

California Association of Health and Education Linked Professions,
Joint Powers Authority (CAHELP, JPA)
DESERT MOUNTAIN CHARTER SELPA STEERING and FINANCE COMMITTEE MEETING
February 22, 2024 – 9:00 a.m.
Desert Mountain Educational Service Center, 17800 Highway 18, Apple Valley CA 92307

AGENDA

TELECONFERENCE LOCATIONS:

ASA Charter School – 3512 North E Street, San Bernardino, CA 92405
Aveson School of Leaders – 575 W. Altadena Drive, Altadena, CA 91001
Ballington Academy for the Arts and Sciences – 3530 Camino Del Rio N, Suite 300, San Diego, CA 92108
Elite Academic Academy-Lucerne – 43414 Business Park Drive, Temecula, CA 92590
Julia Lee Performing Arts Academy – 19740 Grand Avenue, Lake Elsinore, CA 92530
Odyssey Charter Schools – 119 West Palm St, Altadena, CA 91001
Pasadena Rosebud Academy – 3544 North Canon Blvd, Altadena, CA 91001

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 February 22, 2024 Desert Mountain Charter SELPA Steering and Finance Committee Meeting Agenda be approved as presented.

5.0 PRESENTATIONS

5.1 MagicSchool Artificial Intelligence (AI) Platform and ChatGPT

Staff from SBCSS Digital Learning and Computer Science Education Branch will present information about MagicSchool Artificial Intelligence (AI) Platform and ChatGPT.

6.0 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.

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

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- 6.1.1 Approve the January 25, 2024 Desert Mountain Charter SELPA Steering and Finance Committee Meeting Minutes.

7.0 CHIEF EXECUTIVE OFFICER AND STAFF REPORTS

7.1 Legislative Update

Pam Bender will present a legislative update.

7.2 2024-25 Desert Mountain Charter SELPA Local Plan Update

Pam Bender will provide an update on the 2024-25 Desert Mountain Charter SELPA Local Plan.

7.3 Alternative Diploma Pathway

Pam Bender will provide an update on the Alternative Diploma Pathway.

7.4 LEA Staff Roles During IEP Meetings

Pam Bender will provide updated language for LEA staff roles during IEP meetings.

7.5 Guidance on Larry P. Court Decision

Pam Bender will provide guidance on Larry P. court decision.

7.6 2024-25 Desert Mountain Charter SELPA Steering and Finance Committee Meeting Dates

Pam Bender will present the tentative 2024-25 Desert Mountain Charter SELPA Steering and Finance Committee Meeting Dates for review and input.

7.7 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.

7.8 Professional Learning Summary and Update

Heidi Chavez will present the Desert Mountain Charter SELPA's Professional Learning Summary and updates.

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7.9 Resolution Support Services Summary and Update

Kathleen Peters will present the Desert Mountain Charter SELPA's Resolution Support Services Summary and update.

7.10 Compliance Update

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

7.11 Career Technical Education Update

Deborah Sarkesian will provide the Career Technical Education (CTE) update.

7.12 Prevention and Intervention Update

Deborah Sarkesian will provide the Prevention and Intervention update.

7.13 Occupational and Physical Therapy Services Update

Codi Andersen will provide the Occupational and Physical Therapy Services update.

8.0 FINANCE COMMITTEE ITEMS

8.1 2023-24 Special Education Revenue Projection

Marina Gallegos will provide the 2023-24 Special Education Revenue Projection.

8.2 Fall 1 2023 Pupil Count

Marina Gallegos will provide the Fall 1 Pupil Count.

9.0 INFORMATION ITEMS

9.1 Monthly Occupational and Physical Therapy Services Reports

9.2 Upcoming Professional Learning Opportunities

10.0 STEERING COMMITTEE MEMBERS COMMENTS / REPORTS

11.0 CEO COMMENTS

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12.0 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.

13.0 ADJOURNMENT

The next regular meeting of the Desert Mountain Charter SELPA Steering Committee will be held on Thursday, March 21, 2024, at 9:00 a.m., at the Desert Mountain Educational Service Center, Aster/Cactus Room, 17800 Highway 18, Apple Valley, CA 92307.

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

5.1 MagicSchool Artificial Intelligence Platform and ChatGPT

No materials, verbal report only

DESERT MOUNTAIN CHARTER SELPA STEERING and FINANCE COMMITTEE MEETING

January 25, 2024 – 9:00 a.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 School – Anthony Lucey via Web Ex, Ballington Academy – Shannon Brandner, Desert Trails Prep Academy/Laverne Elementary Prep – Chantal Mendoza, Elite Academic Academy – Jen Edick and Adam Woodard both via Web Ex, Encore Jr/Sr High – Madison Dennison, Kimberly Lambright, Leonardo da Vinci Health Sciences Charter – Anne Laird via Web Ex, Pathways to College – James Connell, Southern California Flex Academy – Malia Lovell, and Taylion High Desert – Karen Ware.

CAHELP, DMSELPA, & DMCC STAFF PRESENT:

Jamie Adkins, Jacob Aguilera, Codi Andersen, Pam Bender, Ivan Campos, Heidi Chavez, Peggy Dunn, Marina Gallegos, Colette Garland, Amanda Gingerich, Linda Llamas, Maurica Manibusan, Lisa Nash, Kathleen Peters, Karina Quezada, Annette Rego, Linda Rodriguez, Yolanda Roman, Jennifer Rountree, Deborah Sarkesian, Jennifer Sutton, and Misti Ubina.

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 9:05 a.m., at the Desert Mountain Educational Service Center, Apple Valley.

2.0 ROLL CALL

3.0 PUBLIC PARTICIPATION

None.

4.0 ADOPTION OF THE AGENDA

4.1 **BE IT RESOLVED** that a motion was made by Malia Lovell, seconded by James Connell, to approve the January 25, 2024 Desert Mountain Charter SELPA Steering and Finance Committee Meeting Agenda as presented. The motion carried on the following vote: 9:0:0: Ayes: Brandner, Connell, Dennison, Edick, Laird, Lovell, Lucey, Mendoza, and Ware. Nays: None. Abstentions: None.

5.0 PRESENTATIONS

5.1 MagicSchool Artificial Intelligence (AI) Platform and ChatGPT

Staff from SBCSS Digital Learning and Computer Science Education Branch were scheduled to present information about MagicSchool Artificial Intelligence (AI) Platform and ChatGPT. This will be tabled until the February 22, 2024 meeting due to presenter illness.

6.0 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

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the meeting for clarification, discussion, or change.

6.1 **BE IT RESOLVED** that a motion was made by Madison Dennison, seconded by Malia Lovell, to approve the following Consent Item approved as presented. The motion carried on the following vote: 9:0:0: Ayes: Brandner, Connell, Dennison, Edick, Laird, Lovell, Lucey, Mendoza, and Ware. Nays: None. Abstentions: None.

6.1.1 December 14, 2023 Desert Mountain Charter SELPA Steering and Finance Committee Meeting Minutes.

7.0 CHIEF EXECUTIVE OFFICER AND STAFF REPORTS

7.1 Legislative Update

Pam Bender presented a legislative update. Pam stated new statutes are effective January 1, 2024, unless otherwise noted in the bill. She shared that from two of the local Governor's Budget Workshops, the biggest takeaway was that though there will likely be cuts in the May Revise, the Governor committed to not reduce funding from education or mental health. Pam said it was shared the cost-of-living adjustment (COLA) could be approximately 0.78% for the year. Pam continued that LEAs should continue to be cautious with their budgets in preparation for the May revise. With legislature being back in session this month, new bills are to be submitted and introduced by February 16, 2024.

7.2 2024-25 Desert Mountain Charter SELPA Local Plan

Pam Bender provided information regarding the 2024-25 Desert Mountain Charter SELPA Local Plan. She said the plan is due to CDE by June 30, 2024. Pam shared that several dates have been scheduled so the different sections of the local plans can be reviewed, modified, and approved by different committees including Community Advisory Committee (CAC), DMCS Executive Council, and CAHELP JPA Governance Council. She continued that though it seems like a huge undertaking, a webinar last week explained that it should be a fairly simple process if not many changes need to be made. Pam said the first Local Plan workgroup will be held on January 30, 2024, 12:00 pm-4:00 pm. She reported that the California Education Code states one general education administrator, one special education administrator, and a parent are required. Pam asked if a parent or staff member is interested in being on the local plan committee to email her the contact information. The committee will look at the existing local plan that has covered the past three years to see what needs to be changed and if any policy revisions need to be made. She is going to confirm with CAHELP JPA Governance Council if as a multi-district SELPA if they want each member LEA board to approve the local plan, including the Annual Budget Plan and Annual Service Plan, because it is not required by California Education Code.

Pam stated there has been talk about the charter renewal process and possible changes that will be

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made. She would like to meet with each of the charter school special education directors to look at attendance and other information to ensure DMCS is supporting the member LEAs where needed as well as making the LEAs aware of what is needed to meet the agreement with Desert Mountain Charter SELPA.

7.3 Alternative Diploma Pathway

Pam Bender provided information on the Alternative Diploma Pathway. She said the California School Boards Association (CSBA) provided a sample policy pertaining to the Alternative Diploma Pathway. Pam said she is going to schedule committee meetings to follow the process. She continued that the San Bernardino County Schools program operates most of the moderate to severe high school classrooms. The committee will look at district policies and processes to ensure students can meet the graduation requirements if they are on the alternative diploma pathway. Pam asked to be contacted by LEA members that are interested. Pam said the meetings will be in person but she will plan for remote participation as well.

