement to train employees on how to make referrals to special education
- [AB 1466](#) (Weber) Pupil Discipline: Restraint and Seclusion- requires restraint and seclusion data to be posted on the LEA website
- [AB-87](#) (Quirk-Silva) Special Education: 504 Plans: Team Meetings- option to record 504 meetings

## **State SELPA Support:**

- [AB-447](#) (Arambula) Public postsecondary education: SWD: inclusive college pilot programs- require CSU and request to U of CA to create pilot college inclusive program for students with ID and DD
- [AB 248](#) (Mathis) Individuals with intellectual or developmental disabilities: removes obsolete terminology including “mentally retarded persons” “mentally retarded children” “retardation”
- [AB 1517](#) (Gallagher) Special Education: SELPA Governance, Accountability and Transparency
- [SB 354](#) (Ochoa Bogh) Special Education: Inclusive Practices

# SELPA Administrators Association of California Legislation Report 3/2/2023

- [AB 87](#)** (**[Quirk-Silva D](#)**) **Special education: Section 504 plans: team meetings.**  
**Current Text:** Introduced: 1/4/2023 [html](#) [pdf](#)  
**Introduced:** 1/4/2023  
**Status:** 1/26/2023-Referred to Com. on ED.  
**Location:** 1/26/2023-A. ED.  
**Organization**      **Position**  
SELPA
- [AB 222](#)** (**[Arambula D](#)**) **Civil Rights Department: Californians with disabilities workgroup.**  
**Current Text:** Introduced: 1/10/2023 [html](#) [pdf](#)  
**Introduced:** 1/10/2023  
**Status:** 2/2/2023-Referred to Com. on JUD.  
**Location:** 2/2/2023-A. JUD.  
**Calendar:** 3/14/2023 9 a.m. - State Capitol, Room 437 ASSEMBLY JUDICIARY, MAIENSCHIN, BRIAN, Chair  
**Organization**      **Position**  
SELPA
- [AB 248](#)** (**[Mathis R](#)**) **Individuals with intellectual or developmental disabilities: The Dignity for All Act.**  
**Current Text:** Amended: 2/23/2023 [html](#) [pdf](#)  
**Introduced:** 1/18/2023  
**Last Amend:** 2/23/2023  
**Status:** 2/27/2023-Re-referred to Com. on HUM. S.  
**Location:** 2/2/2023-A. HUM. S.  
**Calendar:** 3/14/2023 1:30 p.m. - State Capitol, Room 437 ASSEMBLY HUMAN SERVICES, JACKSON, COREY, Chair  
**Organization**      **Position**  
SELPA
- [AB 438](#)** (**[Rubio, Blanca D](#)**) **Pupils with exceptional needs: individualized education programs: postsecondary goals and transition services.**  
**Current Text:** Introduced: 2/6/2023 [html](#) [pdf](#)  
**Introduced:** 2/6/2023  
**Status:** 2/17/2023-Referred to Com. on ED.  
**Location:** 2/17/2023-A. ED.  
**Organization**      **Position**  
SELPA
- [AB 447](#)** (**[Arambula D](#)**) **Public postsecondary education: students with disabilities: inclusive college pilot programs.**  
**Current Text:** Introduced: 2/6/2023 [html](#) [pdf](#)  
**Introduced:** 2/6/2023  
**Status:** 2/17/2023-Referred to Com. on HIGHER ED.  
**Location:** 2/17/2023-A. HIGHER ED.  
**Organization**      **Position**  
SELPA
- [AB 497](#)** (**[Quirk-Silva D](#)**) **Special education: braille instructional aide: notice of teacher credentialing programs.**  
**Current Text:** Introduced: 2/7/2023 [html](#) [pdf](#)  
**Introduced:** 2/7/2023  
**Status:** 2/17/2023-Referred to Com. on ED.  
**Location:** 2/17/2023-A. ED.  
**Organization**      **Position**  
SELPA
- [AB 611](#)** (**[Weber D](#)**) **Special education: nonpublic, nonsectarian schools or agencies: change in certification status: parental notification.**  
**Current Text:** Introduced: 2/9/2023 [html](#) [pdf](#)

**Introduced:** 2/9/2023  
**Status:** 2/17/2023-Referred to Com. on ED.  
**Location:** 2/17/2023-A. ED.  
**Organization**      **Position**  
SELPA

**AB 715**      **(Dahle, Megan R) Rural Education Task Force.**

**Current Text:** Introduced: 2/13/2023    [html](#)   [pdf](#)  
**Introduced:** 2/13/2023  
**Status:** 2/23/2023-Referred to Com. on ED.  
**Location:** 2/23/2023-A. ED.  
**Organization**      **Position**  
SELPA

**AB 723**      **(Quirk-Silva D) Pupil placement: special education: foster children: nonpublic, nonsectarian schools or agencies: school of origin.**

**Current Text:** Introduced: 2/13/2023    [html](#)   [pdf](#)  
**Introduced:** 2/13/2023  
**Status:** 2/23/2023-Referred to Com. on ED.  
**Location:** 2/23/2023-A. ED.  
**Organization**      **Position**  
SELPA

**AB 1466**      **(Weber D) Pupil discipline: restraint and seclusion: reporting.**

**Current Text:** Introduced: 2/17/2023    [html](#)   [pdf](#)  
**Introduced:** 2/17/2023  
**Status:** 2/18/2023-From printer. May be heard in committee March 20.  
**Location:** 2/17/2023-A. PRINT  
**Organization**      **Position**  
SELPA

**AB 1517**      **(Gallagher R) Special education: Superintendent of Public Instruction.**

**Current Text:** Introduced: 2/17/2023    [html](#)   [pdf](#)  
**Introduced:** 2/17/2023  
**Status:** 2/18/2023-From printer. May be heard in committee March 20.  
**Location:** 2/17/2023-A. PRINT  
**Organization**      **Position**  
SELPA

**SB 323**      **(Portantino D) Pupils with exceptional needs: individualized education programs: emergency safety procedures.**

**Current Text:** Introduced: 2/6/2023    [html](#)   [pdf](#)  
**Introduced:** 2/6/2023  
**Status:** 2/15/2023-Referred to Com. on ED.  
**Location:** 2/15/2023-S. ED.  
**Organization**      **Position**  
SELPA

**SB 354**      **(Ochoa Bogh R) Special education: inclusive practices.**

**Current Text:** Introduced: 2/8/2023    [html](#)   [pdf](#)  
**Introduced:** 2/8/2023  
**Status:** 2/15/2023-Referred to Com. on RLS.  
**Location:** 2/8/2023-S. RLS.  
**Organization**      **Position**  
SELPA

**SB 445**      **(Portantino D) Special education: individualized education programs: translation services.**

**Current Text:** Introduced: 2/13/2023    [html](#)   [pdf](#)  
**Introduced:** 2/13/2023  
**Status:** 2/22/2023-Referred to Com. on ED.  
**Location:** 2/22/2023-S. ED.  
**Calendar:** 3/22/2023 9 a.m. - 1021 O Street, Room 2100 SENATE EDUCATION, NEWMAN, JOSH, Chair



**Organization**      **Position**  
SELPA

**SB 483**      **(Cortese D) Pupil rights: prone restraint.**  
**Current Text:** Introduced: 2/14/2023 [html](#) [pdf](#)  
**Introduced:** 2/14/2023  
**Status:** 2/22/2023-Referred to Coms. on ED. and APPR.  
**Location:** 2/22/2023-S. ED.

**Organization**      **Position**  
SELPA

**SB 509**      **(Portantino D) School employee and pupil training: youth mental and behavioral health: mental health education.**  
**Current Text:** Introduced: 2/14/2023 [html](#) [pdf](#)  
**Introduced:** 2/14/2023  
**Status:** 2/22/2023-Referred to Com. on ED.  
**Location:** 2/22/2023-S. ED.

**Organization**      **Position**  
SELPA

**SB 691**      **(Portantino D) Dyslexia risk screening.**  
**Current Text:** Introduced: 2/16/2023 [html](#) [pdf](#)  
**Introduced:** 2/16/2023  
**Status:** 3/1/2023-Referred to Com. on ED.  
**Location:** 3/1/2023-S. ED.

