

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

AGENDA - Amended

TELECONFERENCE LOCATIONS:

ASA Charter School – 3512 North E Street, San Bernardino, CA 92405
Aveson Global Leadership Academy – 575 W. Altadena Drive, Altadena, CA 91001
Elite Academic Academy-Lucerne – 43414 Business Park Drive, Temecula, CA 92590
Julia Lee Performing Arts Academy – 19740 Grand Ave, Lake Elsinore, CA 92530
Leonardo da Vinci Health Sciences Charter – 229 East Naples St, Chula Vista, CA 91911
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 April 18, 2024 Desert Mountain Charter SELPA Steering and Finance Committee Meeting Agenda be approved as presented.

5.0 PUBLIC HEARING

5.1 Desert Mountain Charter SELPA Local Plan Section B: Governance and Administration

California Education Code requires that a Special Education Local Plan Section B: Governance and Administration be presented for public hearing prior to submission to the California Department of Education (CDE). The Local Plan describes how special education services are provided for eligible students who reside within a Special Education Local Plan Area (SELPA) region every three years. By June 30, 2024, all SELPAs are required to submit a Local Plan using CDE adopted templates. A final draft of the 2024-25 Desert Mountain Charter SELPA Local Plan will be presented for public hearing.

5.1.1 **BE IT RESOLVED** that the Desert Mountain Charter SELPA Local Plan Section B: Governance and Administration be approved as presented.

5.2 Desert Mountain Charter SELPA Annual Service Plan (**ACTION**)

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California Education Code requires that an Annual Service Plan be approved by the CAHELP JPA Governance Council as part of the Local Plan. The 2024-25 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.

5.2.1 **BE IT RESOLVED** that the Desert Mountain Charter SELPA 2024-25 Annual Service Plan be approved as presented.

5.3 Desert Mountain Charter SELPA Annual Budget Plan (**ACTION**)

California Education Code requires that an Annual Budget Plan be approved by the CAHELP Governance Council as part of the Local Plan. The 2024-25 Annual Budget Plan describes the revenues and expenditures for special education for all local education agencies in the Desert Mountain Charter SELPA.

5.3.1 **BE IT RESOLVED** that the Desert Mountain Charter SELPA 2024-25 Annual Budget Plan be approved as presented.

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:

6.1.1 February 22, 2024 Desert Mountain Charter SELPA Steering and Finance Committee Meeting Minutes.

6.1.2 March 21, 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 Credentials Bridge Authorization

Pam Bender will present SBCSS credentials bridge authorization information.

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7.3 Submission of Low Incidence Equipment Requests

Pam Bender will provide information on the submission of Low Incidence Equipment (LIE) Requests.

7.4 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.

7.5 Professional Learning Summary and Update

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

7.6 Resolution Support Services Summary and Update

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

7.7 Compliance Update

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

7.8 Career Technical Education Update

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

7.9 Prevention and Intervention Update

Deborah Sarkesian will provide the Prevention and Intervention update.

7.10 Occupational and Physical Therapy Services Reports and Update

Codi Andersen will provide the Occupational and Physical Therapy Service reports and update.

8.0 FINANCE COMMITTEE ITEMS

8.1 Proposed 2024-25 Desert Mountain Charter SELPA Budget

Marina Gallegos will present the proposed 2024-25 Desert Mountain Charter SELPA Budget.

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8.2 Proposed 2024-25 Desert Mountain Charter SELPA Fee-For-Service Rates

Marina Gallegos will present the proposed 2024-25 Desert Mountain Charter SELPA Fee-For-Service rates.

8.3 Special Education Director and Fiscal Roles

Pam Bender will present information pertaining to special education director and fiscal roles.

9.0 INFORMATION ITEMS

9.1 Upcoming Professional Learning Opportunities

10.0 STEERING COMMITTEE MEMBERS COMMENTS / REPORTS

11.0 CEO COMMENTS

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, May 16, 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.



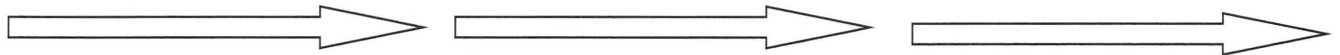
Desert Mountain Charter Special Education Local Plan Area
17800 Highway 18
Apple Valley, CA 92307-1219

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

Desert Mountain Charter SELPA Local Plan – Updates for 2024-2025

Section B: Governance and Administration

Special Education Local Plan Area



Special Education Local Plan Area – Local Plan Requirements

- Desert/Mountain Charter SELPA \Rightarrow Desert Mountain Charter SELPA or DMCS
- #5 - Does the SELPA have policies and procedures that allow for the participation of charter schools
 - Previously required explanation but for 2024-25, no explanation if the SELPA answer is yes.

Policies Procedures and Programs

- No explanations for No responses
 - i.e. #4 – IFSP, #9 – Part C to Part B Transitions, #10 – Private School requirements

Administration of Regionalized Operations and Services

- Specific requirements in the descriptors to include:
 - Direct instructional support provided by program specialists,
 - Respective roles of the RLA/AU,
 - Role of the Chief Executive Officer,
 - Role of Individual LEAs.

Special Education Local Plan Area Services

- Requiring more specific description of programs and services

LOCAL PLAN
Section B: Governance and Administration
SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education
Special Education Division

B. Governance and Administration

California *Education Code (EC)* sections 56195 et seq. and 56205

Participating Local Educational Agencies

Participating local educational agencies (LEAs) included in the Special Education Local Plan Area (SELPA) local plan must be identified in Attachment I.

Special Education Local Plan Area—Local Plan Requirements

1. Describe the geographic service area covered by the local plan: [*EC 56195.1(d); EC 56195.1(a)(1); EC 56211; EC 56212*]

The Desert Mountain Charter Special Education Local Plan Area (DMCS) is composed of participating local education agency (LEA) charter schools and is the governance structure responsible for the implementation of the provisions of the Local Plan. The areas covered by the DMCS are any area where an eligible charter LEA resides throughout the State of California requesting membership and obtaining approval into the DMCS by the California Association of Health and Education Linked Professions, Joint Powers Authority (CAHELP JPA) Governance Council.

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: [*EC 56195.1(b)(1)-(3)(c); EC 56205(a)(12)*]

The Desert Mountain Charter SELPA (DMCS) regional governance and administrative structure of the local plan falls under the governance and administrative structure of the California Association of Health and Education Linked Professions, Joint Powers Authority (CAHELP JPA). CAHELP JPA operates the departments of Desert Mountain SELPA, Desert Mountain Charter SELPA and Desert Mountain Children’s Center (DMCC, a mental health component). CAHELP JPA is a consortium of local school districts within our geographical region and charter LEAs throughout the State of California. Participating LEAs of the DMCS have joined in a cooperative effort to provide for the coordinated delivery of programs and services, and to assure equal access to such programs and services to eligible individuals with disabilities requiring special education within the DMCS. The CAHELP JPA Governance Council is the governing board of the DMCS and shall adopt policies for the DMCS and participating LEAs. The policies and procedures adopted by the CAHELP, JPA Governance Council under the authority of the adopting LEA boards have the same status and authority as other LEA board policies. In adopting the Local Plan, each LEA agrees to carry out the duties and responsibilities assigned to each agency, or which may be designated at a later date through agreement/policy of the participating LEAs to assist one another with meeting the requirements of applicable federal and state law. Participating agencies may enter into additional contractual arrangements to meet the requirements of

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applicable federal and state law.