7.4 SEIS Transition Update

Pam Bender provided a SEIS transition update. She stated all member LEAs should be using SEIS and not fillable forms. If there is difficulty with teachers accessing and using SEIS, Colette Garland should be contacted. Colette has set up additional open forums where she and Terri Nelson can meet with LEA staff on Tuesdays at 8:00 am-10:00 am, and on Thursdays at 2:00 pm-4:00 pm to answer questions. These will be titled Question and Answer and will likely be once or twice a month instead of weekly. Pam reported that more than 1,500 IEPs were entered by CAHELP staff. The IEPs on fillable forms were entered exactly how they were received with the document uploaded for reference. During that data entry, it was noticed that IEP training is needed with a focus on IEP basics. She continued that Web IEP had customizable forms that SEIS does not so more attention is required from the notetaker. Pam added that it was decided that IEP translators will be given fillable forms to complete so the IEP section headers and student data will be in Spanish. This is due in part because when the translator has the IEP record open, other SEIS users cannot enter data for the same student. The Spanish fillable forms will be created then updated by CAHELP JPA staff based on any changes made by the State SELPA SEIS Committee.

Pam thanked the committee members for their patience during the transition. She said she has received positive feedback about the easier flow of SEIS and about the LEA staff being able to pull their own data.

Colette Garland also thanked the committee members for their patience. She asked to be emailed or called with any issues or questions. Colette said the training flyers will be emailed to the members soon.

Pam added that the CALPADS amendment window closes January 26, 2024. She said if there

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were special education only errors, CDE certified then would allow corrections during the amendment window due to the transition to SEIS.

Colette said that there was a pause on sending records to CDE but it will resume on February 5, 2024. This is because if records are sent before certification, it changes what was approved.

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

Linda Llamas presented the Desert Mountain Children’s Center Client Services monthly reports and updates. She shared that all of the mental health articles she has presented are now on the Desert Mountain Children’s Center website homepage for everyone to access and share.

7.6 Professional Learning Summary and Update

Heidi Chavez presented the Desert Mountain Charter SELPA’s Professional Learning Summary and updates. She pointed out that behavioral support trainings continue to be a big need. Heidi asked to be contacted if there are other training topics needed for special education teachers and staff. Heidi highlighted Celebrating Families training that happens after hours to assist families in breaking the cycle of addiction and building resiliency. The Special Education Directors’ Training on February 23, 2024 has the topic of embedding social emotional learning. It will be recorded and available through June 30, 2024 as a resource. Heidi said that LEA staff must register for the training in order to receive the recording. The recording also must stay within the LEA and cannot be shared outside of the district. The topic for the April 19, 2024 Special Education Directors’ Training is Special Education Legal Update with Jack B. Clarke, Jr of AALRR. Heidi then reported the iMTSS Symposium is scheduled for February 21, 2024 and is focusing on how to reverse educator burnout. The symposium is for any educators and school staff whether or not they are members of DMSELPA or DMCS. Heidi talked about Community Advisory Committee (CAC) meetings being like the Parent Teacher Organization (PTO) of special education and are geared towards parents. She said the first 30 minutes of the meeting is for the LEA representative and is followed by the presentation. The representative portion is required as part of Desert Mountain Charter SELPA membership and includes one LEA representative and one parent representative.

7.7 Resolution Support Services Summary and Update

Kathleen Peters presented the Desert Mountain Charter SELPA’s Resolution Support Services Summary and update. She shared a quote by Geoffrey Moore, “Without data, we are deaf and blind and stuck in the middle of the freeway.” Kathleen continued that when an LEA offers free appropriate public education (FAPE) that cannot be provided by the LEA so there has been other placement found but the parent disagrees, it can be frustrating. She said typically because of behaviors, a student must occasionally be moved against the will of the parent. To do that, a judge must give permission. Kathleen continued that for the DMCS team to defend the LEA, there must

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be good data to support why and what changes have been made in the environment to meet the student's needs. Kathleen said if it seems that change of placement is a possibility, the LEA is to contact a program specialist or her for guidance on how to concretely document the situation. There is a current hearing involving a member of the DMSELPA with a parent that has filed multiple times and now the LEA is filing against the parent. The attorney practices criminal law not educational law which causes the hearings to last longer because they are not prepared and misunderstand their role.

Kathleen shared a case from California Central District Court involving Ventura USD. The judge allowed the claim to go back to 2019 when the initial case was not filed until 2021 because of the claim the child was not properly assessed for autism. The judge felt the district had misrepresented how the child was assessed for autism and the school psychologist's assessment not including autism because the school believed there was no evidence of it. Kathleen said it is imperative to oblige when a parent asks for assessment of a specific type.

7.8 Compliance Update

Peggy Dunn presented an update on compliance items from the California Department of Education (CDE). She reviewed the Compliance and Improvement Monitoring (CIM) Step Four: Implementation and Monitoring Progress Report due dates for Targeted 1, 2, and 3 as well as Intensive 1, 2, and 3. Peggy emailed a disproportionality webinar to directors last week that discussed disproportionality tools and ideas as well as indicators such as lack of parent involvement, least restrictive environment, and school climate. Peggy said at this time, Desert Mountain Charter SELPA members are not in intensive phase but in targeted area two or three. She reminded the committee members to be mindful of the dashboard indicators. Peggy said March 2024 is when the Annual Determination Letters are anticipated. The letter will provide the LEA's current status as well as the next steps to be taken.

Peggy shared that one of the compliance team goals for is for Peggy and Sheila Parisian to visit the sites and work closer with the LEAs to improve delivery of services to students.

Pam Bender said the charter schools are now part of the compliance monitoring that the traditional schools have been part of for years as well as being part of small schools monitoring and differentiated assistance through San Bernardino County. The changes are making compliance about the whole school instead of there being a separation between general education and special education. Contact Peggy, Sheila, or program specialists with questions.

Peggy added that LEAs are to continue to be mindful of late IEPs. She said in the past, Colette Garland emailed those reports but now LEAs can run their own reports so they are aware.

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7.9 Career Technical Education Update

Deborah Sarkesian provided the Career Technical Education (CTE) update. She shared that Transition Planning for All Students is scheduled for February 29, 2024 and will be virtual. This will help ensure more teachers and school staff will be able to attend. Deborah said Department of Rehabilitation (DOR), Transition Partnership Program (TPP), and Workability Cross Training is scheduled for January 29, 2024.

7.10 Prevention and Intervention Update

Deborah Sarkesian provided the Prevention and Intervention update. She provided the 2024 California PBIS Recognition Timeline. The conference will be held October 9-11, 2024 in Sacramento. Deborah shared the training flyer for Implementing Culturally Responsive Systems and Practices scheduled for January 30, 2024, 8:30 am. – 1:30 p.m. Also, Discouraging Problem Behaviors training is scheduled for February 8, 2024, 12:30 p.m. - 4:30 p.m. This training focuses on preventing, de-escalating, and responding to defiance by utilizing PBIS.

7.11 Occupational and Physical Therapy Services Update

Codi Andersen provided the Occupational and Physical Therapy Services update. Codi shared the OT/PT Collaborative will have another meeting this school year. Codi said she and her team also have resources available to assist with LEA OTs and PTs with disproportionality in MTSS framework for tiers one and two.

7.12 Outreach Team Update

Yolanda Roman presented the [Outreach Team video](#) highlighting Baker Valley Family Community Resource Day Event. She shared in September 2023, she and Jessica Soto visited Baker Valley USD to deliver backpacks for students and they met the superintendent, Cecil Edwards. They found him and the teachers to be very passionate about the families and community they serve and learned of the great needs of the rural community. The Outreach Team formed partnerships with community vendors to support the area during the community resource day event providing food, medical and dental applications, school supplies, clothing, and many other needed resources.

8.0 FINANCE COMMITTEE ITEMS

8.1 Use of Low Incidence Funds Balance

Marina Gallegos provided information on possibilities for using Low Incidence Funds balance. She said the balance is continuing to grow and though it is part of the annual budget plan, not many charter members are budgeting for low incidence needs. Marina reported the projected ending

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balance for 2022-23 is \$175,000. She said if LEAs are using funds for low incidence supports and/or services, it can be reimbursed.

Pam Bender said low incidence refers to students that are deaf, hard of hearing, orthopedically impaired, visually impaired, and/or blind as the primary or secondary disability on their IEP. The funds can be used to pay for occupational or physical therapists that provide services to these students, students that might need hand grips or other equipment specific to them only, not equipment to be used by other students. Pam asked the committee members to talk with their teachers and service providers to see if anything is needed.

8.2 Educationally Related Mental Health Services (ERMHS) Funding Update

Marina Gallegos provided an update on Educationally Related Mental Health Services (ERMHS) funding. She said since July 1, 2023, monthly ERMHS payments have been received by the LEAs. Marina has emailed LEAs that receive services in person or virtually from DMCC to discuss the best way for DMCS/DMSELPA to recover the funds. It was decided that Marina will invoice for the funds twice a year: in December and after P-2 certifies.

Marina added that grant award notifications for local assistance entitlements federal dollars have been received. She said once she receives Pupil Count from Colette Garland, the funds will be apportioned. The reporting period will be from July 1 through March 31. The expenditure report templates will be emailed and due back by approximately April 2024.

Pam Bender asked the nonfiscal attendees to have their business office contact Marina Gallegos for more information.

9.0 INFORMATION ITEMS

9.1 Monthly Occupational and Physical Therapy Services Reports

9.2 Upcoming Professional Learning Opportunities

10.0 STEERING COMMITTEE MEMBERS COMMENTS / REPORTS

None.