**Organization**      **Position**  
SELPA

**Total Measures: 17**  
**Total Tracking Forms: 17**

Desert Mountain Charter SELPA  
 Learning Recovery Support (Resource 6537) Claim Summary  
 April 13, 2023

Total Apportionment	413,801
Desert/Mountain Charter SELPA Allocation (20%)	82,760
Charter Allocation	331,041

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

LEA	Allocation by LEA	Amount Claimed	Balance
Allegiance STEAM Academy	43,834	42,788.75	1,045.25
Aveson Global Leadership Academy	31,049	-	31,049.00
Aveson School of Leaders	21,004	-	21,004.00
Ballington Academy	11,415	-	11,415.00
Desert Trails Preparatory Academy	17,351	-	17,351.00
Elite Academic Academy Lucerne	25,570	25,570.00	-
Encore High School	52,055	-	52,055.00
Julia Lee Performing Arts Academy	20,091	-	20,091.00
Laverne Elementary Preparatory Academy	10,045	-	10,045.00
Leonardo da Vinci	15,525	-	15,525.00
Odyssey Charter School	25,113	25,113.00	-
Odyssey Charter School South	12,328	12,000.00	328.00
Pasadena Rosebud Academy	5,936	-	5,936.00
Pathways to College	22,374	-	22,374.00
Taylion High Desert Academy	15,068	15,068.00	-
Virtual Prep Lucerne	2,283	-	2,283.00
DM Charter SELPA	82,760	27,421.62	55,338.38
<b>Total</b>	<b>413,801</b>	<b>147,961.37</b>	<b>265,839.63</b>

Desert Mountain Charter SELPA  
 Dispute Prevention Dispute Resolution (Resource 6536) Claim Summary  
 April 14, 2023

Total Apportionment	91,956
Desert/Mountain Charter SELPA Allocation (20%)	18,391
Charter Allocation	73,565

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




LEA	Allocation by LEA	Amount Claimed	Balance
Allegiance STEAM Academy	9,741	-	9,741.00
Aveson Global Leadership Academy	6,900	-	6,900.00
Aveson School of Leaders	4,668	-	4,668.00
Ballington Academy	2,537	-	2,537.00
Desert Trails Preparatory Academy	3,856	-	3,856.00
Elite Academic Academy Lucerne	5,682	5,682.00	-
Encore High School	11,567	-	11,567.00
Julia Lee Performing Arts Academy	4,465	-	4,465.00
Laverne Elementary Preparatory Academy	2,232	-	2,232.00
Leonardo da Vinci	3,450	-	3,450.00
Odyssey Charter School	5,581	3,027.57	2,553.43
Odyssey Charter School South	2,740	2,700.00	40.00
Pasadena Rosebud Academy	1,319	-	1,319.00
Pathways to College	4,972	-	4,972.00
Taylion High Desert Academy	3,348	3,348.00	-
Virtual Prep Lucerne	507	-	507.00
DM Charter SELPA	18,391	1,105.32	17,285.68
	91,956	15,862.89	76,093.11

### 8.3 Alternative Diploma Pathway Update

No materials, verbal report only



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

 (760) 955-3601  
 (760) 946-0819  
 [www.dmchildrenscenter.org](http://www.dmchildrenscenter.org)

## MEMORANDUM

Date: April 19, 2023  
To: Special Education Directors

From: Linda Llamas, Director

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**Subject: Desert Mountain Children's Center Client Reports**

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

- Screening, Assessment, Referral and Treatment (SART)
- Early Identification Intervention Services (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](mailto:linda.llamas@cahelp.org)



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W [www.dmchildrenscenter.org](http://www.dmchildrenscenter.org)

**April 5, 2023**

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

**To: Steering Committee Members**

**Re: Mental Health Research Information Article**

We have spent much time in the past year looking at how the COVID-19 pandemic has impacted many areas of our lives, our work, our communities, and the children and families we serve. The unfortunate reality is that, in many ways, the pandemic continues to affect all our lives. One trend we have not had a chance to discuss, but whose ramifications can be lethal, is the rise in eating disorders that the pandemic caused. We all have a relationship with food – after all we need sustenance to survive. Some of us may think of food as fuel – just a basic need to be met that helps us function and survive. Some of us may have a much more complicated relationship with food and, for many, this complex relationship was exacerbated during the pandemic.

Some studies have shown that there was an increase in eating disorders (EDs) during the COVID-19 pandemic.<sup>1</sup> We have previously discussed the impact the COVID-19 pandemic had on the rates of depression and anxiety on youth, that along with food insecurity and panic buying led to a change in dietary habits for some, and an exacerbation of disordered eating for those already struggling with EDs.<sup>2</sup> EDs affect people of every age, race, size, gender identity, sexual orientation, and background. Nine percent of the population in the United States (U.S) will have an eating disorder in their lifetime – that is 28.8 million individuals.<sup>3</sup> Typically, the onset of EDs is in adolescence or young adulthood and a study found that there was a significant increase in adolescent and young adults seeking

treatment for ED symptoms, for both inpatient and outpatient care, after the COVID-19 pandemic.<sup>4</sup>

Here are some additional sobering facts from the Association of Anorexia Nervosa and Associated Disorders:<sup>5</sup>

- 42% of 1st-3rd grade girls want to be thinner
- 81% of 10-year-old children are afraid of being fat
- 46% of 9–11-year-olds are “sometimes” or “very often” on diets
- 35-57% of adolescent girls engage in crash dieting, fasting, self-induced vomiting, diet pills, or laxatives
- Less than 6% of people with eating disorders are medically diagnosed as “underweight”
- Eating disorders are among the deadliest mental illnesses, second only to opioid overdose
- About 26% of people with eating disorders attempt suicide
- 30% of people dealing with eating disorders have experienced sexual abuse
- Black teenagers are 50% more likely than white teenagers to exhibit bulimic behavior, such as binge-eating and purging
- Gay and bisexual boys are significantly more likely to fast, vomit, or take laxatives or diet pills to control their weight
- Nearly nine in ten (87%) LGBTQ youth reported being dissatisfied with their body
- LGBTQ youth with body dissatisfaction had twice the odds of reporting a suicide attempt in the past year compared to LGBTQ youth with body satisfaction
- 3-10% of children and young people with eating disorders also have autism

Given all this information and knowing that the pandemic has significantly affected the prevalence of EDs in children and youth, it is highly likely that we are serving clients/students with EDs. It is imperative that we recognize the possible signs that we know someone who may have an ED and get them help as soon as possible.

Here are some possible signs:

- **Emotional/Behavioral**
  - Weight loss, dieting, and control of food are primary concerns
  - Food rituals
  - Social withdrawal
  - Frequent dieting, body checking
  - Extreme mood swings
- **Physical**
  - Noticeable weight fluctuations
  - Gastrointestinal complaints
  - Dizziness upon standing
  - Difficulty concentrating, sleeping
  - Issues with dental, skin, hair, and nail health

This is not an exhaustive list nor is it a way to attempt to diagnose, just a list of possible signs that a child may be struggling with an ED, not all signs may be present and there may be co-occurring issues that may complicate how these possible symptoms manifest themselves. It is important to approach any situation without making any assumptions and with good intention. The key is to pay attention to your students and if you suspect that a child is struggling with an ED that you listen with care and empathy and to be armed with information and resources to get them help if needed.



## REFERENCES:

1. Gao Y, Bagheri N, Furuya-Kanamori L. *Has the COVID-19 pandemic lockdown worsened eating disorders symptoms among patients with eating disorders? A systematic review.* *Z Gesundh Wiss.* 2022;30(11):2743-2752. doi: 10.1007/s10389-022-01704-4. Epub 2022 Mar 29. PMID: 35369670; PMCID: PMC8961480.
2. Touyz S, Lacey H, Hay P (2020) *Eating disorders in the time of COVID-19.* *J Eat Disord* 8(19). 10.1186/s40337-020-00295-3
3. Deloitte Access Economics. *The Social and Economic Cost of Eating Disorders in the United States of America: A Report for the Strategic Training Initiative for the Prevention of Eating Disorders and the Academy for Eating Disorders.* June 2020. Available at: <https://www.hsph.harvard.edu/striped/report-economic-costs-of-eating-disorders/>.
4. Hartman-Munick SM, Lin JA, Milliren CE, et al. Association of the COVID-19 Pandemic With Adolescent and Young Adult Eating Disorder Care Volume. *JAMA Pediatr.* 2022;176(12):1225–1232. doi:10.1001/jamapediatrics.2022.4346
5. Association of Anorexia Nervosa and Associated Disorders. *Eating Disorders Statistics.* Retrieved April 5, 2023, from <https://anad.org/eating-disorders-statistics/>

## RESOURCES:

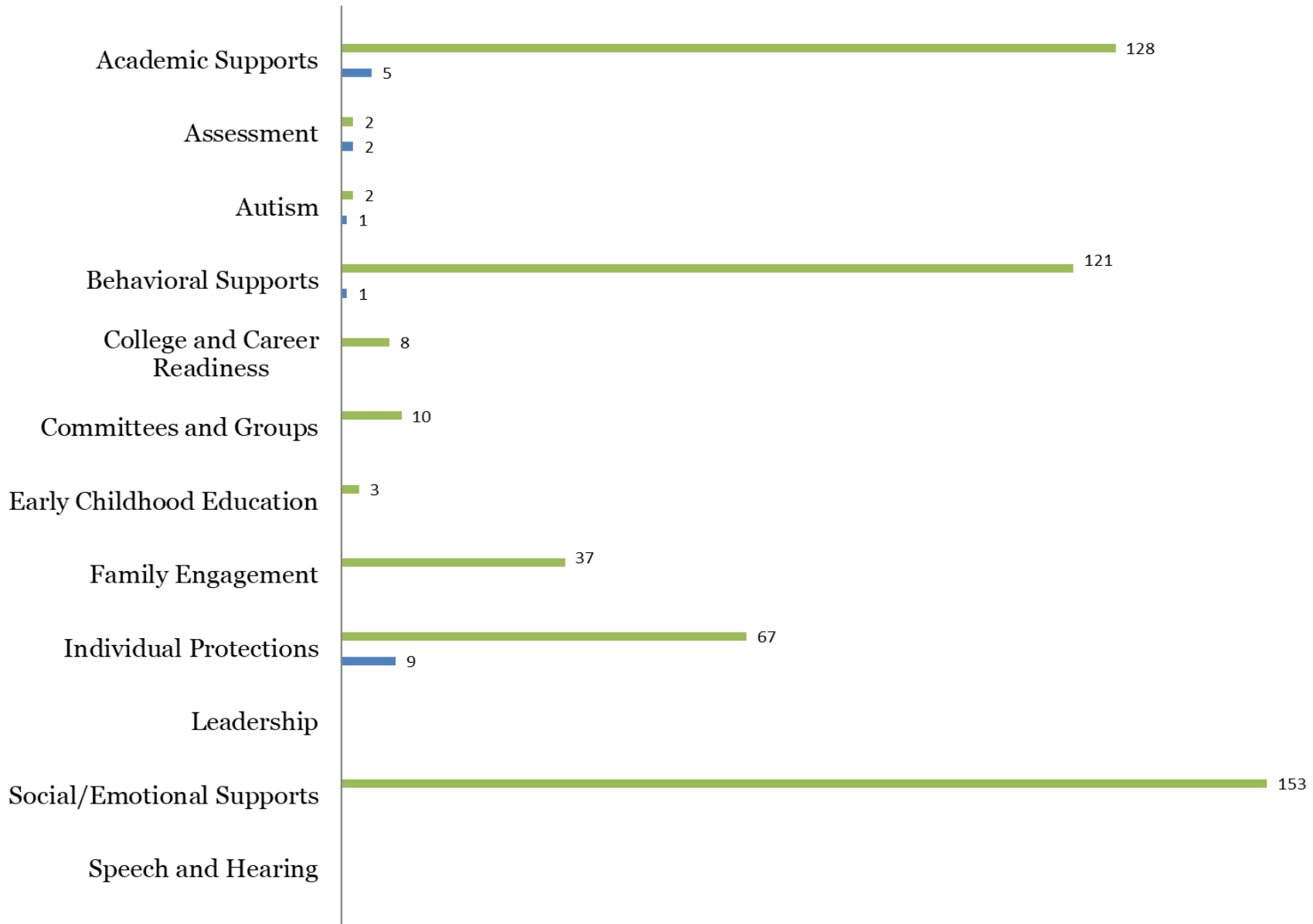
- <https://anad.org/>
- <https://www.hsph.harvard.edu/striped/>
- <https://www.hsph.harvard.edu/striped/report-economic-costs-of-eating-disorders/>
- <https://www.aedweb.org/home>
- <https://onlinelibrary.wiley.com/journal/1098108x>
- <https://www.psychom.net/eating-disorders-in-children>