The CAHELP, JPA Governance Council shall ensure that all Charter LEAs within the DMCS shall have full access and opportunity to participate in the coordinated system of services for identified students with disabilities. To ensure that all identified students have access, a Charter LEA with assistance from the DMCS office, may enter into a Memorandum of Understanding (MOU) and/or a contractual arrangement with the local SELPA or surrounding SELPAs or other LEAs within close proximity to the Charter LEA, including nonpublic agencies and nonpublic schools, to ensure that students are identified, assessed, receive individualized education program planning, review, and reevaluation. The function of the DMCS and participating LEAs is to provide quality educational programs and services appropriate to the needs of each eligible student with a disability who is enrolled within the DMCS. The Responsible Local Agency (RLA) Superintendent, and CEOs of the LEA Charters are responsible for the management and supervision of all special education program operations within the DMCS . All such programs are to operate in a manner consistent with the funding provisions of the California Education Code, the Individuals with Disabilities Education Act (IDEA), other applicable laws, and DMCS policies and procedures.

The San Bernardino County Office of Education (SBCOE) is also known as the Office of the San Bernardino County Superintendent of Schools (SBCSS) and will be referred to in this document as SBCOE. SBCOE is presently designated as the Responsible Local Agency (RLA) and Administrative Unit (AU) for the DMCS., The CAHELP, JPA Governance Council may change the RLA and AU at its discretion and in accordance with California law.

All structural changes within the organization of the DMCS, including changes in governance, are decided through deliberations of the CAHELP, JPA Governance Council. All conflicts are ultimately resolved through deliberations of the CAHELP, JPA Governance Council. However, most concerns are managed within various committee interactions. The DMCS Executive Council and Steering/Finance Committee examines program issues, staffing needs, fiscal issues and advises the CAHELP JPA Governance Council regarding adoption of the Annual Service Plan and the Annual Budget Plan. If necessary, recommendations regarding policies, procedures, and the implementation of the Local Plan can be given to the CAHELP CEO for ultimate consideration by the CAHELP JPA Governance Council.

The DMCS is governed by the CAHELP JPA Governance Council. The CAHELP JPA Governance Council shall be advised by the CAHELP CEO who shall, in turn be advised by the DMCS Executive Council, Steering/Finance Committee and the Community Advisory Committee (CAC). The CAHELP CEO is responsible to ensure that all aspects of the approved DMCS Local Plan are implemented according to the approved California Department of Education (CDE) Local Plan and by the CAHELP, JPA Governance Council.

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CAHELP JPA Governance Council

The CAHELP, JPA Governance Council shall consist of the Superintendent/CEO representing each of the LEA members of the Desert Mountain SELPA, and two (2) CEO representatives from the DMCS. A CEO representing multiple LEAs shall count as a single member of the Governance Council. Each member of the Governance Council may designate, in writing, an alternate representative, including but not limited to, another member of the Governance Council ("proxy") if the Superintendent/CEO is unable to attend a meeting; the designated alternate representative or designee shall have the full authority of the designating Superintendent/CEO for the purpose of decision-making. Such a designation must be received by the CEO prior to the commencement of a scheduled meeting of the Governance Council and shall be good only for that meeting. One-third (1/3) of the members, represented in person or by proxy, shall constitute a quorum at a meeting of members.

The Governance Council is empowered to establish or to participate in the establishment of a system for determining the responsibility of member LEAs for the education of each individual with disabilities. The Governance Council is also empowered to designate an administrative entity to perform such regionalized functions as the receipt and distribution of all DMCS funds. This may also include the provisions of administrative support, and coordination of the implementation of the Local Plan for the education of children with disabilities, and to undertake such ancillary and related programs as determined by the Governance Council. The Governance Council shall determine all policy matters for the CAHELP, JPA.

Policies governing the DMCS shall be adopted by the CAHELP, JPA Governance Council and are included as part of the Local Plan. Input may be received from parents, staff, public and nonpublic agencies, and members of the public at large. Individuals wishing an opportunity to address the DMCS Executive Council, Steering/Finance Committee and/or the CAHELP, JPA Governance Council on a particular agenda item, or have the Executive Council, Steering/ Finance Committee and/or the CAHELP Governance Council consider a topic, are invited to complete a Request to Address the Executive Council, Steering/Finance committee and/or the CAHELP, JPA Governance Council form.

The CAHELP, JPA Governance Council shall review the DMCS Local Plan and recommend modifications on an annual basis or as necessary. The CAHELP CEO and DMCS Executive Council, and Steering/Finance Committee shall assist the CAHELP, JPA Governance Council with these reviews.

The CAHELP, JPA Governance Council may initiate and carry on an activity or may otherwise act in any manner which is not inconsistent with or preempted by law, and which is not in conflict with the purposes for which the DMCS is established.

The CAHELP, JPA Governance Council shall have responsibility for overall management and direction of the Local Plan development, implementation, and operation. Governance Council members shall be involved in the budget review and approval process for the

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Local Plan. SBCOE serves as the current RLA, and any successors or later RLA, shall have responsibility for employing the number and type of DMCS staff to meet the program and service requirements necessary for the implementation of the Local Plan as determined by the CAHELP, JPA Governance Council.

Responsibilities of the CAHELP, JPA Governance Council

The CAHELP, JPA Governance Council, with direction from the LEA governing boards, shall be responsible for the following areas of Local Plan administration and shall act to:

- A. Establish operational procedures and make decisions on any matters regarding implementation, administration, and operation of special education programs in accordance with the Local Plan;
- B. Review and approve all DMCS policies, procedures, standards, and guidelines;
- C. Review, approve, and monitor the allocation of special education funds to LEAs through the Annual Budget Plan process;
- D. Review, approve, and monitor all budgets assigned to the DMCS office;
- E. Provide leadership to the DMCS regarding the development, revision, implementation, and review of the Local Plan;
- F. Select and recommend to the Superintendent of the RLA, a qualified candidate to be employed as the CAHELP CEO;
- G. Evaluate the performance of the CAHELP CEO;
- H. Determine and provide direction related to the personnel, program, and service requirements necessary for the implementation of the Local Plan and allocation of special education funds;
- I. Meet as often as necessary during the year to implement the business of the DMCS and to provide the necessary direction and guidance to the CAHELP CEO;
- J. Provide direction, consultation, and technical assistance to the LEAs and the Superintendent of the RLA;
- K. Provide a consistent forum to develop, review, and approve policy recommendations, which are submitted to the Governance Council for consideration;
- L. Approve interagency agreements;
- M. Designate participants for the DMCS Steering/Finance Committee;
- N. Establish and promote a Community Advisory Committee (CAC);
- O. Receive recommendations from the CAC, Executive Council, DMCS Steering and Finance Committee, LEA boards, and other concerned agencies and individuals;
- P. Decide disputes, if any, between participating LEAs that arise concerning special education related matters or related to the interpretation of the Local Plan and other agreements or policies between or among the LEAs;
- Q. Annually evaluate the Local Plan implementation and operations; and
- R. Undertake such additional activities as permitted under the JPA Agreement and Bylaws, California law, and the Local Plan.