11.0 CEO COMMENTS

Pam Bender shared a quote from an unknown author, “A new year is a fresh start with infinite possibilities”. She is excited to see how everything settles by the end of the year.

12.0 MATTERS BROUGHT BY THE PUBLIC

None.

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13.0 ADJOURNMENT

Having no further business to discuss, a motion was made by Madison Dennison, seconded by James Connell, to adjourn the meeting at 10:36 a.m. The motion carried on the following vote: 9:0:0: Ayes: Brandner, Connell, Dennison, Edick, Laird, Lovell, Lucey, Mendoza, and Ware. Nays: None. Abstentions: None.

The next regular meeting of the Desert Mountain Charter SELPA Steering Committee will be held on Thursday, February 22, 2024, at 9:00 a.m., at the Desert Mountain Educational Service Center, Aster/Cactus Room, 17800 Highway 18, Apple Valley, CA 92307.

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

Legislative Calendar

- 1/31/24- Two year bills must make it out of the house of origin
- 2/16/24- Last day for bills to be introduced
- 4/26/24- Last day for policy committees to hear bills with fiscal impact in house of origin
- 5/3/24- Last day for policy committees to hear bills without fiscal impact in house of origin
- 5/17/24- Last day for fiscal committees to hear bills in the house of origin
- 5/24/24- Last day for house to pass bills in house of origin
- 6/15/24- Budget bill must be passed by midnight
- 7/3/24- Last day for policy committees in second house
- 8/16/24- Last day for fiscal committees in second house
- 8/31/24- Last day for house to pass bills (floor vote)
- 9/30/24- Governor must sign or veto all bills

Legislation Updates- 2 Year Bills

- [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

Leg Committee Notes: Inactive file but still communicating

- [SB 483](#) (Cortese) Elimination of prone restraint

Leg Committee Notes: stalled early in first year due to high volume of support and author's office couldn't staff the high volume of support; out of Senate; lots of support and moving quickly

- [AB 438](#) (Blanca Rubio) Transition Plan prior to 9th grade

Leg Committee Notes: Inactive file no update

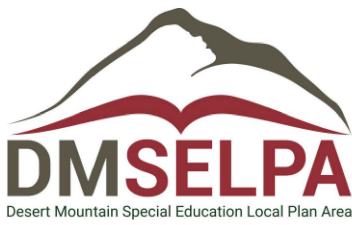
Legislation Updates-

[AB 1938](#) (Gallagher)- Special education: inclusive practices and strategies

This bill is a result from the deaf community advocacy on SB 354

[SB 347](#) (Newman)- Gut and Amend Bill: Teaching credentialing: basic teaching credentials: preschool

Limited info in bill; we have a call in to Newman's office to gain more information



**Review/Revise Workgroup
SELPA Local Plan - Section B
Agenda**

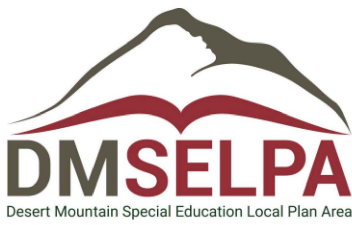


**Desert Mountain SELPA
Desert Mountain Charter SELPA
DMESC – Yucca Room**

**February 14, 2024
9:00 AM – 2:00 PM**

1. Welcome & Introductions
2. Framing Questions:
 - a. Are there any changes to the SELPA?
 - b. If yes, is there a need for further clarification in the governance structure, etc.?
3. Section B Review Tool

SECTION B LOCAL PLAN REQUIREMENTS
1. Describe the geographic service area covered by the local plan:
2. Describe the SELPA regional governance and administrative structure of the local plan. Clearly define the roles and structure of a multi-LEA governing body, or single LEA administration as applicable:
3. Describe the SELPA's regional policy making process. Clearly define the roles of a multi-LEA governing body, or single LEA administration as applicable related to the policy making process for coordinating and implementing the local plan:
4. Clearly define the roles of the County Office of Education (COE) as applicable, and/or any other administrative supports necessary to coordinate and implement the local plan:
5. Does the SELPA have policies and procedures that allow for the participation of charter schools in the local plan?
6. Identify and describe the representation and participation of the SELPA community advisory committee (CAC) pursuant to EC Section 56190 in the development of the local plan: [EC 56194(a)(b)(d); EC 56195.9(a)]



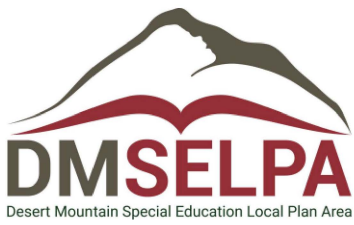
**Review/Revise Workgroup
SELPA Local Plan - Section B
Agenda**



**Desert Mountain SELPA
Desert Mountain Charter SELPA
DMESC – Yucca Room**

**February 14, 2024
9:00 AM – 2:00 PM**

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| <p>7. Describe the SELPA's process for regular consultations regarding the plan development with representative of special education and regular education teachers, and administrators selected by the groups they represent and parent members of the CAC: [EC 56205(a)(12)(E); EC 56205(b)(7)]</p> |
| <p>8. Identify and describe the responsible local agency (RLA), Administrative Unit (AU), or other agency who is responsible for performing tasks such as the receipt and distribution of funds, provision of administrative support, and coordination and implementation of the plan: [EC 56836.01(a)(b); EC 56205(a)(12)(D)(ii); EC 56195(b)(3); EC 56030]</p> |
| <p>9. Describe the contractual agreements and the SELPA's system for determining the responsibility of participating agency for the education of each student with special needs residing within the geographical area served by the plan: [EC 56195.7. EC 56195.1(b)(c)]</p> |
| <p>10. For multi-LEA local plans, specify:</p> <ul style="list-style-type: none"> a. The responsibilities of each participating COE and LEA governing board in the policymaking process: [EC 56205(a)(12)(D)(i)] b. The responsibilities of the superintendents of each participating LEA and COE in the implementation of the local plan: [EC 56205(a)(12)(D)(i)] |
| <p>11. Identify the respective roles of the RLA/AU, the SELPA administrator, and the individual LEAs associated with the SELPA related to:</p> <ul style="list-style-type: none"> a. The hiring, supervision, evaluation, and discipline of the SELPA administrator and staff employed by the AU in support of the local plan: [EC 56205(a)(12)(D)(ii)(I)] b. The local method used to distribute federal and state funds to the SELPA RLA/AU and to LEAs within the SELPA: [EC 56205(a)12(D) (ii)(II); EC 56195.7(i)] c. The operation of special education programs: [EC 56205(a)(12)(D)(ii)(III)] d. Monitoring the appropriate use of federal, state, and local funds allocated for special education programs: [EC 56205(a)(12)(D)(ii)(IV)] |



**Review/Revise Workgroup
SELPA Local Plan - Section B
Agenda**



**Desert Mountain SELPA
Desert Mountain Charter SELPA
DMESC – Yucca Room**

**February 14, 2024
9:00 AM – 2:00 PM**

12. Describe how specialized equipment and services will be distributed within the SELPA in a manner that minimizes the necessity to serve students in isolated sites and maximizes the opportunities to serve students in the least restrictive environments: [EC 56206]
Policies, Procedures, and Programs
Document the Policy/Procedure Number, Title and Location for items 1-23
Administration of Regionalized Operations and Services
Document the Title, Location and Description for items 1-17 Remember that a description for program specialists is only required when specifically noted.
Special Education Local Plan Area Services
Document the Title, Location and Description for items 1-6

4. Additional Q & A

5. Adjourn

Upcoming meetings:

Thursday, February 22, 2024 12:00 pm – 3:00 pm

Thursday, March 7, 2024 8:00 am – 12:00 pm – if needed

From: [Pamela Bender](#)
To: [gcongo@lcer.org](#); [Amber Englehart](#); [Bryan Dale](#); [Anthony Lucey](#); [mlovell@scfa.org](#); [kware@taylion.com](#); [Eric Land](#); [Heather Reid](#); [Cheri Rigdon](#); [Vici Miller](#); [Lucinda Newton](#); [Nicole Langley](#); [Jamie Wiesner](#); [Larry Brunson](#); [Krystal Kerns](#); [Cecil Edwards](#); [Scott Heitman](#); [Kelly Jung](#); [Jennifer Edick](#); [St Claire Adriaan](#); [david_wheeler@avusd.org](#); [Joshua Behnke](#)
Cc: [Jamie Adkins](#); [Richard Frederick](#); [Julie Yaeger](#)
Subject: Alternative Pathway Workgroup
Date: Monday, February 5, 2024 12:47:24 PM
Attachments: [image001.png](#)
[image002.png](#)
[image003.png](#)
[image004.png](#)
[image005.png](#)
[image006.png](#)

Good Morning,

In following up from Steering about a committee to discuss the Alternative Pathway, Rich Frederick and I are inviting you to meet with us on February 26, 2024 from 10:00-1:00 pm. We plan to take this time to see where LEAs are at, look at Ed Code and pull from other areas who have documents and plans together so we do not need to “re-invent the wheel”. You are being invited as you provide services to High School age students. Jamie will be sending out a calendar invite this week so please let us know if you will be joining us and if anyone else from your LEA will be joining us as well.

Please bring your lunch if you are able to attend and we will make this a working lunch meeting.

Respectfully,

Pam



The relentless pursuit of
whatever works in the life of
a child.