- <https://www.hopkinsallchildrens.org/Services/Pediatric-and-Adolescent-Medicine/Adolescent-and-Young-Adult-Specialty-Clinic/Eating-Disorders/Eating-Disorder-Facts>
- <https://www.singlecare.com/blog/news/eating-disorder-statistics/>
- <https://www.eatingdisorderhope.com/>

# DMCS PROFESSIONAL LEARNING PARTICIPATION SUMMARY

MARCH 2023 PARTICIPANTS - 18  
531 YEAR-TO-DATE PARTICIPANTS

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





*I-MTSS follow-up training  
Presented by CAHELP*

# LGBTQIA+

Language, Sensitivity, and Legislation

Presenter: Ami Davis



**8:30 a.m. - 12:30 p.m.**  
**Wednesday, May 17, 2023**

This training will start with language and concepts relevant to working with LGBTQIA+ populations, including concepts and updates around name and pronoun usage. Participants will have the opportunity to practice gender neutral language and discuss avenues of respect in that regard. Current legislation, California requirements, and suggested practices will be shared and leave participants with a deeper understanding of their role when working to support LGBTQIA+ folk.

**Event location:**

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

**Cost:** \$50 for SELPA and Charter SELPA members  
\$75 For non-members

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

**Get in Touch**

**Email:**  
Marysol.Hurtado@cahelp.org  
**Phone:**  
(760)955-3552



Register Online:  
<https://sbcss.k12oms.org/52-231031>



# CELEBRATING FAMILIES!™

## Building Resilience

Helping children and families be **healthy, responsible,** and **addiction free.**

**NO COST TO ATTEND!**

**Who Can Attend:** Parents, caregivers, guardians, and children ages 4 through 18.

### Program Benefits:

- 16 skill building educational sessions
- Healthy meals in a family group setting
- Age-appropriate youth & adult skill building groups
- Structured family related activity

**Presented By:** CAHELP Team Members

**Date:** Tuesdays: August 8, 2023 - December 5, 2023 (no meeting 10/31/23 or 11/21/23)

**Time:** 4:30 - 7:00 p.m.

**Location:** 17800 US Highway 18 Apple Valley, CA 92307

**Cost:** \$0.00

### Registration:

Please register online at <https://sbcss.k12oms.org/52-232130>

### Special Accommodations:

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



**Get in Touch**

**Address :** 17800 Highway 18, Apple Valley, CA 92307

**Phone :** (760) 955-3552

**Email :** Marysol.Hurtado@cahelp.org

**Website :** [www.cahelp.org](http://www.cahelp.org)



# CELEBRANDO A LAS FAMILIAS!™

## ROMPIENDO EL CICLO DE LA ADICCIÓN

Ayudando a los niños y a las familias a ser **saludables, responsables y libres de adicción.**

**¡SIN COSTO PARA ASISTIR!**

**Quién Puede Asistir:** Padres, cuidadores, tutores y niños de 4 a 18 años.

### **Beneficios Del Programa:**

- 16 sesiones educativas para el desarrollo de habilidades
- Comidas saludables en grupo familiar
- Grupos de desarrollo de habilidades para jóvenes y adultos de acuerdo con su edad
- Actividad familiar estructurada

**Presentado Por:** Miembros del equipo CAHELP

**Fecha:** martes: 8 de agosto del 2023 - 5 de diciembre del 2023  
(no habrá reunión el 31 de octubre del 2023 & 21 de noviembre del 2023)

**Hora:** 4:30 - 7:00 p.m.

**Lugar:** 17800 US Highway 18 Apple Valley, CA 92307

**Costo:** \$0.00

### **Inscripción:**

Por favor, inscribese en línea en:  
<https://sbcss.k12oms.org/52-232130>

### **Adaptaciones Especiales:**

Le pedimos que envíe cualquier solicitud de adaptación especial al menos quince días laborables antes de la capacitación, indicando su solicitud al inscribirse.



**Información de  
Contacto**

**Dirección:** 17800 Highway 18, Apple Valley, CA 92307

**Teléfono :** (760) 955-3552

**Dirección de correo  
electrónico:** Marysol.Hurtado@cahelp.org

**Sitio Web :** www.cahelp.org

Save

THE

Date!



## I-MTSS SYMPOSIUM

February 21, 2024

### Get in Touch

**Address :** 17800 Highway 18, Apple Valley, CA 92307  
**Phone :** (760) 955-3592

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

# CAHELP PEERS® Program

## Social Skills Group for Teens



### PEERS® (Program for the Education and Enrichment of Relational Skills)

is a 16 week evidence-based social skills intervention for **motivated teens** in middle and high school who are interested in learning ways to help them make and keep friends. During each group session, teens are taught important social skills and are given the opportunity to practice these skills in session during socialization activities. Parents attend separate sessions at the same time and are taught how to assist their teens in making and keeping friends by helping to expand their teen's social network and providing feedback through coaching during weekly socialization homework assignments. **Enrollment is limited. Parent participation is required.**

### Your Teen Will Learn

- How to use appropriate conversational skills
- How to find common interests by trading information
- How to appropriately use humor
- How to enter and exit conversations between peers
- How to handle rejection, teasing, and bullying
- How to handle rumors and gossip
- How to be a good host during get-togethers
- How to make phone calls to friends
- How to choose appropriate friends
- How to be a good sport
- How to handle arguments and disagreements
- How to change a bad reputation

### Enrollment and Group Information

PEERS may be appropriate for teens with:

- Autism Spectrum Disorder
- ADHD
- Depression
- Anxiety
- Other social or behavioral challenges



For enrollment information, please contact us at  
(760) 552-6700 or email:  
jennifer.rountree@cahelp.org  
keri.gomez@cahelp.org or julie.wheeler@cahelp.org



Desert Mountain Charter SELPA  
 Due Process Summary  
 July 1, 2022 - March 31, 2023

DISTRICT								CASE ACTIVITY FOR CURRENT YEAR						Filed on Parent
	17/18	18/19	19/20	20/21	21/22	22/23	Total	D/W	Resolution Active Settled	Mediation Active Settled	Hearing			
Allegiance STEAM Acad - Thrive	N/A	0	0	0	0	0	0	0	0	0	0	0	0	
Aveson Global Leadership Acad	5	1.5	0	0	2	2	10.5	0	0	0	2	0	0	1
Aveson School of Leaders	1	1.5	0	0	4	2	8.5	2	0	0	1	0	0	0
Ballington Acad for Arts & Sci	0	2	0	0	0	0	2	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	0	0	4	0	0	4	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
Julia Lee Performing Arts Acad	N/A	0	0	0	0	0	0	0	0	0	0	0	0	0
LaVerne Elem Preparatory	0	0.5	0	0	0	0	0.5	0	0	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 (Altadena)	0	0	0	0	2	1	3	0	0	0	0	1	0	0
Odyssey Charter School -South (Pasa)	N/A	0	0	0	0	0	0	0	0	0	0	0	0	0
Pasadena Rosebud Academy	N/A	1	0	0	0	0	1	0	0	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	0	0	0	0	0	0	0	0	0	0	0
<b>SELPA-WIDE TOTALS</b>	<b>6</b>	<b>6.5</b>	<b>0</b>	<b>4</b>	<b>8</b>	<b>5</b>	<b>29.5</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>1</b>

Desert Mountain Charter SELPA  
 Due Process Activity Summary  
 July 1, 2022–March 31, 2023