Desert Mountain Charter Executive Council

The Desert Mountain Charter SELPA (DMCS) Executive Council is comprised of a representative from each Charter LEA in the DMCS at the CEO level. Organizations that operate more than one Charter LEA have a single representative for all Charter LEAs. Each CEO has one vote for the Charter LEA(s) he/she represents. The DMCS Executive Council makes recommendations to the CAHELP, JPA Governance Council on fiscal and policy matters. This group meets regularly to direct and supervise the implementation of the Local Plan.

DMCS Steering and Finance Committee

Each participating LEA shall appoint an appropriate administrator of special education programs and an administrator of the LEAs business department to membership of the DMCS Steering and Finance Committee. The DMCS Steering and Finance Committee may be requested by the CAHELP, JPA Governance Council to provide advice or assistance in other areas as needs are identified within the DMCS.

The DMCS Steering and Finance Committee meets on a regular basis. The CAHELP CEO or designee serves as the Chairperson of the committee and is responsible for providing timely written notice of the meeting and agenda, minutes for the meeting, and additional documentation as needed to provide informed decision-making.

The duties of the DMCS Steering and Finance Committee include, but are not limited to, the following:

- A. Provide information and recommendations for the development, modification, and implementation of the Local Plan to the Executive Council and CAHELP, JPA Governance Council;
- B. Develop and implement forms and procedures for the identification, referral, assessment, IEP development, and special education service delivery to individuals with disabilities as established by the Local Plan;
- C. Develop procedures and recommendations for programs and services for review, modification, and approval by the CAHELP, JPA Governance Council;
- D. Develop, review, and/or modify an annual budget for the DMCS operations, including Regional Services, Program Specialists, and other DMCS administrative budgets prior to review, modification, and approval by the Executive Council and final approval by the CAHELP, JPA Governance Council;
- E. Recommend and monitor staff development training programs, including parent education activities;
- F. Provide recommendations for membership to the CAC;
- G. Develop, review, and/or modify the Annual Service Plan prior to adoption by the Executive Council and final adoption by the CAHELP, JPA Governance Council;
- H. Develop, review, and/or modify the Annual Budget Plan prior to adoption by the Executive Council and final adoption by the CAHELP JPA Governance Council;
- I. Provide information and recommendations for the development, modification, and

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- implementation of the DMCS funding allocation plan to the Executive Council and CAHELP, JPA Governance Council; and,
- J. Review and make recommendations to the DMCS Executive Council and CAHELP JPA Governance Council regarding decisions that impact the finances of LEAs.

The DMCS shall develop procedures regarding behavioral assessment and intervention to guide all staff members and parents in responding to students with challenging behaviors. Behavioral assessment and intervention plans will be considered when a student's disciplinary actions constitute a "change of placement," when behaviors impede the learning of the student or others, and when behaviors occur that are dangerous to the student and other. (Education Code 3001, 5CCR 3052, CFR 300.346-300.520, 56341(c)(2). Policies of the DMCS outline the behavioral interventions for students receiving special education services within the DMCS.

The DMCS maintains the Management Information System (MIS). The DMCS is responsible for effective collection and maintenance of data relevant to program, placement of children, and other data required by state and federal mandates.

It shall be the policy of each LEA and the DMCS to provide data or information to the California Department of Education (CDE) that may be required by state and/or federal regulations.

The role of the LEAs is for responsible data entry, quality and integrity of information included in each LEAs MIS system. The LEAs will approve the California Longitudinal Assessment and Pupil Data System (CALPADS) submission as required by the CDE.

The CAHELP CEO shall serve on behalf of the member LEAs and implement the DMCS Local Plan including the following regional services and operations in the area of coordination of services to medical facilities.

The role of the individual LEAs is for students with disabilities who are placed in a public hospital, state licensed children's hospital, psychiatric hospital, proprietary hospital, or a health facility for medical purposes is the educational responsibility of the LEA in which the hospital or facility is located.

In addition to carrying out the responsibilities identified in the Local Plan, the DMCS Steering and Finance Committee may choose to form subcommittees to focus on special issues. Such subcommittees shall report to the DMCS Steering and Finance Committee, Executive Council or CAHELP JPA Governance Council, as appropriate.

Distribution of Federal and State Funds

All federal and state special education funds shall be allocated to the DMCS AU for distribution to LEAs according to an approved special education funding allocation plan. Any changes to the allocation of federal and state special education funds shall be made by the CAHELP JPA Governance Council as permitted under the CAHELP JPA Agreement and

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Bylaws, and California and federal law.

A. Responsibilities for Distribution of Federal and State Funds

The governing boards of the LEAs participating in the DMCS have agreed that students with disabilities will be provided with appropriate special education services. The CAHELP JPA Governance Council has been designated the authority to determine the distribution of all federal and state special education funds in order for LEAs to carry out their responsibilities. The AU shall be responsible for the distribution of funds according to an approved special education funding allocation plan. The CAHELP CEO is responsible for ensuring that the funds are distributed in accordance with the funding allocation plan.

The DMCS Executive Council and Steering and Finance Committee shall participate in the development of the Annual Budget Plan for review and approval by the CAHELP JPA Governance Council. The Annual Budget Plan shall be distributed to the LEAs and the CAC upon approval by the CAHELP JPA Governance Council.

State and federal funds are deposited from the San Bernardino County Treasury into the County School Service Fund (AU), unless otherwise directed by the CAHELP JPA Governance Council. The DMCS provides an annual allocation plan to SBCOE for distribution of state and federal funds to the LEAs according to the approved schedule of disbursement.

B. Monitoring the Use of State and Federal Funds

Funds allocated for special education programs shall be used for services to students with disabilities. Federal funds under Part B of IDEA may be used for the following activities:

1. For the costs of special education and related services and supplementary aids and services provided in a general education class or other education-related setting to a student with a disability in accordance with the IEP for the child, even if one or more nondisabled children benefit from these services.
2. The CAHELP CEO, with the assistance of the DMCS Executive Council, Steering and Finance Committee, and the AU shall be responsible to monitor on an annual basis the appropriate use of all funds allocated for special education programs. Final determination and action regarding the appropriate use of special education funds shall be made by the CAHELP JPA Governance Council through the Annual Budget Plan process.

The DMCS monitors the distribution and appropriate use of funds and shares this information with the DMCS Executive Council and Steering/Finance Committee. When necessary, meetings are held with individual LEAs for the purpose of monitoring funds.

The DMCS is responsible for the preparation of program and fiscal reports requested by the State.

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The CAHELP CEO shall be permitted to monitor the LEAs special education program implementation to ensure compliance in all areas including finance, service delivery, and legal requirements. If the CAHELP CEO or designee determines that an LEA is not compliant and/or not operating in a fiscally responsible manner, the CAHELP CEO may require that the responsibility for resulting costs be borne by the LEA or take such other action as may be required to remedy the matter. The LEA will have the right to appeal any such determination to the CAHELP JPA Governance Council. The decision of the CAHELP JPA Governance Council shall be final.

Procedures for Changes in Governance Structure

Any changes in the governance structure of the DMCS are subject to specific provisions of California Education Code 56140, 56195, et. seq., 56195.1 et seq., and 56202 et seq.