Pamela Bender, Chief Executive Officer

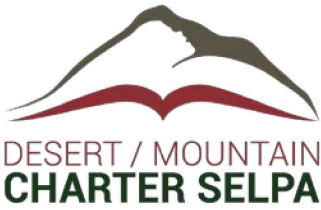
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The Relentless Pursuit of Whatever Works in the Life of a Child



Chapter 3: Instructional Planning and the Individualized Education Program (IEP)

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2. Are measurable;
3. Are tied to grade-level standards as applicable;
4. Describe expected outcomes within a 12-month period; and
5. Provide focus and emphasis for instruction.

Section B - Members of the IEP Team

The Charter LEA shall ensure that the IEP team for any child with a disability includes the following members (*Title 34 of the Code of Federal Regulations § 300.321; Education Code §§ 56341, 56341.2, and 56341.5; Title 20 of the United States Code § 1414(d)(1)*):

1. One or both of the child’s parents and/or a representative selected by the parent
2. If the child is or may be participating in the general education program, at least one general education teacher

If more than one general education teacher is providing instructional services to the child, the Charter LEA may designate one such teacher to represent the others; an

3. At least one special education teacher or, where appropriate, at least one special education provider for the child
4. A representative of the Charter LEA who is:
 - (a) Qualified to provide or supervise the provision of specially designed instruction to meet the unique needs of children with disabilities;
 - (b) Knowledgeable about the general education curriculum; and
 - (c) Knowledgeable about the availability of Charter LEA resources.

NOTE: The Analysis of Comments to the federal regulations, 71 Fed. Reg. 156, pg. 46670, recommend that the person selected as the Charter LEA representative have the authority to commit Charter LEA resources and be able to ensure that whatever services set out in the IEP will be provided.

5. An individual who can interpret the instructional implications of assessment results.

This individual may already be a member of the team as described in items #2-4 above or in item #6 below;

NOTE: Pursuant to Education Code § 56341 and Title 34 of the Code of Federal Regulations § 300.321, the determination as to whether an individual identified in item #6 below has “knowledge or special expertise” must be made by the party (either the Charter LEA or parent) who invited the individual to the IEP team meeting.

The Analysis of Comments to the federal regulations, 71 Fed. Reg. 156, pg. 46670, explain that a person who does not have knowledge and special expertise regarding the student, and who is not requested to be present at the IEP team meeting by the parent/guardian or Charter LEA, would not be permitted to be a member of the team or attend the meeting as an observer. This comment is consistent with an Attorney General opinion (85 Ops.Cal.Atty.Gen. 157 (2002)), which stated that members of the media may not attend an IEP team meeting as observers even though the parents/guardians have consented to such attendance. The Attorney General based this decision on the fact that the media would be "observers," not a "person with knowledge or expertise," as detailed below.

6. At the discretion of the parent or Charter LEA, other individuals who have knowledge or special expertise regarding the child, including related-services personnel, as appropriate.

The determination whether the individual has knowledge or special expertise regarding the child shall be made by the party who invites the individual to be a member of the IEP team (*Education Code § 56341*);

7. Whenever appropriate, the child with a disability;
8. For transition service participants:
 - (a) The child, of any age, with a disability, if the purpose of the meeting is the consideration of the child's postsecondary goals and the transition services needed to assist the child in reaching those goals (*Title 34 of the Code of Federal Regulations § 300.320(b)*). If the child does not attend the IEP team meeting, the Charter LEA shall take other steps to ensure that the child's preferences are considered;
 - (b) To the extent appropriate and with the consent of the parent, a representative of any other agency that is likely to be responsible for providing or paying for transition services; and
 - (c) If a representative of such other local agency has been invited but does not attend the meeting, the Charter LEA shall take other steps to obtain participation of the agency in the planning of any transition services (*Education Code § 56341*).
9. For a child suspected of having a specific learning disability (SLD) in accordance with Title 34 of the Code of Federal Regulations §§ 300.308 and 300.310, at least one individual who is qualified to conduct individual diagnostic examinations of the child, such as a school psychologist, speech language pathologist, or remedial reading teacher (*Education Code § 56341*).

In accordance with Title 34 of the Code of Federal Regulations § 300.310, at least one team member other than the child's general education teacher shall observe the child's academic performance in the general education classroom setting. If the child is younger than five years or not enrolled in school, a team member shall observe the child in an environment appropriate for a child of that age (*Education Code § 56341*); and

10. For a child who has been placed in a group home by the juvenile court, a representative of the group home.

If a child with a disability is identified as potentially requiring mental health services, the Charter LEA shall request the participation of the behavioral health representative in the IEP team meeting (*Education Code § 56331*).

Excusal Provisions

A member of the IEP team shall not be required to attend an IEP team meeting, in whole or in part, if the parent consents and the Charter LEA agrees, in writing, that the attendance of the member is not necessary because the member's area of the curriculum or related services is not being modified or discussed at the meeting. If the meeting involves a discussion of the member's area of the curriculum or related service, the IEP team member may be excused from the meeting if the parent consents in writing to the excusal (D/M 64) and the member submits to the parent and team written input into the development of the IEP prior to the meeting (*Title 20 of the United States Code § 1414(d)(1)(C)*; *Title 34 of the Code of Federal Regulations § 300.321*; *Education Code § 56341*).

Section C - Parent/Guardian Participation/Parents' Rights

The Charter LEA Administrator or designee shall take steps to ensure that one or both of the parents of the child with a disability are present at each IEP team meeting or are afforded the opportunity to participate. These steps shall include notifying the parent of the meeting early enough to ensure that they will have the opportunity to attend and scheduling the meeting at a mutually agreed upon time and place (*Title 34 of the Code of Federal Regulations § 300.322*; *Education Code § 56341.5*).

The Charter LEA Administrator or designee shall send parent notices of IEP team meetings (D/M 67) that (*Title 34 of the Code of Federal Regulations § 300.322*; *Education Code § 56341.5*):

1. Indicate the purpose, time, and location of the meeting; and
2. Indicate who will be in attendance at the meeting.

NOTE: *Education Code § 56341.5 conforms state law with federal law by requiring that the IEP team meeting notice contain a statement of transition services beginning at age 16 rather than age 14.*

3. For children beginning at age 16 (or younger than 16, if deemed appropriate by the IEP team):
 - (a) Indicate that the purpose of the meeting will be the consideration of postsecondary goals and transition services for the child (*Title 34 of the Code of Federal Regulations § 300.320(b)*; *Education Code § 56345.1(b)*; *Title 20 of the United States Code § 1414(d)(1)(i)(VIII)*);

7.5 Guidance on Larry P. Court Decision

No materials, verbal report only

***DESERT MOUNTAIN CHARTER SELPA STEERING AND FINANCE
COMMITTEE SCHEDULE OF MEETINGS 2024-258***

- August 15, 2024
- September 19, 2024
- October 17, 2024
- November 14, 2024
- December 12, 2024
- January 16, 2025
- February 20, 2025
- March 20, 2025
- April 17, 2025
- May 15, 2025
- June 12, 2025

Meetings will be held at 9:00 a.m., at the Desert Mountain Educational Service Center, Apple Valley, CA.



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

(760) 955-3601
(760) 946-0819
www.dmchildrenscenter.org

MEMORANDUM

Date: February 21, 2024
To: Special Education Directors

From: Linda Llamas, Director

Subject: Desert Mountain Children's Center Client Reports

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

- Screening, Assessment, Referral and Treatment (SART)
- Early Identification Intervention Services (EIS)
- School-Age Treatment Services (SATS)
- Student Assistance Program (SAP)
- Speech and occupational therapy

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



Desert Mountain Children's Center

Apple Valley: 17800 Highway 18 Apple Valley, CA 92307 | (760) 955-3601

Big Bear: 42007 Fox Farm Road, Suite 2A, Big Bear Lake, CA 92315 | (909) 866-2165

Yucca Valley: 58967 Business Center Drive, Suites C and D, Yucca Valley, CA 92284 | (760) 369-3130

Helping Children Make Friends

Steering Committee

February 1, 2024

“Friendship,” said Christopher Robin, “is a very comforting thing to have.”

-- A. A. Milne

Helping children develop healthy, meaningful friendships can have an enormous impact on their mental and physical health as making friends is crucial for the holistic development of children, influencing their social, emotional, and cognitive well-being. Friendships provide a supportive environment for learning, growth, and the formation of critical life skills. Friendships increase overall happiness, mental well-being, and sense of belonging.¹

Interacting with peers helps children develop essential social skills such as communication, cooperation, sharing, and empathy. Positive interactions with friends also contribute to the development of a child's self-esteem and confidence because support and encouragement from friends can help children feel valued and accepted. Feeling connected to others helps children develop a positive self-identity and a sense of being part of a community leading to a sense of belonging and acceptance within a social group. Having friends allows children to express their feelings, share experiences, and receive comfort during challenging times.

Interacting with peers exposes children to different perspectives, ideas, and experiences. This exposure broadens their understanding of the world and promotes cognitive development. Friends often engage in play and creative activities together, fostering imagination and innovation. Play is a vital aspect of a child's cognitive and emotional development.

Through friendships, children learn to understand and share the feelings of others. This development of empathy is a crucial aspect of emotional intelligence. Friendships also inevitably involve conflicts and disagreements and learning to navigate these situations helps children develop important conflict resolution and problem-solving skills. Friends can serve as positive role models and influences, encouraging positive behaviors and attitudes. Children often learn from their peers to adopt positive habits through social interactions.

Engaging in physical activities and playing with friends promotes a healthy, active lifestyle. Friendships can encourage children to participate in sports, games, and other physical activities.