LEA	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Due Process Hearing	Status	IEE	Comp Ed
1. Aveson School of Leaders Case no. 2022070523	Denial of FAPE 1. Comprehensive assessment 2. Failure to develop/implement IEP 3. Parent participation	7/19/2022	7/27/2022	9/1/2022	<del>9/7-8/2/2022</del> 10/4-10/6/2022	Unexpectedly, parent demanded NPS. Moving to mediation. 9/27/22 Judge declined contiuance 9/27/22 - Case dismissed by parent <b>CLOSED</b> - Mediation	N/A	N/A
2. Odyssey Altadena Case no. 2022070179	Child Find 1. Failure to assess prior to May 26, 2022 2. Failure to assess upon parent request 3. Failure to find an IEE in a timely manner	7/7/2022	N/A	<del>8/15/2022</del> 9/19/2022	<del>8/23-25-2022</del> 11/8-10/2022	Resolution waived due to timeline violation. 9/23/22 Case settled <b>CLOSED</b> - Resolution	Psych Ed \$4,500	Academic \$4,500
3. Aveson Case no. 2022080  Filing on parent	Denial of an IEE Filed to defend assessment	8/24/2022	N/A	N/A	N/A	Case withdrawn <b>CLOSED</b> - Resolution	N/A	N/A



Desert Mountain Charter SELPA  
Legal Expense Summary  
As Reported at Steering February 23, 2023

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	\$43,640.20
2021-2022	\$174,116.17
2022-2023	\$42,276.25

## The Latest Supreme Court “Special Education” Decision: *Perez v. Sturgis Public Schools*

Perry A. Zirkel  
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On average, the Supreme Court only decides one case specific to K–12 students every four years. About a third of these cases focus on the practice of litigation rather than education, such as burden of proof (*Schaffer* – 2005), expert witness fees (*Murphy* – 2006), and pro se parents (*Winkelman* – 2007).

The latest case, *Perez v. Sturgis Public Schools* (March 21, 2023) is only understood in tandem with a previous decision focused on specialized litigation rather than special education, *Fry v. Napoleon Community Schools* (2017). Both concern the IDEA issue of “exhaustion,” which refers to the general requirement to complete the administrative adjudication stage before proceeding to court. More specifically, a 1986 amendment to the IDEA allows for bringing non-IDEA federal claims, such as those under Section 504 or the ADA, on behalf of an IDEA-covered student but only after exhausting the due process hearing (and in the eight “two-tiered” states, the review officer) stage before going to court. The courts have gradually evolved limited exceptions to this exhaustion requirement.

In *Fry*, the Supremes decided that the exhaustion requirement applies only if the crux of the non-IDEA federal claim amounts to FAPE. In this case, the parents brought an ADA claim to challenge the school’s denial of access for the child’s service animal, and the remedy they sought was money damages. The *Fry* Court sent the case back to the lower courts to determine whether the crux of this claim amounted to FAPE. If the answer is “no,” exhaustion would not apply regardless of the relief that they sought. Thus, the Court declined to answer the separate question of whether seeking money damages, which is available under the ADA but not the IDEA, was another exception to the exhaustion requirement.

In *Perez*, the Court addressed the residual question from *Fry*. In this case, the parents sought money damages under the ADA for the lack of appropriate interpreter services to a deaf student, which indisputably amounted to a FAPE claim. The *Perez* Court unanimously answered that the IDEA’s exhaustion provision does not apply “where a plaintiff brings a suit under another federal law for compensatory damages—a form of relief everyone agrees IDEA does not provide.”

A common misunderstanding in the immediate wake of *Perez* is that the exhaustion requirement applies to non-IDEA federal claims, such as those under Section 504 or the ADA, on behalf of IDEA-covered students if they are for money damages but also amount to FAPE. For example, a recent press release from CASE interpreted *Perez* as not changing the requirement that when parents bring non-IDEA FAPE claims “[the] administrative process must be exhausted before they turn to the courts for final adjudication.” Instead, properly understood, money damages and FAPE are separate exceptions. Thus, such federal non-IDEA claims for money damages are not subject to the exhaustion requirement regardless of whether their crux amounts to FAPE.

The result of *Perez* is to make it easier to go directly to court for federal non-IDEA claims for money damages on behalf of IDEA-eligible students. Thus, there will be more such litigation in federal courts, increasing (a) the level of court congestion, (b) the potential for school district liability, and (c) the parents’ leverage for settlements.

However, the practice of special education remains almost entirely unaffected. Other than observing the effect on litigation, including settlements, special education practitioners should recognize that the odds of federal court award of money damages in such Section 504 and ADA suits remain very strongly against the parents and any resulting liability is for the school district, not for the individual teacher or administrator.

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## Ninth Circuit Clarifies How to Analyze Academic Benefit for “Least Restrictive Environment” Purposes Under the IDEA

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April 5, 2023

Number 15

**Written by:**

Kyle A. Raney

Partner

Sacramento Office

[Kraney@lozanosmith.com](mailto:Kraney@lozanosmith.com)

Bailey M. Hughes

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A recent decision from the Ninth Circuit Court of Appeals held that a school district’s proposed individualized education program (IEP) violated the Individuals with Disabilities Education Act (IDEA) because it required a student to spend over half of his day in a special education classroom, when his parents believed he should spend most of his day in general education. The case, *D.R. v. Redondo Beach Unified School District* (9th Cir. 2022) 56 F.4th 636, reveals important insights as to how courts will analyze the IDEA’s least restrictive environment standard moving forward.

### Background

In *D.R. v. Redondo Beach Unified School District*, the parents of a child with autism filed a lawsuit against the school district in which the child was enrolled. The dispute at issue was how much time the student, D.R., should spend in the general education classroom with non-disabled peers, versus the amount of time he should spend in a special education classroom.

Under the IDEA, school districts must ensure that all students with disabilities receive a free appropriate public education (FAPE) in the “least restrictive environment” (LRE) to the maximum extent appropriate. Pursuant to D.R.’s operative IEP, he spent 75% of his school day in the general education classroom working one-one-one with his aide using a heavily modified curriculum, and the remaining 25% of his school day receiving special education instruction in his school’s Learning Center. Although D.R. was making substantial progress on his goals, the school district argued that he lagged so far behind his non-disabled peers that he could rarely participate in activities with the rest of the class. Accordingly, when D.R.’s IEP team reconvened before his fifth-grade year, the school district proposed a new placement that would place him in a blended program, receiving most of his instruction in a special education classroom instead of in general education, so that D.R. could receive more individualized attention and a modified curriculum.

### Analysis and Holding

This case originated as a due process hearing before the California Office of Administrative Hearings (OAH). After the OAH hearing, the administrative law judge ruled that the school district’s proposed blended placement did not violate the IDEA.

D.R. then appealed to a federal District Court, which agreed that there was no IDEA violation and affirmed the OAH ruling. The parents appealed to the United States Court of Appeals for the Ninth Circuit.

The Ninth Circuit applied a four-factor test derived from the court's earlier decision in *Sacramento City Unified School District v. Rachel H.* (9th Cir. 1994) F.3d 1405 (*Rachel H.*) to determine whether the school district had complied with the IDEA's LRE requirement. The four factors the court considered were: 1) academic benefits a child receives from placement in the regular classroom compared with those available in a special education classroom; 2) non-academic benefits a child with a disability derives from being educated in a regular classroom; 3) potential negative effects the child's presence may have on the education of other children in the classroom; and 4) cost to the school district of providing the supplementary aids and services necessary to educate a child with a disability in the regular classroom.

The second, third, and fourth factors all weighed in favor of D.R. maintaining his then-current placement of 75% of his school day in the general education environment. The only factor in dispute was the first factor related to whether he obtained academic benefit. In determining that D.R. needed a more restrictive setting, the District Court and OAH both placed great weight on the fact that the student was performing several grade levels below his non-disabled peers and could not keep up with the pace of instruction in the regular classroom. The Ninth Circuit panel disagreed, stating that a satisfactory education is not a one-size-fits all concept and grade level performance is not the correct standard for all children with disabilities. Rather, "[f]or children whose developmental disabilities preclude them from achieving at the same academic level as their non-disabled peers, the appropriate benchmark for measuring the academic benefits they receive is progress toward meeting the academic goals established in the child's IEP."

Additionally, the Ninth Circuit held that the District Court erred in finding that D.R. only received academic benefit in a regular classroom because of his supplementary aids and services. The Ninth Circuit noted that a child's reliance on supplementary aids and services is irrelevant to the first *Rachel H.* factor, because students may only be moved to more restrictive placements if education in regular classes *with* the use of supplementary aids and services cannot be achieved satisfactorily. That a child relies on supplementary aids and services or requires a modified curriculum to achieve a satisfactory education in the regular classroom cannot be used against him to justify a more restrictive placement.

Per the Ninth Circuit, the determination of whether general education was the appropriate setting for D.R. should have been based on his progress toward meeting the academic goals in his IEP, which the evidence showed he clearly satisfied—rather than his failure to meet grade level standards. The Ninth Circuit distinguished this case from *Baquerizo v. Garden Grove Unified School District*, 826 F.3d 1179 (9th Cir. 2016) (*Baquerizo*), noting that, unlike the student in *Baquerizo*, who had not attended public school for years, and had no track record of success in the regular classroom, D.R. made significant academic progress in the regular classroom during the two school years prior to the school district's proposed change of placement. Thus, in the present case, there were no factors that supported moving D.R. to a more restrictive placement.