1. Any LEA may elect to pursue an alternative option from those specified in California Education Code 56195.1 by notifying CDE, DMCS, and the County Superintendent at least one year prior to the date the alternative plan would become effective (California Education Code 56195.3(b)).
2. Any alternative plan of an LEA is subject to the approval of the County Superintendent, which would have LEAs as participating agencies in the alternative plan (California Education Code 56195.1).
3. Approval of a proposed alternative plan by the appropriate County Superintendent(s) must be based on the capacity of the LEA(s) to ensure that special education programs and
4. services are provided to all children with disabilities (California Education Code 56140 (b)).
5. If the County Superintendent does not approve an alternative plan, the County Office shall return the plan with comments and recommendations to the LEAs. The LEAs participating in the alternative plan may appeal the decisions to the Superintendent of Public Instruction (California Education Code 56140(b)(2)).
6. Any alternative plan to be submitted by an LEA or group or LEAs currently participating in the DMCS must meet the standards established by the State Board of Education.

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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: [EC 56195.7(i)(j)(1)(2)]

The CAHELP JPA Governance Council is the governing board of the Desert Mountain Charter SELPA (DMCS) and shall adopt policies for the DMCS and participating LEAs. The policies and procedures adopted by the CAHELP JPA Governance Council under the authority of the adopting LEA board have the same status and authority as other LEA board policy. All proposed policies are vetted through the DMCS Executive Team and the Program Team. Policies are then taken to the DMCS Steering and Finance Committee and DMCS Executive Council for review, input, and approval. The final phase of the policy making is with the CAHELP JPA Governance Council reviewing, providing input and approval.

Opportunities for parent, community input are made through the DMCS Executive Council, DMCS Steering and Finance Committee meetings and the CAHELP JPA Governance Council meetings.

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: [EC 56195.1(c); EC 56205(a)(12)(D)(i); EC 56195.5]

SBCOE is designated as the Responsible Local Agency (RLA) and Administrative Unit (AU) for the Desert Mountain Charter SELPA (DMCS).

A. Responsibilities of the RLA

The RLA shall be responsible for functions as specified under California Education Code 56195.1(c)(2) such as, but not limited to:

1. Receipt and distribution of regionalized services funds as approved by the CAHELP JPA Governance Council. An overall budget for all special education services and programs for the Special Education Local Plan Area shall be prepared under the direction of the CAHELP CEO. The DMCS Executive Council and the DMCS Steering and Finance Committee shall also provide assistance in the development of the annual income and expenditure budgets for the DMCS. The budget shall be submitted to the CAHELP JPA Governance Council by the CAHELP CEO for review and approval;
2. Provision of administrative support;
3. Coordination and implementation of the Local Plan;
4. Receipt and distribution of special education funds to LEA accounts for the operation of special education programs and services according to the Special Education Funding Allocation Plan approved by the CAHELP JPA Governance Council;
5. Receipt and distribution of special education funds to accounts exclusively designated for the DMCS use; and

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6. The employment of staff as designated by the CAHELP JPA Governance Council to support the DMCS functions.

The DMCS office is designated as the entity responsible for the administration of the Local Plan and assuring that the DMCS is in compliance with all applicable laws and regulations.

B. Selection, Employment, and Evaluation of the SELPA Staff

The governing boards of each of the participating LEAs agree to invest in the CAHELP JPA Governance Council with the responsibility of designating an appropriate agency as the RLA for the administration of the Local Plan and its implementation. The boards assure that the CAHELP JPA Governance Council shall indemnify the need for and designate the positions necessary for the operation of the DMCS functions according to this Local Plan.

The CAHELP CEO shall be responsible for recommending the employment of DMCS personnel to carry out those functions described in the Local Plan.

The CAHELP JPA Governance Council shall be responsible for designating the staff to support the functioning of the DMCS. In reviewing and approving the DMCS budgets on an annual basis, the CAHELP JPA Governance Council designates the staffing for the DMCS office upon recommendation of the CAHELP CEO.

DMCS staff shall be employed by the RLA and supervised by the CAHELP CEO according to the RLA's policy and practices. The CAHELP CEO shall use a selection process that is in accordance with the law and personnel policies of the RLA.

DMCS employed personnel shall be subject to the administrative procedures and policies in operation with the SBCOE including but not limited to, hiring, supervision, evaluation, and discipline. In addition, contract negotiations shall follow County established procedures for all applicable DMCS employed personnel.

C. CAHELP CEO

The fundamental role of the CAHELP CEO is to provide leadership and facilitate a decision-making process regarding the implementation of the Desert Mountain Charter SELPA(DMCS) Local Plan. The CAHELP CEO's role includes the provision of information, specific services identified by the CAHELP JPA Governance Council, technical assistance, leadership, and arbitration. It is the CAHELP CEO's responsibility to represent the interest of the DMCS as a whole without promoting any particular LEAs interest over the interest of any other agency. In the event there are differences of opinions and/or positions on issues, it is the CAHELP CEO's responsibility to mediate a reasonable resolution of the issue(s).

The CAHELP JPA Governance Council shall be responsible for the selection, direction, discipline, and evaluation of the CAHELP CEO. The CAHELP JPA

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Governance Council shall assist in the hiring and selection process by the RLA.

The CAHELP CEO is subject to the RLA's policies and procedures for day-to-day operations, but receives direction from, and is responsible to, the CAHELP, JPA Governance Council. The CAHELP CEO is evaluated by a joint committee comprised of the Chair of the CAHELP, JPA Governance council and at least two other superintendents/CEOs from the CAHELP JPA Governance Council. The evaluation is confirmed by a vote of the CAHELP JPA Governance Council.

The CAHELP CEO shall have the responsibility for the coordination of all the DMCS activities.

Desert Mountain Charter SELPA Staff

The CAHELP JPA Governance Council shall be responsible for designating the employees to support the functioning of the DMCS. In reviewing and approving the DMCS budgets on an annual basis, the CAHELP JPA Governance Council designates the employees for the DMCS office upon recommendation of the CAHELP JPA CEO.

DMCS employees shall be employed by the Responsible Local Agency (RLA) and supervised by the CAHELP JPA CEO according to the RLA's policy and practices. The CAHELP CEO shall use a selection process that is in accordance with the law and personnel policies of the RLA.

The supervision of the DMCS will be determined by the CAHELP CEO. An organizational chart showing the staff to be supervised by the members of the SELPA management team will be provided to the CAHELP JPA Governance Council annually.

Program Managers

The DMCS employs Program Managers for various departments within the organization. The departments may include but are not limited to:

- Resolution Support Services
- Regional Professional Learning
- Career Technical Education
- Prevention and Intervention
- Compliance

Program Specialists

Included in the DMCS staffing are Program Specialists with areas of expertise to provide professional development, training, coaching and other supports related to special education to LEAs.

- Academics
- Alternative Dispute Resolution
- Behavior Management

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- Evidence Based Practices (EBPs)
- Improvement Science
- Positive Behavioral Supports
- Social/Emotional Learning
- Speech and Language
- Universal Design for Learning

5. Does the SELPA have policies and procedures that allow for the participation of charter schools in the local plan? [EC 56207.5]

- Yes No

If No, explain why the SELPA does not have the policy and procedures.