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Friendships can change your cardiovascular and immune systems and they can also change how you sleep and improve your cognitive health.²

Friendships help children stay more engaged in school, leading children to participate more in the classroom, get better grades, and have better attendance. Children with friends are also less susceptible to peer pressure, are less likely to get involved with drugs, and are less likely to participate in unhealthy romantic relationships.³

Schools can play an important role in fostering social development and helping children make friends. Here are some strategies that schools can employ:

- Provide opportunities for connection.
 - Organize social mixers, especially at the beginning of the school year, to help students get to know each other in a relaxed setting.
 - Organize team-building activities and games that encourage collaboration, communication, and cooperation.
- School-wide initiatives
 - Implement social skills programs that teach children how to initiate and maintain conversations, listen actively, and resolve conflicts.
 - Implement buddy systems, especially in younger grades, where older students are paired with younger ones.
 - Establish peer mediation programs to empower students to resolve conflicts independently.
 - Implement anti-bullying campaigns to create a safe and respectful environment.
 - Provide access to counseling services for students who may be struggling with social anxiety or other challenges.
- Promote extra-curricular activities.
 - Encourage the creation of inclusive clubs and events that cater to various interests.
 - Encourage participation in existing clubs and sports teams.
- In the classroom
 - Get to know your students.
 - Be aware of social dynamics in the classroom.
 - Value friendship and help children establish and nurture relationships.
 - Seating arrangements should take into consideration the social aspects of learning.



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- Pairing friends with friends actually helps keep children on task, helps build connections, and strengthens friendships.
 - Finding reasons to seat children together – other than race and gender – can help children learn how to make friendships based on interests.
- Parent involvement
 - Involve parents in fostering a positive social environment.
 - Provide workshops and informational sessions to help parents understand the importance of social development and how they can support their children in making friends.

It is important for schools to build a community because children learn best when they are part of a community where they feel accepted, encouraged, and valued.⁴

At home, caregivers and parents can help by understanding that some children struggle to make friends and there are many reasons why. The first step is to find out why – if you think your child is lonely or struggling to make friends, you need to ask! If your child is too young or has another reason as to why they would not be able to express that they are lonely – talk about what loneliness means to you – describe a time you were lonely and then ask them if they feel the same way. Caregivers and parents can help by taking the time to learn what their children's interests are and help them find other children who have the same interests. This means finding groups in person and/or online and supporting your child to stay connected by scheduling playdates and/or other times to meet with other children they have connected with. It is important to also let your child be who they are and celebrate their unique personality.⁵

Recognize that children with mental health, behavioral, or learning challenges may struggle to make friends. For example, children with anxiety may feel overwhelmed or children with depression may not want to go out and be in social situations. Helping children break down how to be in a social situation into small steps might help. Role playing different scenarios could help your child practice the skills needed, what to say, manage expectations, and know what to do if things do not go as planned.¹

Friendships in childhood serve as a foundation for forming and maintaining relationships in adolescence and adulthood. The skills learned in early friendships are vital for building positive relationships throughout life.



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References:

1. <https://childmind.org/article/how-to-help-kids-who-are-lonely/>
2. <https://www.kqed.org/mindshift/55377/why-making-time-for-friends-is-good-for-your-health>
3. <https://www.kqed.org/mindshift/56979/what-the-research-says-about-the-academic-power-of-friendship>
4. https://ift.onlinelibrary.wiley.com/doi/full/10.1111/1541-4329.12176?_gl=1*12xmmo8*_gcl_au*MjA3ODgyMzg5Ni4xNzAwMTU4OTk3
5. <https://www.exchangefamilycenter.org/exchange-family-center-blog/2019/10/1/the-benefits-of-early-childhood-friendships-and-3-tips-for-helping-your-child-establish-meaningful-friendships>

Resources:

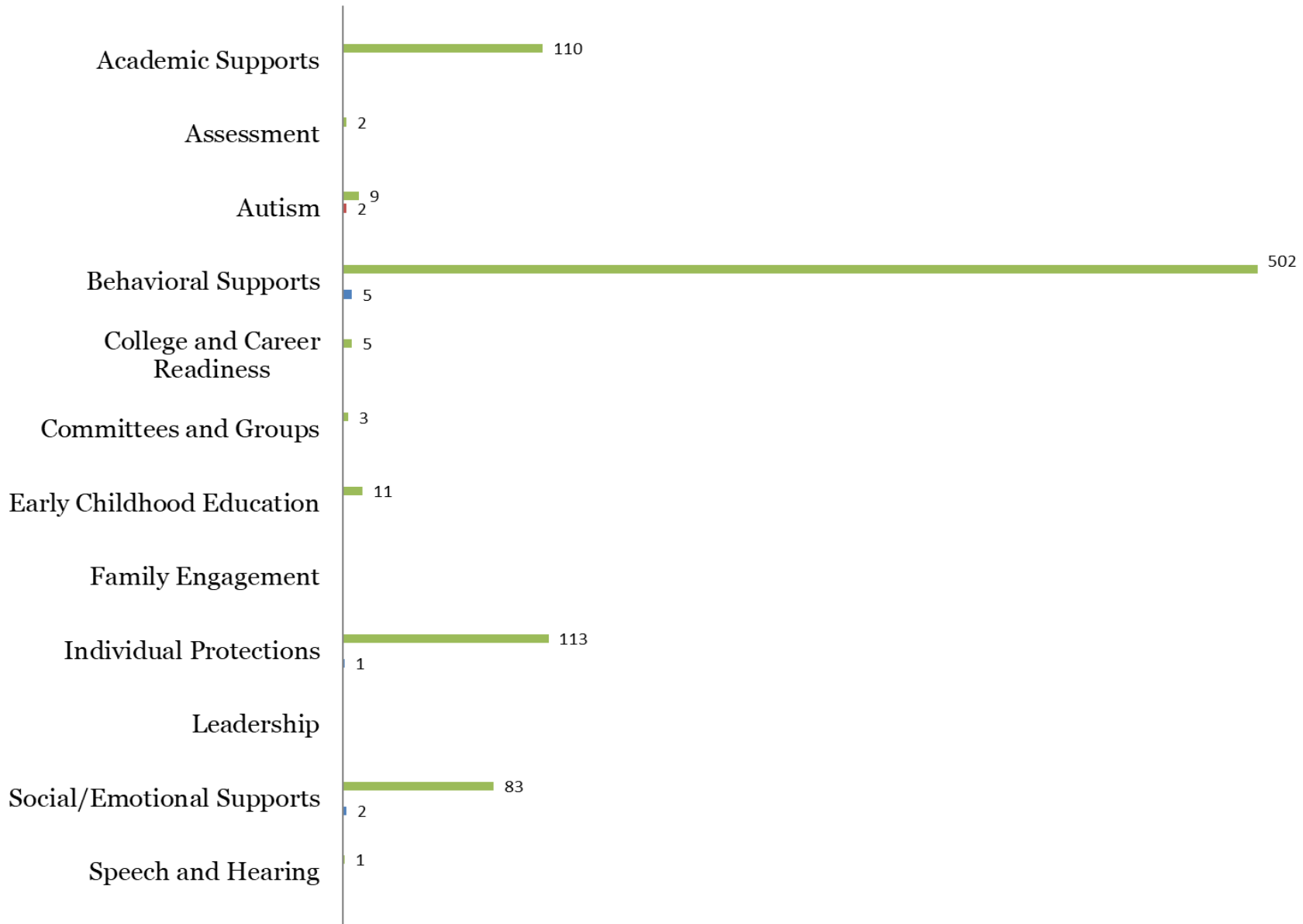
- <https://www.healthychildren.org/English/family-life/power-of-play/Pages/What-Parents-Can-Do-to-Support-Friendships.aspx>
- <https://www.health.harvard.edu/blog/helping-children-make-friends-what-parents-can-do-202303062899>
- <https://www.scholastic.com/parents/school-success/learning-toolkit-blog/5-tips-helping-children-develop-friendships.html>
- <https://www.understood.org/en/articles/7-ways-to-help-your-students-make-friends>
- <https://www.crslearn.org/publication/the-friendship-issue/sowing-the-seeds-of-friendship-ten-ways-to-nurture-a-friendship-ready-classroom/>
- <https://studyinternational.com/news/lonely-no-more-how-parents-and-teachers-can-help-students-make-friends-in-school/>
- <https://integratedchildrens.com/the-importance-of-friendship-in-childhood/>

DMCS PROFESSIONAL LEARNING PARTICIPATION SUMMARY

JANUARY 2024 PARTICIPANTS - 10

839 YEAR-TO-DATE PARTICIPANTS

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



IEP Meetings 101: Understanding the IEP Process

Join us for this “short-and-sweet” overview that will teach you to understand the special education process and empower you to become an active member of your child’s educational program!

We will discuss the process and components of an individualized education program (IEP), your rights, and the important role parents play in this process.

Thursday, April 18, 2024

CAC Reps Business Meeting 4:30 - 5:00 p.m.

Presentation 5:00 - 6:00 p.m.

REGISTRATION

Register on OMS (URL: <https://sbcass.k12oms.org/52-238481>)

or scan a QR code for registration.



LOCATION

Virtual. A zoom link will be sent out prior to the meeting.

COST

Free to attend.

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 |

Email: Letitia.Macaraeg@cahelp.org

Phone: (760) 955-3552



Reuniones del IEP 101: Comprender el proceso del IEP

Acompáñenos en este “breve y dulce” resumen que le enseñará a comprender el proceso de educación especial, y le capacitará para convertirse en un miembro activo del programa educativo de su hijo/a.

Hablaremos del proceso y los componentes de un programa educativo individualizado (IEP), de sus derechos y del importante papel que desempeñan los padres en este proceso.