The Ninth Circuit concluded that if a child is making substantial progress toward meeting his IEP's academic goals, as was the case here, the fact that he might receive a marginal increase in academic benefits from a more restrictive placement will seldom justify sacrificing the substantial non-academic benefits he derives from being educated in the regular classroom.

As a side note, the Ninth Circuit upheld the denial of D.R.'s parents' request for reimbursement for private one-on-one educational instruction. The parents could have refused the IEP, which would have triggered California's procedural protections under the IDEA's stay-put provision and allowed D.R. to maintain his current placement. Instead, D.R.'s parents had unilaterally withdrawn D.R. from school in response to the school district's offer of FAPE, and were therefore not entitled to reimbursement. The court noted that this was especially true since the private educational setting D.R.'s parents placed him in was even more restrictive than what the school district had proposed.

## Takeaways

The decision in *D.R. v. Redondo Beach* confirms that when a school district considers whether general education placement is a child's least restrictive environment, the district needs to properly analyze whether the student is receiving academic benefit in that placement. This determination is not always based on whether the student is achieving at grade level; rather, for certain students, the crux of this decision is whether the student is making substantial progress toward their academic goals with supplementary supports and services. This holding provides helpful clarity for special education personnel when reviewing IEP offers of FAPE.

If you have any questions regarding this case or any special education matter, please contact one of the authors of this Client News Brief or an attorney at one of our [eight offices](#) located statewide. You can also subscribe to our [podcast](#), follow us on [Facebook](#), [Twitter](#) and [LinkedIn](#) or download our [mobile app](#).

*As the information contained herein is necessarily general, its application to a particular set of facts and circumstances may vary. For this reason, this News Brief does not constitute legal advice. We recommend that you consult with your counsel prior to acting on the information contained herein.*



# Core Communication Skills

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

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

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

## Schedule

May 4, 2023

## Time

8:30 a.m. - 1:30 p.m.

## Location

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

## Audience

This training is intended for school district staff working in parent centers, in parent engagement groups or who serve as a parent resource.



## Registration

Please register online at:

<https://sbcss.k12oms.org/52-233034>

## Cost

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

## Special Accommodations

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

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

## Get in Touch

**Address :** 17800 Highway 18,  
Apple Valley, CA 92307

**Phone :** (760) 955-3551

**Email :** [nicole.langley@cahelp.org](mailto:nicole.langley@cahelp.org)

**Website :** [www.cahelp.org](http://www.cahelp.org)

# Core Communication Skills

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

## Presented By

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

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

## Schedule

May 31, 2023

## Time

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

## Location

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

## Audience

General education teachers, special education teachers, and administrators.



## Registration

Please register online at:

<https://sbcss.k12oms.org/52-232869>

## Cost

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

## Special Accommodations

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

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

## Get in Touch

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

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

# Desert/Mountain Charter SELPA

## OVERDUE IEP SUMMARY

As of 3/30/2023

LEA	Number of Overdue IEPs
Allegiance STEAM Academy -Thrive	3
ASA Charter	8
Aveson Global Leadership Academy	0
Aveson School of Leaders	0
Ballington Academy for the Arts and Sciences	3
Desert Trails Charter	9
Elite Academic Academy	3
Encore JR/SR Charter High Desert	4
Julia Lee Performing Arts Academy	10
LaVerne Prep	4
Leonardo da Vinci Health Sciences	2
Odyssey Charter School	8
Odyssey Charter School South	8
Pasadena Rosebud Academy	5
Pathways to College	0
Taylion Charter Schools	10
Virtual Prep Academy	7
<b>Total</b>	<b>84</b>