The function of the Desert/Mountain Charter SELPA (DMCS) and participating LEAs is to provide quality education programs and services appropriate to the needs of each eligible student, within the authorizing LEA boundaries with a disability who is enrolled within the DMCS including charter schools who operate as a school district or as a LEA.

The DMCS provides supports throughout the State of California for member LEAs. The DMCS provides technical assistance in ensuring that all DMCS LEAs have the support necessary to fulfill their legal obligations under California Education Code, IDEA, and other applicable laws, and the DMCS policies and procedures.

State law provides geographical restrictions on the operations of charter schools. Specifically, the geographic and site limitations of the Charter Schools Act apply to all charter schools, including non-classroom-based programs. Charter schools are prohibited from operating facilities outside of the geographical boundaries of their authorizing LEA, subject to limited exceptions. A charter school must identify a single charter school that will operate within the authorizing LEAs boundaries, and that all locations be identified in the charter petition. Additionally, where a charter school provides a majority of its educational services in, and a majority of its students are residents of the county in which it is authorized, the charter school may establish a resource center, meeting space, or other satellite facility in an adjacent county, provided the facility is used exclusively for educational support of students enrolled in non- classroom-based independent study.

Charters are welcome to apply for membership to the DMCS on an annual basis. Notice on our website provides the timeline to submit applications. Once applications are received, the DMCS team and at least one CEO from the DMCS Executive Council conducts an on-site visit to the Charter LEA. Recommendations are then made to the DMCS Executive Council for membership with final approval by the CAHELP, JPA Governance Council.

For charter schools applying to the DMCS, the charter must be a LEA for special education purposes. Charter schools who wish to be considered as a LEA have the option of joining a multi-district SELPA or a charter-only SELPA. Charter schools that opt for LEA status within a multi-district or charter-only SELPA assume legal responsibility for ensuring that children with disabilities receive special education and related services to which they are entitled under federal law. DMCS is a charter-only SELPA. Charter LEAs across the state of

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California who are members of the DMCS typically operate their own special education services by either hiring or contracting with qualified staff. Some Charter LEAs seek economies of scale by forming special education service collaboratives outside of the traditional Charter SELPA structure, either with other charter schools or nearby LEAs.

Charter schools that seek LEA status and membership in a SELPA must notify their current SELPA and the CDE of their intended exit at least one full year before exiting. The charter school shall also ensure that agreements with its authorizer are conducive to membership in a new SELPA. The charter agreement and/or Memorandum of Understanding (MOU) should allow the charter school to seek LEA status and/or change SELPAs.

The DMCS Administrator (CAHELP CEO), in coordination with participating DMCS LEAs, including those that are out-of-geographic boundaries, implement the Local Plan including the coordination of interagency agreements. Interagency agreements are a mechanism for interagency coordination to ensure services required for Free Appropriate Public Education (FAPE) are provided to eligible children with disabilities. Interagency agreements provide information regarding agency roles, services for children, financial obligations, participating entities, and a process for resolving disagreements among parties to the agreement.

For Charter LEAs located outside of San Bernardino County, the Charter LEA will coordinate service agreements with the County in which the Charter LEA is located, to preserve consistency of procedure among agencies.

Additionally, Title 5 of the California Code of Regulations 3062 requires that a master contract shall be used by a charter LEA when effectuating formal agreements with certified nonpublic agencies and nonpublic schools (NPA/S). The master contract shall specify the administrative and financial agreements between the Charter LEA and the NPA/S. A continuum of placements and services must be available if needed by a child with a disability. The term of the master contract shall not exceed one year.

A MOU is an agreement established with the charter school and its authorizer regarding the format, frequency, and scope of oversight activities. While not required, a MOU between the authorizer and charter school may specify how various aspects related to the charter school's operations will be handled. Some authorizers provide extensive language to be included in the charter petition itself governing these items, others will rely on a separate MOU to provide for areas beyond those covered in the petition. A MOU could include a provision for the educational services for children with disabilities, delineating the entity responsible for providing special education instruction and related services and the process through which such compliance will be achieved. The MOU should describe any anticipated transfer of special education funds between the authorizer and the charter school, or the SELPA and the charter school.

When a child with a disability enrolls in the Charter LEA and he/she needs additional related services, the services will be the responsibility of the Charter LEA. The DMCS Administrator (CAHELP CEO) or designee will work collaboratively with the SELPA where the Charter LEA is located to contract with them or locate additional providers from the area. Clearly defined MOUs between the authorizer and the Charter LEA will help minimize and mitigate operational challenges for charter schools, authorizing entities, and the SELPA in which the

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charter LEA is located.

The DMCS as authorized by the California State Board of Education assists California Charter LEAs that have successfully completed the DMCS membership process and have signed an Agreement for Participation. Charter LEAs accepted into the DMCS are deemed LEAs pursuant to Education Code 47641 and are obligated to provide special education and related services to applying or enrolled students actually, or potentially entitled to services under applicable state and federal laws and regulations. The Agreement for Participation details the Charter LEA member, SBCOE, and the DMCS's mutual agreement for the provision of services under the Local Plan.

The DMCS endeavors that all children with disabilities attending Charter LEA members shall receive appropriate special education services, and that such special education programs and services shall be coordinated and operated in the DMCS in accordance with the approved policies and procedures defined in the Agreement for Participation.

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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)]

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)]

Policies governing the Desert Mountain Charter SELPA (DMCS) shall be adopted by the CAHELP JPA Governance Council and are included as part of the Local Plan. Input may be received from parents, staff (general and special education teachers), public and nonpublic agencies, and members of the public at large during the DMCS Executive Council, DMCS Steering/Finance Committee meetings, CAC, and/or the CAHELP JPA Governance Council meetings. Individuals wishing an opportunity to address any committee/council meeting on a particular agenda item, or have the committee/council consider a topic, are invited to complete a Request to Address the particular committee of interest.

The Local Plan is developed and updated by a committee of special education teachers, general education teachers, administrators and parents of students with disabilities. Each participating LEA, including those that are out of geographic boundaries, shall appoint representatives to the Community Advisory Committee (CAC) for the purpose of advising the CAHELP CEO regarding the development, amendment, and review of the Local Plan, recommending annual priorities to be addressed by the plan; assisting in parent education; encouraging community involvement; and fulfilling such responsibilities as designated in the Local Plan.

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]

The role of SBCOE is designated as the Responsible Local Agency (RLA) and Administrative Unit (AU) for the DMCS.

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The RLA shall be responsible for functions as specified under California Education Code 56195.1(c)(2) such as, but not limited to:

A. Responsibilities of the RLA

1. Receipt and distribution of regionalized services funds as approved by the CAHELP JPA Governance Council. An overall budget for all special education services and programs for the Special Education Local Plan Area shall be prepared under the direction of the CAHELP CEO. The DMCS Executive Council and DMCS Steering and Finance Committee shall also provide assistance in the development of the annual income and expenditure budgets for the DMCS. The budget shall be submitted to the CAHELP JPA Governance Council by the CAHELP CEO for review and approval;
2. Provision of administrative support;
3. Coordination and implementation of the DMCS Local Plan;
4. Receipt and distribution of special education funds to LEA accounts for the operation of special education programs and services according to the Special Education Funding Allocation Plan approved by the CAHELP, JPA Governance Council;
5. Receipt and distribution of special education funds to accounts exclusively designated for the DMCS use; and
6. The employment of staff as designated by the CAHELP JPA Governance Council to support DMCS functions.