Jueves, 18 de Abril de 2024

Reunión de los representantes de CAC 4:30 - 5:00 p.m.

Presentación 5:00 - 6:00 p.m.

INSCRIPCIÓN

Insíbase en OMS (URL: <https://sbcss.k12oms.org/52-238481>)

o secanee un código QR para inscribirse.



UBICACIÓN

Virtual. Se enviará un enlace zoom antes de la reunión.

COSTO

Entrada gratuita.

ACOMODACIONES ESPECIALES

Si desea solicitar adaptaciones especiales, hágalo al menos quince días laborables antes de la capacitación, indicándolo en el momento de la inscripción.

CONTACTO

Email: Letitia.Macaraeg@cahelp.org

Phone: (760) 955-3552



Reuniones del IEP 101: Comprender el proceso del IEP

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Presentación 5:00 - 6:00 p.m.

INSCRIPCIÓN

Insíbase en OMS (URL: <https://sbcscs.k12oms.org/52-238481>)

o secanee un código QR para inscribirse.



UBICACIÓN

Virtual. Se enviará un enlace zoom antes de la reunión.

COSTO

Entrada gratuita.

ACOMODACIONES ESPECIALES

Si desea solicitar adaptaciones especiales, hágalo al menos quince días laborables antes de la capacitación, indicándolo en el momento de la inscripción.

CONTACTO

Email: Letitia.Macaraeg@cahelp.org

Phone: (760) 955-3552



Save

THE

DATE!

Professional
Learning Opportunity



Special Education Directors' Training

Special education directors will participate in trainings focusing on the needs or interests in the area of special education research, programs, or legal compliance.

October 20, 2023 | 12:00 - 2:00pm | <https://sbcss.k12oms.org/52-238485>

February 23, 2024 | 12:00 - 2:00pm | <https://sbcss.k12oms.org/52-238487>

April 19, 2024 | 12:00 - 2:00pm | <https://sbcss.k12oms.org/52-238488>

Get in **Touch**

Phone: (760) 955-3552

Email: Letitia.Macaraeg@cahelp.org

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FOR SCHOOL DISTRICT STAFF



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in SoCal/Central CA.



Meet
Superintendent
of Public
Instruction

**TONY
THURMOND**



California School for the Deaf, Riverside
3044 Horace St., Riverside, CA 92506

MARCH

1ST

2024

8:30am - 12pm

Refreshments will be provided

Questions - info@cldr-cde.ca.gov

[@csdriverside](https://www.instagram.com/csdriverside)

Development, Routines, and Themes: The Blueprint for Effective Special Education Classrooms

Sponsored by

Regional Coordinating Council 10 and the East Valley SELPA

Presenters: Allease Glamore, M.S., School Psychologist and
Heather DeFelice, M.S., CCC-SLP, Speech-Language Pathologist
Diagnostic Center South, California Department of Education

Date: Tuesday, March 5, 2024

Time: 8:00 am - 8:30 am — Sign-in and coffee
8:30 am - 2:30 pm — Workshop (5 hours) On your own for lunch

Place: Dorothy Inghram Learning Center, “Home of the East Valley SELPA”
670 E. Carnegie Dr., San Bernardino, CA 92408

Cost: No charge

Content: Oftentimes we find ourselves reflecting on how to structure our learning environments in a more meaningful and cohesive way. How can we stop putting out fires and start igniting active engagement and meaningful participation? This can only be done when educators understand development, effectively use routines, and build background knowledge and novelty through themes. This training will provide a blueprint for establishing effective classroom programs by facilitating a deeper understanding of development so educators can ensure activities are well-matched to the level of the child, designing purposeful routines, and using themes to provide a rich context for learning.

Intended Audience: Special education teachers, school psychologists, speech-Language Pathologists, occupational therapists, instructional assistants, and program specialists. It is recommended to attend with your cross-disciplinary team.

Outcomes: Participates will:

1. Learn about developmental milestones, key skills that represent stages of development, and the implications for learning.
2. Understand the purpose of routines and how to establish effective class schedules and expectations for participation within activities
3. Learn the importance of themes and be able to create theme-based activities across domains and developmental levels

Register Online: <https://sbcss.k12oms.org/46-238741>

Registration Deadline: 2/25/24

Desert Mountain Charter SELPA
 Due Process Summary
 July 1, 2023 - January 31, 2024

DISTRICT								CASE ACTIVITY FOR CURRENT YEAR							Filed on Parent
	18/19	19/20	20/21	21/22	22/23	23/24	Total	D/W	Resolution Active	Resolution Settled	Mediation Active	Mediation Settled	Hearing Active	Hearing Decision	
Allegiance STEAM Thrive - Chino	0	0	2	0	2	2	6	0	0	2	0	0	0	0	1
Allegiance STEAM Thrive - Fontana	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ASA Charter School	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Aveson Global Leadership Acad	1.5	0	0	2	2	0	5.5	0	0	0	0	0	0	0	0
Aveson School of Leaders	1.5	0	0	4	3	0	8.5	0	0	0	0	0	0	0	0
Ballington Acad for Arts & Sci	2	0	0	0	0	0	2	0	0	0	0	0	0	0	0
Desert Trails Prep Academy	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Elite Academic Acad - Lucerne	0	0	4	0	0	0	4	0	0	0	0	0	0	0	0
Encore Junior/Senior High School	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Julia Lee Performing Arts Acad	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0
LaVerne Elem Preparatory	0.5	0	0	0	0	0	0.5	0	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	0
Odyssey Charter School (Altadena)	0	0	0	2	2	1	5	0	0	0	0	1	0	0	0
Odyssey Charter School -South (Pasa)	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0
Pasadena Rosebud Academy	1	0	0	0	0	0	1	0	0	0	0	0	0	0	0
Pathways to College	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Southern California Flex Academy	N/A	N/A	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	0
SELPA-WIDE TOTALS	6.5	0	6	8	11	3	34.5	0	0	2	0	1	0	0	1

Desert Mountain Charter SELPA
 Due Process Activity Summary
 July 1, 2023 - January 31, 2024

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Due Process Hearing	Status	IEE	Comp Ed.	Private Placement <hr/> NPS Placement
1. Odyssey Altadena Case no. 2023080236	Denial of FAPE 1. Failure to address bullying 2. Failure to address chronic absenteeism 3. Failure to address behavior in an IEP 4. Failure to implement IEP 5. Failure to address placement	8/7/2023	8/21/2023	10/3/2023	9/26-28/2023	8/21/23 - Seeking full funding of NPS IEP. 10/3/23 - Parentally placed NPS with reimbursement. Permanent disenrollment from Charter. CLOSED - Mediation			\$46,900
2. Allegiance - Chino Case no. 2023090255	Is parent entitled to an IEE when not disagreeing with an assessment?	9/11/2023	N/A		11/14- 16/2023	10/17/23 - Though not merged with case #253, held discussions together. 11/3/23 - Settled CLOSED - Resolution			
3. Allegiance - Chino Case no. 2023100253	Denial of FAPE 1. Physical abuse with prone restraint; hostile environment 2. Denial of funding for vision therapy 3. Denial of OT 4. Misleading parent about her rights	10/4/2023	10/17/2023		11/21- 22/2023	10/4/23 - "Just provide vision therapy and this will all go away" - Advocate 11/3/23 - Settled by requiring parent to choose from SELPA provider IEE list. CLOSED - Resolution			

Desert Mountain Charter SELPA
Legal Expense Summary
As reported at steering January 25, 2024

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	\$74,861.83
2023-2024	\$39,527.58

**Desert Mountain SELPA & Charter SELPA
California Department of Education (CDE) Compliance
February 2024**

Annual Determination Letters

**Anticipated to Receive-March 2024
Letter Content to Detail Current LEA Compliance Status**

**Compliance and Improvement Monitoring Process (CIM)
STEP FOUR: Implementation and Monitoring
Targeted 1,2, 3 – Progress Reports**

Progress Report 1: July 10, 2024 (for the reporting period December 1, 2023–June 30, 2024)

**Compliance and Improvement Monitoring Process (CIM)
STEP FOUR: Implementation and Monitoring
Intensive 1,2,3 – Progress Reports**

Progress Report 1: April 10, 2024 (for any CIM Activities through March 2024)

**Targeted Universalism: Addressing Racial Disproportionality by Reimagining Multi-Tiered
Systems of Support**

If you weren't able to attend the webinar, here is the recording!

Webinar Recording: [https://napacoe.zoom.us/rec/share/vtTEC-](https://napacoe.zoom.us/rec/share/vtTEC-UM0GuB4oiL1zXzi2goPqbu5EoeOEHWUKnD7uwbBocb5vIYM73As4UpD8Hy.4IGHT0R5bhlBWdKs)

[UM0GuB4oiL1zXzi2goPqbu5EoeOEHWUKnD7uwbBocb5vIYM73As4UpD8Hy.4IGHT0R5bhlBWdKs](https://napacoe.zoom.us/rec/share/vtTEC-UM0GuB4oiL1zXzi2goPqbu5EoeOEHWUKnD7uwbBocb5vIYM73As4UpD8Hy.4IGHT0R5bhlBWdKs)

Google Drive: https://drive.google.com/drive/folders/1VOh_5kaHUuk_dGtyrlnT4VBA7FL5d1E5?usp=sharing

Dropbox: <https://www.dropbox.com/scl/fo/gdqtdpf24k3qovlb21acd/h?rlkey=nf8gapyaqbupzae5f0iqaqtpa&dl=0>

Late IEPs

Desert Mountain Charter SELPA: 58 Plan Reviews (Annuals)/17 Re-Evaluations (Tri-Annuals)

DMSELPA: 1978 Plan Reviews (Annuals)/607 Re-Evaluations (Tri-Annuals)



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

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

MEMORANDUM

Date: February 22, 2024
To: Directors of Special Education
From: Deborah Sarkesian, Program Manager

Subject: 2023 - 2024 Transition Partnership Program (TPP) Goals Update

The following is an update as of February 05, 2024, for the Desert Mountain SELPA Transition Partnership Program (TPP) for the 2023 - 2024 school year. If you have any questions regarding expected outcomes, please contact me at (442) 292-5094 extension. 200, or via email at Deborah.Sarkesian@cahelp.org.