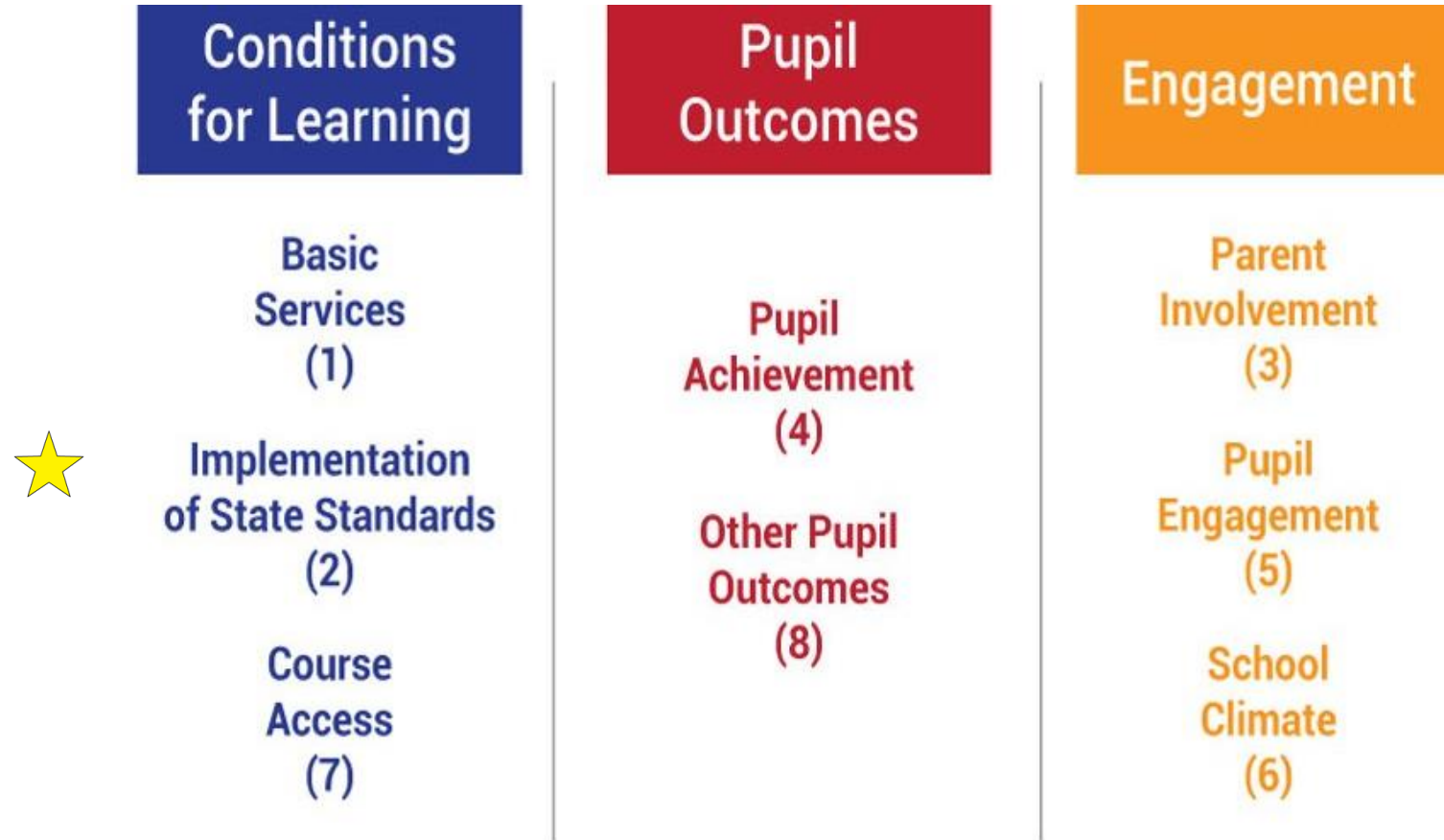


# Implementation of Special Education Information System (SEIS)

Desert Mountain SELPA and Charter  
SELPA

# California State Priorities

## Local Control and Accountability Plan (LCAP)



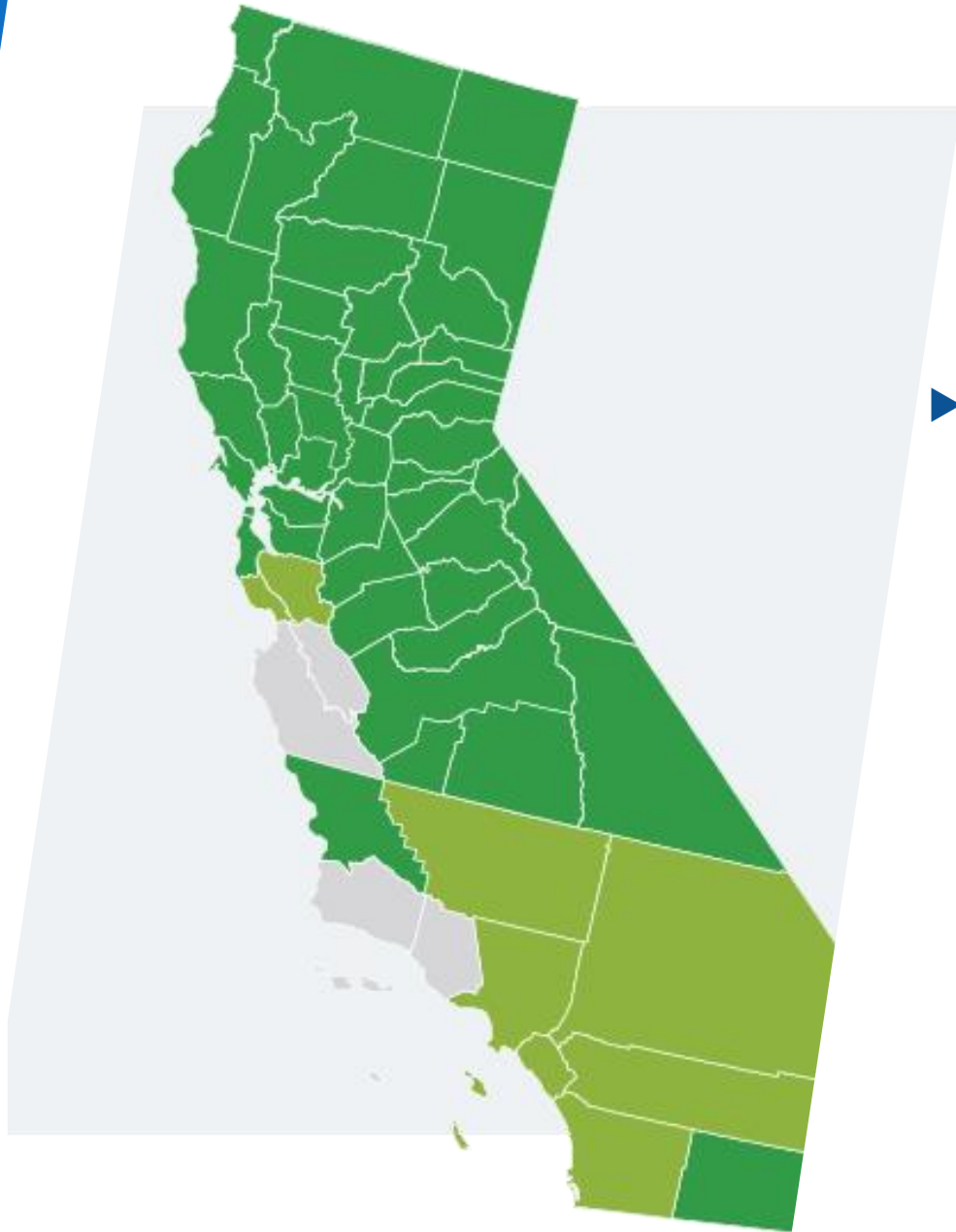
# Agenda

- ❖ What is SEIS?
- ❖ Training Dates and Training Formats
- ❖ SEIS Admin and Provider Trainings
- ❖ Data Table Cleanup
- ❖ CALPADS EOY4/June 2023 Pupil Count
- ❖ July 1, 2023 - August 30, 2023 - IEPs
- ❖ WebIEP History Project
- ❖ Questions, Concerns, Comments



## What is SEIS?

- ▶ About SEIS
  - ▶ Special Education Information System
  - ▶ SEIS is managed and maintained by CodeStack, a department of the San Joaquin County Office of Education.
  - ▶ CodeStack Sites:
    - ▶ CodeStack
    - ▶ SEIS
    - ▶ EdJoin
    - ▶ PROMIS
    - ▶ Beyond SST



## Where is SEIS used?

- ▶ SEIS is used by 115 SELPAs (Special Education Local Plan Areas) and over 1,500 LEAs/School Districts in the state of California. All CALPADS special education reportable data and IEP information is stored centrally in the SEIS System. This means the students entire IEP history moves with them wherever they transfer within the SEIS Network.



# Training Dates and Training Formats

- ▶ Training Schedule
  - ▶ May and June - Virtual format
  - ▶ July open for On-Sites
  - ▶ August and on-going - Virtual, In-Person (Regional), On-Site
  - ▶ Registration links will be available along with Training Flyer

**AM SESSIONS - 9:00 to 12:00**

**PM SESSIONS - 1:00 to 4:00**

**On-site training will continue through the normal request process**

**[CAHELP On-Site Request - CAHELP](#)**

# SEIS Trainings - Admin and Provider

- ❖ April 26, 2023 from 9:00-2:00

- ❖ **SEIS ADMIN Training**

- ❖ 25 participant max
- ❖ One LEA rep. from each LEA
- ❖ Former MIS Level District Users
- ❖ Training provided by SEIS
- ❖ Training will be virtual and recorded
- ❖ Training will be reviewed during May 5<sup>th</sup> MIS meeting.

- ❖ Starting May 9<sup>th</sup>

- ❖ **SEIS PROVIDER Training**

- ❖ 20 Participant max
- ❖ Training Provided by SELPA
- ❖ Training will be virtual

**MULTIPLE TRAINING DATES  
WILL BE AVAILABLE**

**VIRTUAL, IN-PERSON, AND  
ON-SITE**

# Initial SEIS Provider Process

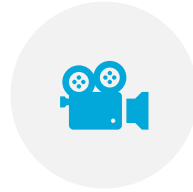
## STEPS:

1. Attend a SEIS Provider Training (SEIS/SELPA Provided)
  2. When LIVE SEIS is available, complete the Initial CALPADS AFFIRM Process (Handout provided at Training) - August 2023
  3. Upload the latest, completed IEP and supporting documents from WebIEP to student record under “Attachments” in SEIS.
  4. Input GOALS in preparation for future Progress of Goals timeline
- ❖ **Supporting Documents examples:**
    - ❖ Psychological Reports
    - ❖ Speech/OT/PT Reports/Assessments
    - ❖ Health Care Reports
    - ❖ Assessment Plans
    - ❖ Signature Pages
  - ❖ Initial Data Upload to SEIS will be CALPADS Data - Demographics and Services

# Training Resources



TRAINING  
PACKET/MATERIALS



SEIS PROVIDED  
TRAINING  
VIDEOS



TRAINING  
VIDEOS (LINKS  
WILL BE  
PROVIDED)



SEIS Q & A  
FREQUENTLY  
ASKED QUESTIONS



CONTINUOUS  
SEIS AND SELPA  
TECHNICAL  
SUPPORT



TRAININGS VIA VIRTUAL, IN-  
PERSON, AND ON-SITE  
AVAILABLE

# DATA TABLE CLEANUP - Behind the Scenes

Multiple Data Tables need to be revised, reviewed, etc.

- ❖ Providers Names, Positions, Emails
- ❖ District (LEA) Table Information
- ❖ School Site Information
- ❖ SELPA Information
- ❖ Demographic Information
- ❖ CALPADS Information
  - ❖ EOY4/June 2023 Pupil  
LEAs should certify ASAP

# CALPADS End-of-Year (EOY4)/June Pupil Count

- ▶ LEAs must complete EOY4/June Pupil Count and certify
- ▶ Certified Data will be sent to SEIS for initial upload into Live module
- ▶ SEIS will provide SELPA with SEIS Live Username/Passwords and SELPA will distribute based on access level grouping
  - ▶ SELPA Level
  - ▶ District Level (Former MIS District Data Entry Group), Directors, Coordinators, etc.
  - ▶ Provider Level (IEP Team Members)
- ▶ We are anticipating release of user access to be available late July/Early August.

Please make EOY4 Certification a **priority!**

# IEPs between July 1, 2023 and August 30, 2023

## IMPORTANT TRANSITION PROCESS

- ❖ **Option #1:** Complete IEPs early within WebIEP. SELPA to provide Reviews Report and LEA MIS Contacts have access to run future reports
- ❖ **Option #2:** Complete SEIS fillable IEP Packet will be accessible on CAHELP website/available link
- ❖ **Emergency IEPs:** Complete SEIS fillable forms
- ❖ WebIEP will be in VIEW ONLY mode starting July 2023 for IEP Teams until September 2023.
  - ❖ New IEPs dated 7/1/23 and beyond must be created with SEIS forms.
  - ❖ New Students record must be created in SEIS.

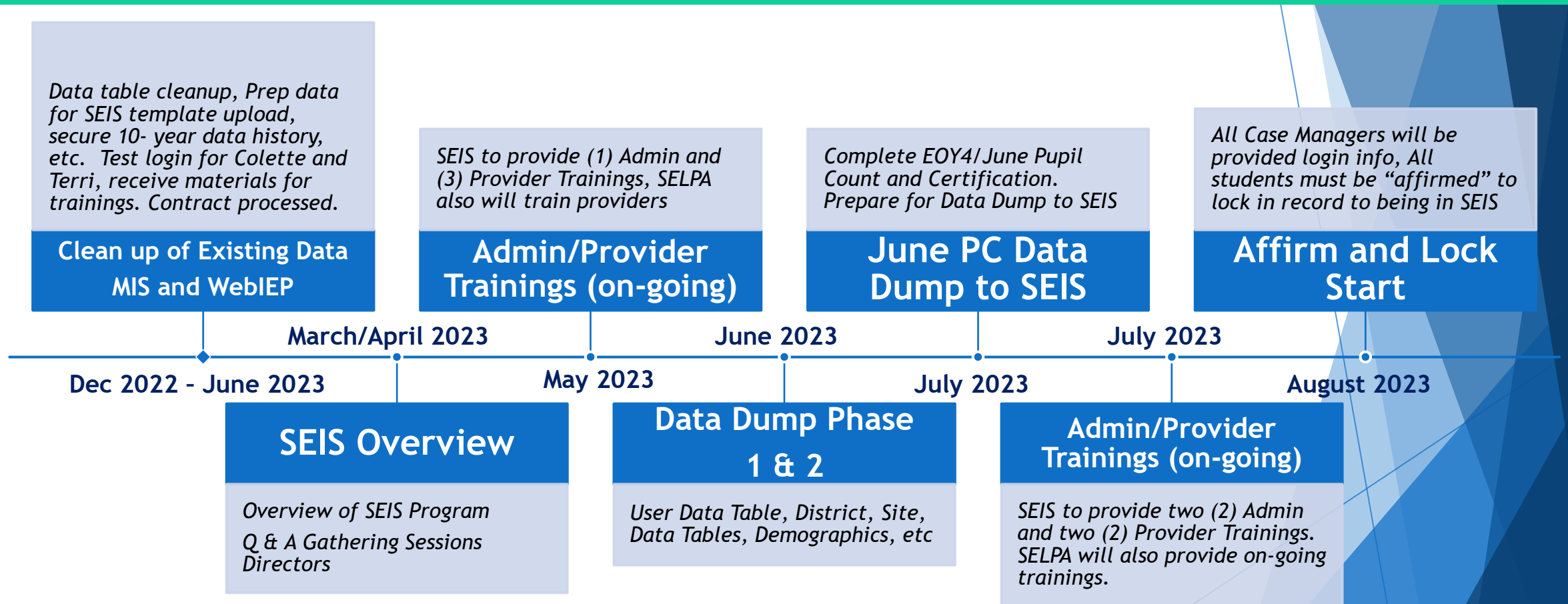
# Faucette Micro Systems - WebIEP History Project

- ❖ SELPA requested 10 years of “searchable” history which will be housed at the SELPA office.
- ❖ SELPA requested a copy of all PDFs from WebIEP to be sorted by LEA and made available to LEA for retrieval to store in their own electronic filing system. This access will be for a limited amount of time (approximately 90 days).
- ❖ Reminder SELPA is not the Custodian of Record as per **Cal. Code Regs. Title 5 § 433** Section 433 - Maintenance and Security of Pupil Records.