The DMCS office is designated as the entity responsible for the administration of the Local Plan and assuring that the DMCS is in compliance with all applicable laws and regulations.

B. Selection, Employment, and Evaluation of the Charter SELPA Staff

The governing boards of each of the participating LEAs agree to invest in the CAHELP JPA Governance Council with the responsibility of designating an appropriate agency as the RLA for the administration of the Local Plan and its implementation. The boards assure that the CAHELP JPA Governance Council shall indemnify the need for and designate the positions necessary for the operation of the DMCS functions according to this Local Plan.

The CAHELP CEO shall be responsible for recommending the employment of DMCS personnel to carry out those functions described in the Local Plan.

The CAHELP JPA Governance Council shall be responsible for designating the staff to support the functioning of the DMCS. In reviewing and approving the DMCS budgets on an annual basis, the CAHELP JPA Governance Council designates the staffing for the DMCS office upon recommendation of the CAHELP CEO.

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DMCS staff shall be employed by the RLA and supervised by the CAHELP CEO according to the RLA's policy and practices. The CAHELP CEO shall use a selection process that is in accordance with the law and personnel policies of the RLA.

DMCS employed personnel shall be subject to the administrative procedures and policies in operation with the SBCOE including but not limited to, hiring, supervision, evaluation, and discipline. In addition, contract negotiations shall follow County established procedures for all applicable DMCS employed personnel.

C. CAHELP CEO

The fundamental role of the CAHELP CEO is to provide leadership and facilitate decision making processes regarding the implementation of the Local Plan. The CAHELP CEO's role includes the provision of information, specific services identified by the CAHELP JPA Governance Council, technical assistance, leadership, and arbitration. It is the CAHELP CEO's responsibility to represent the interest of the DMCS as a whole without promoting any particular LEA's interest over the interest of any other agency. In the event there are differences of opinions and/or positions on issues, it is the CAHELP CEO's responsibility to mediate a reasonable resolution of the issue(s).

The CAHELP JPA Governance Council shall be responsible for the selection, direction, discipline, and evaluation of the CAHELP CEO. The CAHELP JPA Governance Council shall be assisted in the hiring and selection process by the RLA.

The CAHELP CEO is subject to the RLA's policies and procedures for day-to-day operations. The role of SBCOE is designated as the Responsible Local Agency (RLA) and Administrative Unit (AU) for the DMCS.

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)]

The LEAs within the DMCS join together pursuant to Sections 56140 and 56195 of the California Education Code to adopt a plan to assure access to special education and services for all eligible individuals with disabilities participating in education within our DMCS jurisdiction. In adopting the Local Plan, each participating agency agrees to carry out the duties and responsibilities assigned to it within the plan. Participating LEAs may enter into additional contractual arrangements to meet the requirement of applicable federal and state law.

In adopting the Local Plan, each participating local education agency agrees to carry out the duties and responsibilities assigned to it within the plan. Each agency shall provide special education and services to all eligible students attending their charter schools. In addition,

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each agency shall cooperate to the maximum extent possible with other agencies to serve individuals with disabilities who cannot be served in the LEA of residence programs. Such cooperation ensures that a range of program options is available throughout the DMCS. Any participating LEA may provide for the education of special education students in special education programs maintained by other districts or counties and may include with the special education program students who reside in other districts or counties.

Pursuant to the provisions of Education Code Sections 56000 et seq., the DMCS shall plan, facilitate, implement, and administer the activities of the DMCS as approved by the State Board of Education, and shall perform those services as required to accomplish the elements set forth in the plan as well as those required by state and federal law. Those services include, but are not limited to the following:

1. Coordinate community and state agency resources with those provided by Participating LEAs and the RLA, including initiation of such contractual agreements as may be required. Each LEA of special education accountability is responsible for the students within their jurisdiction. There are no additional contractual agreements that supersede education code.

10. For multi-LEA local plans, specify:

1. The responsibilities of each participating COE and LEA governing board in the policymaking process: [EC 56205(a)(12)(D)(i)]

Education Code 56200(c)(2) requires that the Local Plan “specify the responsibilities of each participating county office and district governing board in the policy-making process, the responsibilities of the Superintendent of each participating LEA and county in the implementation of the Local Plan, and the responsibilities of the LEA and county administrators of special education in coordinating the administration of the plan.” In accordance with this provision, the DMCS has developed the following governance structure, policy development, and approval process.

The governing board for each Charter LEA and the San Bernardino County Superintendent approves the Agreement for Participation and the Local Plan for Special Education. As described within those documents, the Boards of Directors of the Charter LEAs delegate the administrative policy-making process and procedures for carrying out that responsibility to the governance structure of the DMCS.

2. The responsibilities of the superintendents of each participating LEA and COE in the implementation of the local plan: [EC 56205(a)(12)(D)(i)]

The CAHELP JPA Governance Council and the DMCS Executive Council, with direction from the LEA governing boards, shall be responsible for the following areas of Local Plan administration and shall act to:

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1. Establish operational procedures and make decisions on any matters regarding implementation, administration, and operation of special education programs in accordance with the Local Plan;
2. Review and approve all DMCS policies, procedures, standards and guidelines;
3. Review, approve, and monitor the allocation of special education funds to LEAs through the Annual Budget Plan process;
4. Review, approve, and monitor all budgets assigned to the DMCS office;
5. Provide leadership to the DMCS regarding the development, revision, implementation, and review of the Local Plan;
6. Select and recommend to the Superintendent of the RLA, a qualified candidate to be employed as the CAHEP CEO;
7. Evaluate the performance of the CAHELP CEO;
8. Determine and provide direction related to the personnel, program, and service requirements necessary for the implementation of the Local Plan and allocation of special education funds;
9. Meet as often as necessary during the year to implement the business of the DMCS and to provide the necessary direction and guidance to the CAHELP CEO;
10. Provide direction, consultation, and technical assistance to the LEAs and the Superintendent of the RLA;
11. Provide a consistent forum to develop, review, and approve policy recommendations, which are submitted to the CAHELP JPA Governance Council for consideration;
12. Approve interagency agreements;
13. Designate participants for the DMCS Steering and Finance Committee;
14. Establish and promote a Community Advisory Committee (CAC);
15. Receive recommendations from the DMCS Executive Council, CAC, DMCS Steering and Finance Committee, LEA boards, and other interested agencies and individuals;
16. Decide disputes, if any, between participating LEAs that arise concerning special education related matters or related to the interpretation of the Local Plan and other agreements or policies between or among the LEAs;
17. Annually evaluate the Local Plan implementation and operations; and
18. Undertake such additional activities as permitted under the JPA Agreement and Bylaws, California law, and the Local Plan.

AB1808 requires each LEA, in developing a local plan, to cooperate with the county office of education to assure that the local plan is compatible with the local control and accountability plans adopted for the school district and the county board of education. The bill would require, commencing July 1, 2020, a special education local plan area to review its local plan at least once every three years and update as needed to ensure information contained within the plan remains relevant and accurate.