<i>Description</i>	<i>Contract Goal</i>	<i>Year to Date</i>
There shall be 265 DOR potentially eligible clients who receive Job Exploration Counseling Services	265	260
There shall be 265 DOR potentially eligible clients who receive Workplace Readiness Training services	265	460
There shall be 200 DOR potentially eligible clients who receive Work-based Learning Experience services	200	210
There shall be 265 DOR potentially eligible clients who receive Instruction in Self-Advocacy services.	265	418
There shall be 265 DOR potentially eligible clients who receive Counseling on Post-Secondary services	265	278
There shall be 175 DOR potentially eligible clients who receive Work Experience Placements services.	175	185
There shall be 275 unduplicated new DOR potentially eligible clients who receive DOR services	275	311
There shall be 526 unduplicated new DOR potentially eligible clients who receive DOR services	526	602

Transition Planning for All Students

This course is specifically designed to provide participants with an overview of the legal mandates and ethical requirements necessary to meet IDEA transition mandates for students with disabilities age 16 and older. An emphasis will be placed on transition services including the Individual Transition Plan (ITP), measurable postsecondary goals, and the legal requirements for developing the Summary of Performance (SOP). Using the person-centered planning process, participants will learn how to generate student profiles essential in the required planning of postsecondary goals.

Participants will learn how to meet the requirement of Indicator 13, strategies necessary to involve students and family members in student-centered transition planning, and review a systematic approach to develop meaningful and realistic transition goals based on student needs, interests, and assessment profiles.

Presented By

Bobbie Taylor, Project Manager
Isaac Medina, Project Manager

Date

February 29, 2024

Time

9:00 a.m. - 12:00 p.m.

Location

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



Audience

Special and general education teachers, counselors, administrators, psychologists, and other interested support staff who work with the secondary student population.

Cost

There is no cost for this training.

Registration

Please register online at:

<https://sbcss.k12oms.org/52-243506>

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) 646-8000 ext. 368

Email: Brianna.Sincox@cahelp.org

Website: www.cahelp.org

7.12 Prevention and Intervention Update

No materials, verbal report only

7.13 Occupational and Physical Therapy Services Update

No materials, verbal report only

Desert Mountain Charter SELPA
Schedule A - Special Education Revenue Distribution
2023-24 P-2 Projection

A	B	C	D	E	F	Adjustments						M	Revenue Distribution			
						G	H	I	J	K	L		N	O	P	
	DMCS LEA	Pupil Count 10/2023	ADA	% of Total ADA	AB602 & Federal Local Assistance Apportionment 6500 & 3310 \$	Program Specialists (3.52663%)	Allocated Costs (7%)	* Risk Pool Level (Non-Add)	Risk Pool Adjustment	** Set Aside Pool (3%)	Purchased Services	Adjusted Apportionment	Federal IDEA Local Assistance	AB602 Apportionment	Adjusted Apportionment by Revenue Source	
1	Local Education Agency				1,050.35											
2	Allegiance STEAM Academy	7/2018	139	906.78	11.16%	952,437	(33,589)	(66,671)	1	(47,622)	-	-	804,555	171,401	633,155	804,555
3	Allegiance STEAM Academy Fontana	7/2023	26	189.29	2.33%	198,821	(7,012)	(13,917)	2	(11,929)	-	-	165,962	32,061	133,902	165,962
4	ASA Charter	7/2021	34	290.36	3.57%	304,980	(10,756)	(21,349)	1	(15,249)	-	-	257,627	41,925	215,701	257,627
5	Aveson Global Leadership Academy	7/2015	41	235.43	2.90%	247,284	(8,721)	(17,310)	1	(12,364)	-	-	208,889	50,557	158,332	208,889
6	Aveson School of Leaders	7/2015	34	332.27	4.09%	349,000	(12,308)	(24,430)	1	(17,450)	-	-	294,812	41,925	252,887	294,812
7	Ballington Academy	7/2017	23	215.26	2.65%	226,098	(7,974)	(15,827)	1	(11,305)	-	-	190,993	28,361	162,632	190,993
8	Desert Trails Preparatory Academy	7/2013	25	485.54	5.98%	509,987	(17,985)	(35,699)	1	(25,499)	-	(7,703)	423,100	30,827	392,273	423,100
9	Elite Academic Academy - Lucerne (0136960)	10/2018	89	1,194.77	14.71%	1,254,927	(44,257)	(87,845)	1	(62,746)	-	-	1,060,079	109,746	950,333	1,060,079
10	Encore High School	7/2013	70	648.17	7.98%	680,805	(24,009)	(47,656)	1	(34,040)	-	(41,748)	533,351	86,317	447,034	533,351
11	Julia Lee Performing Arts Academy	7/2018	54	399.36	4.92%	419,468	(14,793)	(29,363)	1	(20,973)	-	-	354,339	66,587	287,751	354,339
12	Laverne Elementary Preparatory Academy	7/2013	27	527.91	6.50%	554,490	(19,555)	(38,814)	1	(27,725)	-	-	468,397	33,294	435,103	468,397
13	Leonardo da Vinci Health Sciences Charter	7/2019	36	233.42	2.87%	245,173	(8,646)	(17,162)	1	(12,259)	-	-	207,106	44,392	162,714	207,106
14	Odyssey Charter School	7/2015	77	432.17	5.32%	453,930	(16,008)	(31,775)	1	(22,696)	-	-	383,450	94,949	288,501	383,450
15	Odyssey Charter School South	7/2018	54	308.63	3.80%	324,170	(11,432)	(22,692)	1	(16,208)	-	-	273,837	66,587	207,250	273,837
16	Pasadena Rosebud Academy	7/2018	12	149.70	1.84%	157,237	(5,545)	(11,007)	1	(7,862)	-	-	132,824	14,797	118,027	132,824
17	Pathways to College	7/2016	45	358.07	4.41%	376,099	(13,264)	(26,327)	1	(18,805)	-	(19,528)	298,175	55,489	242,686	298,175
18	Southern California Flex Academy	10/2018	76	586.93	7.23%	616,482	(21,741)	(43,154)	1	(30,824)	-	-	520,763	93,715	427,048	520,763
19	Taylion High Desert Academy	7/2013	103	628.76	7.74%	660,418	(23,291)	(46,229)	1	(33,021)	-	(33,848)	524,029	127,009	397,020	524,029
20	Low Incidence Materials/Services (DMLI)				79,200								79,200		79,200	79,200
21	Out-of-Home Care				147,948								147,948		147,948	147,948
22	SELPA Program Specialists (DCPS)				-	300,885							300,885		300,885	300,885
23	SELPA Allocated Costs (DCPS)				-	-	597,226						597,226		597,226	597,226
24	SELPA Risk Pool (DCRP)				-	-	-			428,578			428,578		428,578	428,578
25	SELPA Set Aside Pool (DCSA)				-	-	-			-			-		-	-
26	SELPA-Related Services (0297)				-	-	-					73,663	73,663		73,663	73,663
27	SELPA Mental Health				-	-	-					-	-		-	-
28	County Regional Services				-	-	-					29,164	29,164		29,164	29,164
29					-	-	-					-	-		-	-
30					-	-	-					-	-		-	-
31					-	-	-					-	-		-	-
32					-	-	-					-	-		-	-
33					-	-	-					-	-		-	-
34	Total		965	8,122.82	100.00%	8,758,953	-	-		-	-	-	8,758,953	1,189,939	7,569,014	8,758,953

* Risk Pool

Level 1	5%
Level 2	6%
Level 3	7%
Level 4	8%

** 5/12/23 Governance approved one-year pause on set-aside contribution

Desert Mountain Charter SELPA
Schedule B - Funding Exhibit and Funding by LEA
2023-24 P-2 Projection