# SEIS Transition Timeline

*Subject to Change - Revised 4/10/23*



# Deeper Conversation?

- ▶ Separate meeting for Directors?
  - ▶ Virtual meeting to discuss possible processes for your LEA regarding transition to SEIS
  - ▶ Electronic Filing System
  - ▶ Supplemental Programs
    - ▶ Beyond SST (SST and 504 Interventions Program)
    - ▶ PROMIS - Student Information System (SIS)
    - ▶ Medi-Cal Billing
    - ▶ Student Information System Integration (SIS Integration)
      - ▶ • This is a per district feature (not required that all districts in the SELPA use the feature)
      - ▶ • 1-way integration (SEIS to SIS or SIS to SEIS)  
\$3,000 setup fee + \$0.75 per student
      - ▶ • 2-way integration (SEIS to SIS and SIS to SEIS)  
\$4,000 setup fee + \$1.50 per student
- ▶ Open Conversation

# Questions, Concerns, and Comments

Colette Garland, MIS Support Analyst  
[colette.garland@cahelp.org](mailto:colette.garland@cahelp.org)  
(760) 955-3565



# CALIFORNIA PBIS 2023 Recognition Timeline



WEBINAR INTRODUCING CRITERIA	JANUARY 30, 2023
APPLICATION WINDOW OPENS	JANUARY 30, 2023
APPLICATION WINDOW CLOSES	MAY 12, 2023
DISPLAYED AT THE CALIFORNIA PBIS CONFERENCE	OCTOBER 11-13, 2023

**COMPLETE APPLICATION ONLINE AT [PBISCA.ORG](http://PBISCA.ORG)**



The PBIS Recognition applications are now being accepted through May 12<sup>th</sup>. If your district or schools are interested in applying, please click on the link for information pertaining to recognition. The Prevention and Intervention Specialists are here to support and assist you through this process if needed even if your district or school is not currently in contract with us.

[CA PBIS Recognition Information](#)

If your district or schools have any questions pertaining to PBIS Recognition, please contact Deborah Sarkesian, Coordinator at 442.292.5094, ext. 200.



# Desert Mountain Charter SELPA

## Primary Funding Sources

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### Contract/Grant Funding

- ◆ Department of Behavioral Health
- ◆ Prevention and Intervention Contracts
- ◆ Federal Mental Health ADA

### State Revenue

- ◆ AB 114 Mental Health
- ◆ AB 602 Out-of-Home
- ◆ AB 602 Program Specialist/Regionalized Services-Administrative
- AB 602 Risk Pool Fund
- AB 602 Set-Aside Pool

### Fee-for-Service/Other Fees

- ◆ DM SELPA Related Services FFS

San Bernardino County Superintendent of Schools  
2023-24 Budget Proposal  
Budget Assumptions

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- ♦ Assume mental health state and federal funding will continue to flow to the SELPAs by way of apportionment, grant award, JPA agreement, local plan, or MOU
- ♦ 4% COLA on salary
- ♦ Funded step and column
- ♦ 5% increase on medical, dental, vision, and life insurance
- ♦ Assume medical opt-out
- ♦ Employer paid statutory rates

Medicare	1.45%
SUI	0.20%
WC	2.63%
STRS	19.10%
PERS	27.00%
- ♦ Information Technology user fee \$2,705 per FTE / email only \$123 per FTE
- ♦ Indirect Cost Rate 8.5%

## California Association of Health and Education Linked Professions

### 2022-23 Second Interim

Program	Revenue	Expense	Revenue Less Expense	Beginning Balance	Projected Ending Balance June 30
CAHELP JPA	\$ 2,995,055	\$ 2,995,055	\$ -	\$ -	\$ -
Spirit River Complex	\$ 473,421	\$ 473,421	\$ -	\$ -	\$ -
DM SELPA	\$ 80,260,943	\$ 88,914,243	\$ (8,653,300)	\$ 21,849,317	\$ 13,196,017
DM Charter SELPA	\$ 7,164,065	\$ 7,768,813	\$ (604,748)	\$ 2,416,281	\$ 1,811,533
DM Children's Center	\$ 29,536,732	\$ 28,891,005	\$ 645,727	\$ 10,773,554	\$ 11,419,281
Total	\$ 120,430,216	\$ 129,042,537	\$ (8,612,321)	\$ 35,039,152	\$ 26,426,831

### 2023-24 Budget Proposal

Program	Revenue	Expense	Revenue Less Expense	Beginning Balance	Projected Ending Balance June 30
CAHELP JPA	\$ 3,281,769	\$ 3,281,769	\$ -	\$ -	\$ -
Spirit River Complex	\$ 428,533	\$ 428,533	\$ -	\$ -	\$ -
DM SELPA	\$ 78,691,858	\$ 79,360,456	\$ (668,598)	\$ 13,196,017	\$ 12,527,419
DM Charter SELPA	\$ 8,434,919	\$ 8,492,720	\$ (57,801)	\$ 1,811,533	\$ 1,753,732
DM Children's Center	\$ 29,994,553	\$ 33,120,213	\$ (3,125,660)	\$ 11,419,281	\$ 8,293,621
Total	\$ 120,831,632	\$ 124,683,691	\$ (3,852,059)	\$ 26,426,831	\$ 22,574,772

DESERT MOUNTAIN CHARTER SELPA  
2023-24 BUDGET PROPOSAL

<u>RANGE</u>	<u>DESCRIPTION</u>	<u>2021-22</u> <u>ACTUALS</u>	<u>2022-23</u> <u>ESTIMATED</u> <u>ACTUALS</u>	<u>2023-24</u> <u>PROPOSED</u>	<u>RATIO</u> <u>PROPOSED</u>
8100-8299	FEDERAL REVENUE	1,191,648	932,368	1,069,581	12.68%
8300-8599	OTHER STATE REVENUE	5,936,432	6,317,143	7,457,641	88.41%
8980-8999	REVENUE CONTRIBUTIONS	(62,825)	(85,446)	(92,303)	-1.09%
		<u>7,065,255</u>	<u>7,164,065</u>	<u>8,434,919</u>	100.00%
1000-1999	CERTIFICATED SALARY	267,057	319,256	330,935	3.90%
2000-2999	CLASSIFIED SALARY	238,831	378,825	416,115	4.90%
3000-3999	EMPLOYEE BENEFIT	204,457	295,817	313,768	3.69%
4000-4999	BOOKS AND SUPPLIES	13,988	39,128	35,503	0.42%
5000-5999	SERVICES AND OPERATING	440,005	634,465	816,379	9.61%
6000-6999	CAPITAL OUTLAY	-	-	-	0.00%
7211	PASS THROUGH GRANTS TO DISTRICT:	1,050,263	1,184,870	975,706	11.49%
7221	TRANSFERS OF APPORTIONMENTS	3,881,004	4,829,027	5,517,594	64.97%
7312	INDIRECT COSTS	51,992	87,425	86,720	1.02%
	TOTAL	<u>6,147,597</u>	<u>7,768,813</u>	<u>8,492,720</u>	100.00%
	REVENUE	7,065,255	7,164,065	8,434,919	
	EXPENSE	6,147,597	7,768,813	8,492,720	
	REVENUE LESS EXPENSE	917,657	(604,748)	(57,801)	
	BEGINNING BALANCE	1,498,624	2,416,281	1,811,533	
	ENDING BALANCE	2,416,281	1,811,533	1,753,732	