AB1808 requires the superintendent or other chief administrator of a LEA to post on the Internet Web site of the local education agency any local plan, annual

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budget plan, annual service plan, and annual assurances support plan upon approval of the special education local plan area, and any updates or revisions to the plans upon approval of the special education local plan area.

AB1808 requires a county superintendent of schools to post any local plan, annual budget plan, and annual assurances support plan upon approval of the county office of education, and all local plans submitted by special education local plan areas in the county, on the Internet Web site of the county office of education.

3. The responsibilities of district and county administrators of special education in coordinating the administration of the local plan: [EC 56205(a)(12)(D)(i)]

Charter LEAs, in adopting the completed Local Plan, agree to carry out the duties and responsibilities assigned within the plan, or which may be designated at a later date through agreement of the participating charter LEAs. Participating charter LEAs may also enter into additional contractual arrangements to meet the requirements of applicable federal and state law.

Each charter LEA shall ensure that children with disabilities are educated with children who are non-disabled to the maximum extent appropriate. Removal of children with disabilities from the general educational environment shall occur only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. It is recognized, however, that some students have educational needs so unique that it is not possible to meet those needs within their charter LEA. As a result, some students will need to receive services from other LEAs within the DMCS, or through additional contractual arrangements with LEAs outside of the DMCS. Each charter LEA shall cooperate to the maximum extent possible with other agencies to serve individuals with disabilities who cannot be served in the LEA of enrollment. Such cooperation ensures that a range of program options is available through the DMCS.

Each charter LEA is responsible to participate in regular meetings of the Desert Mountain Charter Executive Council, Steering and Finance Committee, CAC and CAHELP JPA Governance Council to ensure the administration of the Local Plan.

SELPA Program Specialists provide services to each of our LEAs including but not limited to:

1. Observe, consult with, and assist, in accordance with LEA procedures, special education teachers and support staff.
2. Utilize evidence-based data to plan programs, coordinate curricular resources and share in the evaluation of the effectiveness of programs for students with disabilities.
3. Assist with LEA staff development, program development and innovation of special methods and approaches.

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4. Provide coordination, consultation, and program development in one or more specialized areas of expertise.
5. Upon request, participate in and/or conduct IEP team meetings where technical assistance is needed.
6. Assist in mediation, due process hearings and compliance proceedings by providing expertise in knowledge of special education law and regulations as well as programs and appropriate interventions available through the DMCS.
7. Assist in developing training for parents and members of the Community Advisory Committee.
8. Provide professional development and technical assistance for general and special education teachers, administrators, support staff and parents.
9. Assist as a liaison to various community agencies such as the San Bernardino County Department of Behavioral Health, Department of Rehabilitation, Inland Regional Center, California Children's Services, and the Probation Department.
10. Conduct nonpublic school visitations to verify students are making appropriate educational progress in accordance with the IEP.
11. Coordinate the assessment of student needs for assistive technology or specialized in the least restrictive environment.
12. Direct instructional support.

11. Identify the respective roles of the RLA/AU, the SELPA administrator, and the individual LEAs associated with the SELPA related to:

- 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)]

The role of SBCOE is designated as the Responsible Local Agency (RLA) and Administrative Unit (AU) for the DMCS.

A. Responsibilities of the RLA

The RLA shall be responsible for functions as specified under California Education Code 56195.1(c)(2) such as, but not limited to:

1. Receipt and distribution of regionalized services funds as approved by the CAHELP JPA Governance Council. An overall budget for all special education services and programs for the Special Education Local Plan Area shall be prepared under the direction of the CAHELP CEO. The DMCS Executive Council and DMCS Steering and Finance Committee shall also provide assistance in the development of the annual income and expenditure budgets for the DMCS. The budget shall be submitted to the CAHELP JPA Governance Council by the CAHELP CEO for review and approval;
2. Provision of administrative support;
3. Coordination and implementation of the Local Plan;
4. Receipt and distribution of special education funds to LEA accounts for the operation of special education programs and services according to the Special Education Funding Allocation Plan approved by the CAHELP JPA Governance Council;
5. Receipt and distribution of special education funds to accounts exclusively designated for the DMCS use; and
6. The employment of staff as designated by the CAHELP JPA Governance Council to support the DMCS functions.

The DMCS office is designated as the entity responsible for the administration of the Local Plan and assuring that the DMCS is in compliance with all applicable laws and regulations.

B. Selection, Employment, and Evaluation of the SELPA Staff

The governing boards of each of the participating LEAs agree to invest in the CAHELP JPA Governance Council with the responsibility of designating an appropriate agency as the RLA for the administration of the Local Plan and its implementation. The boards assure that the CAHELP JPA Governance Council shall indemnify the need for and designate the positions necessary for the operation of the DMCS functions according to this Local Plan.

The CAHELP CEO shall be responsible for recommending the employment of DMCS personnel to carry out those functions described in the Local Plan.

The CAHELP JPA Governance Council shall be responsible for designating the staff to support the functioning of the DMCS. In reviewing and approving the DMCS

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budgets on an annual basis, the CAHELP, JPA Governance Council designates the staffing for the DMCS office upon recommendation of the CAHELP CEO. DMCS staff shall be employed by the RLA and supervised by the CAHELP CEO according to the RLA's policy and practices. The CAHELP CEO shall use a selection process that is in

accordance with the law and personnel policies of the RLA. DMCS employed personnel shall be subject to the administrative procedures and policies in operation with SBCOE including but not limited to, hiring, supervision, evaluation, and discipline. In addition, contract negotiations shall follow County established procedures for all applicable DMCS employed personnel.

C. CAHELP CEO

The fundamental role of the CAHELP CEO is to provide leadership and facilitate decision making processes regarding the implementation of the Local Plan. The CAHELP CEO's role includes the provision of information, specific services identified by the CAHELP JPA Governance Council, technical assistance, leadership, and arbitration. It is the CAHELP CEO's responsibility to represent the interest of the DMCS as a whole without promoting any particular LEA's interest over the interest of any other agency. In the event there are differences of opinions and/or positions on issues, it is the CAHELP CEO's responsibility to mediate a reasonable resolution of the issue(s).

The CAHELP JPA Governance Council shall be responsible for the selection, direction, discipline, and evaluation of the CAHELP CEO. The CAHELP JPA Governance Council shall be assisted in the hiring and selection process by the RLA. The CAHELP CEO is subject to the RLA's policies and procedures for day-to-day operations. The role of SBCOE is designated as the Responsible Local Agency (RLA) and Administrative Unit (AU) for the DMCS

- 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)]

All federal and state special education funds shall be allocated to the DMCS AU for distribution to LEAs according to an approved special education funding allocation plan. Any changes to the allocation plan of federal and state special education funds shall be made by the CAHELP JPA Governance Council as permitted under the JPA Agreement and Bylaws, and California and federal law.

1. Responsibilities for Distribution of Federal and State Funds

The governing boards of the LEAs participating in the DMCS have agreed that students with disabilities will be provided with appropriate special education services. The CAHELP, JPA Governance Council has been designated the authority to determine the distribution of all federal and state special education funds in order for LEAs to carry out their responsibilities. The AU shall be responsible for the distribution of funds according to an approved special education funding allocation plan. The CAHELP CEO is responsible to ensure the funds are distributed in accordance with the funding allocation plan.