COLA [EC 56836.14]			
Cost-of-Living Adjustment (COLA) Factor	A-1		8.22%
SECTION ADA and RATES			
Number of LEAs in SELPA	AR-1		18
SELPA funded ADA	AR-2		8,122.82
2019-20 SELPA funded ADA	AR-3		6,752.90
Prior year SELPA Base Rate	AR-4		579.84
Current Year Minimum SELPA Base Rate	AR-5		887.404000
SELPA Base Rate (Greater of AR-4 or AR-5)	AR-6		887.404000
BASE GRANT FUNDING [EC 56836.148]			
Total Base Grant Entitlement	B-1	\$	7,208,222.96
Base Proration Factor	B-2	\$	1.00
Total Adjusted Base Grant Entitlement (B-1 * B-2)	B-3	\$	7,208,222.96
GENERAL FUNDING [EC 56836.15]			
Local Special Education Property Taxes [EC 2572]	C-1	\$	-
Applicable Excess ERAF	C-2	\$	-
Total Deductions (C-1 + C-2)	C-3	\$	-
Net Funding Entitlement (B-3 - C-3)	C-4	\$	7,208,222.96
SECTION E: PROGRAM SPECIALISTS/REGIONALIZED SERVICES (PS/RS) [E.C. 56836.24 & 56836.31]			
2019-20 SELPA Funded ADA	D-1	\$	6,752.90
Prior Year Statewide PS/RS Rate	D-2	\$	18.28728682
Current Year Statewide PS/RS Rate (D-2 * A-1)	D-3	\$	19.79050180
PS/RS Entitlement (D-1 * D-3)	D-4	\$	133,643.28
PS/RS Proration Factor	D-5	\$	1.00
PS/RS Apportionment (D-4 * D-5)	D-6	\$	133,643.28
LOW INCIDENCE [EC 56836.22]			
CALPADS Fall 1 Prior Year Low Incidence Pupil Counts	E-1	\$	24.00
Low Incidence Rate	E-2	\$	3,300.00
Low Incidence Apportionment (E-1 * E-2)	E-3	\$	79,200.00
OUT-OF-HOME CARE [EC 56836.168]			
Out-of-Home Care Apportionment	F-1	\$	147,948.00
EXTRAORDINARY COST POOL FOR NONPUBLIC NONSECTARIAN SCHOOLS (NPS) / LICENSED CHILDRENS			
NPS/LCI Extraordinary Cost Pool Apportionment	G-1	\$	-
APPORTIONMENT SUMMARY			
Net Funding Entitlement (C-4)	H-1	\$	7,208,222.96
Program Specialists/Regionalized Services (D-6)	H-2	\$	133,643.28
Low Incidence (E-3)	H-3	\$	79,200.00
Out-of-Home Care (F-1)	H-4	\$	147,948.00
Extraordinary Cost Pool (G-1, Annual Only)	H-5	\$	-
Total Apportionment (Sum of H-1 through H-5)	H-6	\$	7,569,014
Federal Local Assistance		\$	1,189,939
Total Funding with Local Assistance		\$	8,758,953
Less Low Incidence		\$	(79,200)
Less Out-of-Home Care		\$	(147,948)
Total Funding for Equalization		\$	8,531,805
Less Program Specialists	3.52663%	\$	(300,885)
Less SELPA Allocated Costs	7.00000%	\$	(597,226)
Less Risk Pool	LEVEL	\$	(428,578)
Less Set-Aside	0.00000%	\$	-
		\$	7,205,115

Desert Mountain Charter SELPA
Schedule B - Funding Exhibit and Funding by LEA
2023-24 P-2 Projection

LEA	Funded ADA	Base Rate Per ADA 887.4040
Allegiance STEAM Academy	906.78	804,680.20
Allegiance STEAM Academy Fontana	189.29	167,976.70
ASA Charter	290.36	257,666.63
Aveson Global Leadership Academy	235.43	208,921.52
Aveson School of Leaders	332.27	294,857.73
Ballington Academy	215.26	191,022.59
Desert Trails Preparatory Academy	485.54	430,870.14
Elite Academic Academy - Lucerne (0136960)	1,194.77	1,060,243.68
Encore High School	648.17	575,188.65
Julia Lee Performing Arts Academy	399.36	354,393.66
Laverne Elementary Preparatory Academy	527.91	468,469.45
Leonardo da Vinci Health Sciences Charter	233.42	207,137.84
Odyssey Charter School	432.17	383,509.39
Odyssey Charter School South	308.63	273,879.50
Pasadena Rosebud Academy	149.70	132,844.38
Pathways to College	358.07	317,752.75
Southern California Flex Academy	586.93	520,844.03
Taylion High Desert Academy	628.76	557,964.14
	8,122.82	7,208,222.96

Desert Mountain Charter SELPA
Schedule B - ADA
Current Year, Prior Year, Second Prior Year

	A	B	C	D	E
	LEA	2021-22 Annual R1	2022-23 P-2	2023-24 P-2	Greater Current Year, Prior Year, Second Prior Year
1					
2	Allegiance STEAM Academy	843.61	897.14	906.78	906.78
3	Allegiance STEAM Academy Fontana	-	-	189.29	189.29
4	ASA Charter	188.16	247.24	290.36	290.36
5	Aveson Global Leadership Academy	235.43	196.27	196.27	235.43
6	Aveson School of Leaders	332.27	315.10	315.10	332.27
7	Ballington Academy	185.33	215.26	215.26	215.26
8	Desert Trails Preparatory Academy	472.10	485.54	424.24	485.54
9	Elite Academic Academy - Lucerne (0136960)	675.55	828.69	1,194.77	1,194.77
10	Encore High School	648.17	581.89	648.17	648.17
11	Julia Lee Performing Arts Academy	334.74	399.36	399.36	399.36
12	Laverne Elementary Preparatory Academy	471.51	507.28	527.91	527.91
13	Leonardo da Vinci Health Sciences Charter	219.38	233.42	233.42	233.42
14	Odyssey Charter School	432.17	430.00	430.00	432.17
15	Odyssey Charter School South	298.67	308.63	308.63	308.63
16	Pasadena Rosebud Academy	149.70	137.50	137.50	149.70
17	Pathways to College	311.36	333.98	358.07	358.07
18	Southern California Flex Academy	446.23	586.93	543.47	586.93
19	Taylion High Desert Academy	273.69	479.43	628.76	628.76
20	Total	6,518.07	7,183.66	7,947.36	8,122.82

Desert Mountain Charter SELPA
Schedule C - Purchased Services

	Local Education Agency	SELPA-Related Services	County Regional Services	Total Purchased Services
1				
2	Allegiance STEAM Academy	-	-	-
3	Allegiance STEAM Academy Fontana			-
4	ASA Charter			-
5	Aveson Global Leadership Academy	-	-	-
6	Aveson School of Leaders	-	-	-
7	Ballington Academy	-	-	-
8	Desert Trails Preparatory Academy	7,703	-	7,703
9	Elite Academic Academy - Lucerne (0136960)	-	-	-
10	Encore High School	12,584	29,164	41,748
11	Julia Lee Performing Arts Academy	-	-	-
12	Laverne Elementary Preparatory Academy	-	-	-
13	Leonardo da Vinci Health Sciences Charter	-	-	-
14	Odyssey Charter School	-	-	-
15	Odyssey Charter School South	-	-	-
16	Pasadena Rosebud Academy	-	-	-
17	Pathways to College	19,528	-	19,528
18	Southern California Flex Academy	-	-	-
19	Taylion High Desert Academy	33,848	-	33,848
20				
21	Total Purchased Services	73,663	29,164	102,827

Desert Mountain Charter SELPA
Fall I Pupil Count

Row Labels	Count of SSID
Allegiance STEAM Academy - Thrive	139
Allegiance STEAM Academy - Thrive, Fontana	26
ASA Charter	34
Aveson Global Leadership Academy	41
Aveson School of Leaders	34
Ballington Academy for the Arts and Sciences	23
Desert Trails Preparatory Academy	25
Elite Academic Academy - Lucerne	89
Encore Jr./Sr. High School for the Performing and Visual Arts	70
Julia Lee Performing Arts Academy	54
LaVerne Elementary Preparatory Academy	27
Leonardo da Vinci Health Sciences Charter	36
OCS - South	54
Odyssey Charter	77
Pasadena Rosebud Academy	12
Pathways to College K8	45
Southern California Flex Academy	76
Taylion High Desert Academy/Adelanto	103
Grand Total	965



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

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

MEMORANDUM

Date: February 22, 2024
To: Directors of Special Education
From: Codi Anderson, Occupational/Physical Therapy Supervisor

Subject: Occupational and Physical Therapy Reports

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

Upcoming Trainings

Date/Time	Event	Location
2/23/2024 12:00 PM - 2:00 PM	DIRECTORS TRAINING	DMESC
2/26/2024 8:00 AM - 2:30 PM	PBIS SITE TEAM TRAINING - YEAR 2 - DAY 3 - AESD	DMESC (WESTSIDE PARK ELEM & SITES)
2/28/2024 3:00 PM - 5:30 PM	PUTTING EBPS INTO PRACTICE: TIME DELAY	VIRTUAL
2/28/2024 9:00 AM - 12:00 PM	SEIS Training (Event ID# 245927)	VIRTUAL
2/29/2024 9:00 AM - 12:00 PM	TRANSITION PLANNING FOR ALL STUDENTS	VIRTUAL
3/4/2024 8:00 AM - 2:30 PM	PBIS SITE TEAM TRAINING - YEAR 2 - DAY 3 - AESD	DMESC (MORGAN KINCAID & WEST)
3/6/2024 9:00 AM - 12:00 PM	SEIS Training (Event ID# 245928)	VIRTUAL
3/7/2024 8:30 AM - 3:30 PM	CPI	DMESC
3/7/2024 2:00 PM - 4:00 PM	MANAGING CHALLENGING BEHAVIORS AND SENSORY NEEDS IN ACADEMIC ENVIORMENTS	DMESC
3/7/2024 8:00 AM - 2:30 PM	PBIS SITE TEAM TRAINING - YEAR 2 - DAY 3 - AESD	DMESC (GUS FRANKLIN & VICTORIA)

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
3/8/2024 8:30 AM - 3:30 PM	CPI FLEX-BLENDED LEARNING FOR ADMINISTRATORS AND OUT-OF-THE-CLASSROOM SERVICE PROVIDERS	VIRTUAL/DMESC
3/12/2024 9:00 AM - 10:00 A	REAL TALK AUTISM EDITION: FAMILIES AND COMMUNITY MEMBERS	VIRTUAL
3/13/2024 3:00 PM - 5:30 PM	PUTTING EBPS INTO PRACTICE: VISUAL SUPPORTS	VIRTUAL

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