DESERT MOUNTAIN CHARTER SELPA  
 2023-24 BUDGET PROPOSAL BY PROGRAM

PROGRAM DESCRIPTION	MGMT CODE	BEGINNING BALANCE	2021-22 ACTUAL REVENUE	2021-22 ACTUAL EXPENSE	ACTUAL ENDING BALANCE	2022-23 ESTIMATED REVENUE	2022-23 ESTIMATED EXPENSE	2022-23 ESTIMATED ENDING BALANCE	2023-24 PROPOSED REVENUE	2023-24 PROPOSED EXPENSE	2023-24 PROPOSED ENDING BALANCE
PROGRAM SPECIALIST/REGIONAL SERVICES	DCPS	340,975	563,367	460,217	444,125	603,224	636,978	410,370	731,615	728,283	413,703
RISK POOL	DCRP	455,337	269,135	306,864	417,608	286,523	327,549	376,582	347,507	332,664	391,425
SET-ASIDE POOL	DCSA	642,020	172,672	-	814,692	-	75,000	739,692	-	75,000	664,692
LOW INCIDENCE FUND	DCLI	60,293	59,418	917	118,794	59,417	59,417	118,793	81,780	59,417	141,156
OUT-OF-HOME CARE	DCOH	-	-	-	-	-	-	-	147,973	147,973	-
ALTERNATE DISPUTE RESOLUTION	DCAD	-	30,758	30,758	-	22,688	22,688	0	14,922	14,922	0
ALTERNATE DISPUTE RESOLUTION COVID-19	DCCD	-	31,674	31,674	-	19,211	19,211	(0)	-	-	(0)
MENTAL HEALTH ADA	DCMH	-	78,953	78,953	-	78,953	78,953	0	78,953	78,953	(0)
SPED MENTAL HEALTH	DCMH	-	453,505	298,029	155,476	453,506	466,327	142,655	562,209	562,209	142,655
ARP LOCAL ASSISTANCE ENTITLEMENTS	DC05	-	238,756	238,756	-	-	-	-	-	-	-
LOCAL ASSISTANCE ENTITLEMENTS	DC10	-	811,507	811,507	-	811,516	811,516	-	975,706	975,706	-
AB602 PASS-THROUGH	DC29	-	3,849,752	3,849,752	-	4,455,673	4,455,673	-	5,517,594	5,517,594	-
<b>TOTAL</b>		<b>1,498,624</b>	<b>7,065,255</b>	<b>6,147,597</b>	<b>2,416,281</b>	<b>7,164,065</b>	<b>7,768,814</b>	<b>1,811,533</b>	<b>8,434,919</b>	<b>8,492,721</b>	<b>1,753,732</b>

# 2023-2024 vs 2022-2023

## FTE by Program

Program	Object Range	CAHELP JPA			Spirit River Complex			DM SELPA			DM Charter SELPA			DM Children's Center		
		FTE 2023-24	FTE 2022-23	Net Effect	FTE 2023-24	FTE 2022-23	Net Effect	FTE 2023-24	FTE 2022-23	Net Effect	FTE 2023-24	FTE 2022-23	Net Effect	FTE 2023-24	FTE 2022-23	Net Effect
Certificated Pupil Support	1200	-	-	-	-	-	-	1.00	1.00	-	-	-	-	1.00	1.00	-
Certificated Supervisor/Admin	1300	1.00	1.00	-	-	-	-	3.58	4.58	(1.00)	0.42	0.42	-	-	-	-
Other Certificated	1900	-	-	-	-	-	-	9.00	9.00	-	1.65	1.65	-	2.35	2.35	-
Classified Pupil Support	2200	-	-	-	-	-	-	74.45	57.23	17.22	2.15	1.67	0.48	138.20	136.25	1.95
Classified Supervisor/Admin	2300	2.00	2.00	-	-	-	-	3.85	3.85	-	0.95	1.05	(0.10)	13.20	13.40	(0.20)
Clerical and Office	2400	11.95	12.20	(0.25)	1.00	1.00	-	28.20	23.25	4.95	1.20	1.07	0.13	39.05	32.23	6.82
Other Classified	2900	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total</b>		<b>14.95</b>	<b>15.20</b>	<b>(0.25)</b>	<b>1.00</b>	<b>1.00</b>	<b>-</b>	<b>120.08</b>	<b>98.91</b>	<b>21.17</b>	<b>6.37</b>	<b>5.86</b>	<b>0.51</b>	<b>193.80</b>	<b>185.23</b>	<b>8.57</b>

Net Effect Across Organization 30.00

Desert Mountain SELPA  
 Desert Mountain Charter SELPA  
 Desert Mountain Children's Center  
 2023-24 Proposed Fee-for-Service and X-Pot Contribution Rates

Rates					
FY	SELPA-Related Services (+ 8.13%)	* SELPA Education Support (+ 8.13%)	Intensive Therapeutic Services AVCEC/Ingles (+ 5%)	DMCC Mental Health Services	** RSP (+ 8.13%)
2023-24	\$ 7,811	\$ 3,906	\$ 12,091	\$ 6,904	\$ 3,114
2022-23	\$ 7,224	\$ 3,612	\$ 11,515	\$ 6,904	\$ 2,880

Projected Service Counts				
FY	SELPA-Related Services (+ 8.13%)	* SELPA Education Support (+ 8.13%)	Intensive Therapeutic Services AVCEC/Ingles (+ 5%)	DMCC Mental Health Services
2023-24	1275	146	107	990

\* Education support for services greater than 120 minutes annually as indicated on SELPA form 68D

\*\* RSP rate used to calculate served by/for - services between districts

FY	X-Pot Contribution (+ 5%)
2023-24	266
2022-23	253



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

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

## MEMORANDUM

DATE: April 10, 2023

TO: Special Education Directors, Coordinators, and  
MIS Contacts

FROM: Colette Garland, MIS Support Analyst  
Desert Mountain SELPA and Charter SELPA

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SUBJECT: 2022 -2023 Personnel Data Report

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Attached is a copy of the instructions and Excel worksheet for completing the Personnel Data Report. All information submitted must reflect personnel as of **October 5, 2022** which was CALPADS census date and aligns with CALPADS Fall 1 reporting date. Please review this in its entirety and complete the attached Excel spreadsheet for your LEA. Return the completed worksheet it to Colette Garland, MIS Support Analyst by email at [colette.garland@cahelp.org](mailto:colette.garland@cahelp.org) by **Friday, May 19 by 5:00 p.m.** Please DO NOT submit this information directly to the California Department of Education. The SELPA is responsible for collecting and consolidating all LEA reports with the SELPA level report and will submit data through the SEPDA website. Certification page will be signed at the SELPA level for completion of submission.

Your assistance in this process is greatly appreciated. Please do not hesitate to contact me at (760) 955-3565 or email at [colette.garland@cahelp.org](mailto:colette.garland@cahelp.org) if you have questions and/or if I can be of further assistance.

### Attachments:

- 2022 – 23 Technical Assistance Guide (TAG)
- 2021 – 22 Blank CDE Spreadsheet (to be returned to Colette Garland)
- 2021 – 22 Previous LEA Completed Spreadsheet for reference



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

P 760-552-6700  
F 760-242-5363  
W [www.dmselpa.org](http://www.dmselpa.org)

## MEMORANDUM

Date: April 20, 2023

To: Directors of Special Education

From: Codi Andersen, Occupational/Physical Therapy Supervisor

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Subject: **Occupational and Physical Therapy Reports**

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

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

## Upcoming Trainings

Date/Time	Event	Location
4/24/2023 3:30 PM - 5:00 PM	REAL TALK AUTISM EDITION: RESOURCES AND SUPPORT FOR EDUCATORS	VIRTUAL
4/24/2023 2:00 PM - 3:00 PM	REAL TALK AUTISM EDITION: RESOURCES AND SUPPORTS FOR CLINICIANS	VIRTUAL
4/24/2023 3:00 PM - 4:00 PM	SEIS FORMS REVIEW	VIRTUAL
4/25/2023 2:00 PM - 3:30 PM	WEBIEP AFTERNOON QUESTION AND ANSWER SESSION	VIRTUAL
4/27/2023 1:30 PM - 3:30 PM	SUPPORTING YOUR STUDENTS' MENTAL HEALTH AND WELL-BEING	DMESC
5/1/2023 -	BEHAVIORAL INTERVENTION PLAN PRINCIPLES- THE BIP LEVEL 1	ONLINE
5/1/2023 -	DISABILITY AWARENESS	ONLINE
5/1/2023 -	STRUCTURED LITERACY: WHAT, WHY, WHO, AND HOW? (SELF-PACED COURSE)	VIRTUAL
5/5/2023 9:00 AM - 3:00 PM	MIS USERS MEETING	DMESC
5/8/2023 3:00 PM - 4:00 PM	SEIS FORMS REVIEW	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
5/10/2023 2:00 PM - 3:30 PM	WEBIEP AFTERNOON QUESTION AND ANSWER SESSION	VIRTUAL
5/10/2023 9:00 AM - 10:30 A	WEBIEP MORNING QUESTION AND ANSWER SESSION	VIRTUAL
5/17/2023 8:30 AM - 12:30 PM	LGBTQIA+ LANGUAGE, SENSITIVITY, AND LEGISLATION	DMESC
5/22/2023 3:30 PM - 5:00 PM	REAL TALK AUTISM EDITION: RESOURCES AND SUPPORT FOR EDUCATORS	VIRTUAL
5/22/2023 3:30 PM - 5:00 PM	REAL TALK AUTISM EDITION: RESOURCES AND SUPPORT FOR EDUCATORS	VIRTUAL
5/22/2023 2:00 PM - 3:00 PM	REAL TALK AUTISM EDITION: RESOURCES AND SUPPORTS FOR CLINICIANS	VIRTUAL
5/22/2023 3:00 PM - 4:00 PM	SEIS FORMS REVIEW	VIRTUAL
6/1/2023 -	STRUCTURED LITERACY: WHAT, WHY, WHO, AND HOW? (SELF-PACED COURSE)	VIRTUAL
6/12/2023 3:00 PM - 4:00 PM	SEIS FORMS REVIEW	VIRTUAL
6/26/2023 3:00 PM - 4:00 PM	SEIS FORMS REVIEW	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