The DMCS Executive Council and DMCS Steering and Finance Committee shall participate in the development of the Annual Budget Plan for review and approval by the CAHELP JPA Governance Council. The Annual Budget Plan shall be distributed to LEAs and the CAC upon approval by the CAHELP JPA Governance Council.

State and federal funds are deposited from the San Bernardino County Treasury into the

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County School Service Fund (AU), unless otherwise directed by the CAHELP JPA Governance Council. The DMCS provides an annual allocation plan to SBCOE for distribution of state and federal funds to the LEAs according to the approved schedule of disbursement.

c. The operation of special education programs: [EC 56205(a)(12)(D)(ii)(III)]

The function of the DMCS and participating LEAs is to provide quality educational programs and services appropriate to the needs of each eligible student with a disability who is enrolled within the DMCS. The Responsible Local Agency (RLA) Superintendent, and CEOs of the LEA Charters are responsible for the management and supervision of all special education program operations within the DMCS. All such programs are to be operated in a manner consistent with the funding provision of the California Education Code, the Individuals with Disabilities Education Act (IDEA), other applicable laws, and DMCS policies and procedures. The DMCS will provide technical assistance in ensuring the Charter LEAs have support necessary to fulfill their legal obligations under California Education Code, the Individuals with Education Act (IDEA), other applicable laws, and DMCS policies and procedures.

d. Monitoring the appropriate use of federal, state, and local funds allocated for special education programs: [EC 56205(a)(12)(D)(ii)(IV)]

Funds allocated for special education programs shall be used for services to students with disabilities. Federal funds under Part B of IDEA may be used for the following activities:

1. For the costs of special education and related services and supplementary aids and services provided in a regular class or other education-related setting to a student with a disability in accordance with the IEP for the child, even if one or more non disabled children benefit from these services.
2. To develop and implement a fully integrated and coordinated services system. The CAHELP CEO, with the assistance of the DMCS Executive Council, DMCS Steering and Finance Committee, and the AU shall be responsible to monitor on an annual basis the appropriate use of all funds allocated for special education programs. Final determination and action regarding the appropriate use of special education funds shall be made by the CAHELP JPA Governance Council through the Annual Budget Plan process.

The DMCS monitors the distribution and appropriate use of funds and shares this information with the DMCS Executive Council and DMCS Steering and Finance Committee. When necessary, meetings are held with individual LEAs for the purpose of monitoring funds. The DMCS is responsible for the preparation of program and fiscal reports requested by the State.

The CAHELP CEO shall be permitted to monitor the LEAs special education program implementation to ensure compliance in all areas including finance, service delivery, and legal requirements. If the CAHELP CEO or designee determines that an LEA is not compliant and/or not operating in a fiscally responsible manner, the CAHELP CEO may require that the

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responsibility for resulting costs be borne by the LEA or take such other action as may be required to remedy the matter. The LEA will have the right to appeal any such determination to the CAHELP JPA Governance Council. The decision of the CAHELP JPA Governance Council shall be final.

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]

Both state and federal law provide that students with disabilities are entitled to a free appropriate public education (FAPE) that includes special education and related services to meet their unique needs in the least restrictive environment (LRE). Each DMCS member must ensure that all children served under their jurisdiction who have disabilities, regardless of the severity of their disability, and who are in need of special education and related services are identified, located, evaluated, and served. Therefore, a full continuum of services are available within the DMCS.

Due to the large geographical area of the DMCS, the Local Plan provides funding per the DMCS Fiscal Allocation Plan to the member LEAs so they may appropriately provide for all students with special education needs attending their schools.

The CAHELP, JPA Governance Council has indicated its strong preference for a decentralized structure that would keep as many children as possible appropriately served in their LEA of enrollment. It is felt that only when there is convincing evidence that a service is more economically feasible on a regional level would service be provided outside of the local LEAs. Leaving most programs with local LEAs will ensure their responsiveness to local interests and values; minimize transportation; encourage inclusion; and reduce duplication of administrative and service costs.

Policies, Procedures, and Programs

Pursuant to *EC* sections 56122 and 56205(a), the SELPA ensures conformity with Title 20 *United States Code (USC)* and in accordance with Title 34 *Code of Federal Regulations (CFR)* Section 300.201 and has in effect policies, procedures, and programs. For each of the following 23 areas, identify whether or not, each of the following provisions of law are adopted as stated. If the policy is not adopted as stated, briefly describe the SELPA's policy for the given area. In all cases, provide the SELPA policy and procedure numbers (if applicable. Leave blank if not applicable); the document title; and the physical location where the policy can be found.

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1. Free Appropriate Public Education: 20 USC Section 1412(a)(1); EC 56205(a)(1)

Policy/Procedure Number:

Document Location:

"It shall be the policy of this LEA that a free appropriate public education is available to all children with disabilities residing in the LEA between the ages of 3 and 21, inclusive, including children with disabilities who have been suspended or expelled from school." The policy is adopted by the SELPA as stated:

Yes No

2. Full Educational Opportunity: 20 USC Section 1412(a)(2); EC 56205(a)(2)

Policy/Procedure Number:

Document Location:

"It shall be the policy of this LEA that all children with disabilities have access to educational programs, non-academic programs, and services available to non-disabled children." The policy is adopted by the SELPA as stated:

Yes No

3. Child Find: 20 USC Section 1412(a)(3); EC 56205(a)(3)

Policy/Procedure Number:

Document Location:

"It shall be the policy of this LEA that all children with disabilities residing in the State, including children

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with disabilities who are homeless or are wards of the State and children with disabilities attending private schools, regardless of the severity of their disabilities, who are in need of special education and related services, are identified, located, and evaluated. A practical method has been developed and implemented to determine which children with disabilities are currently receiving needed special education and related services." The policy is adopted by the SELPA as stated:

Yes No

4. Individualized Education Program (IEP) and Individualized Family Service Plan (IFSP): 20 USC Section 1412(a)(4); EC 56205(a)(4)

Policy/Procedure Number:

Document Location:

"It shall be the policy of this LEA that an IEP, or an IFSP that meets the requirements of 20 USC Section 1436 (d), is developed, implemented, reviewed, and revised for each child with a disability who requires special education and related services in accordance with 20 USC Section 1414 (d). It shall be the policy of this LEA that an IEP will be conducted on at least an annual basis to review a student's progress and make appropriate revisions." The policy is adopted by the SELPA as stated:

Yes No

5. Least Restrictive Environment: USC Section 1412(a)(5); EC 56205(a)(5)

Policy/Procedure Number:

Document Location:

"It shall be the policy of this LEA that to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled. Special classes, separate schooling, or other removal of children with disabilities from the general educational environment, occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and

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services cannot be achieved satisfactorily." The policy is adopted by the SELPA as stated:

Yes No

6. Procedural Safeguards: 20 USC Section 1412(a)(6); EC 56205(a)(6)

Policy/Procedure Number:

Document Location:

"It shall be the policy of this SELPA that children with disabilities and their parents shall be afforded all procedural safeguards according to state and federal laws and regulations." The policy is adopted by the SELPA as stated:

Yes No

7. Evaluation: 20 USC Section 1412(a)(7); EC 56205(a)(7)

Policy/Procedure Number:

Document Location:

"It shall be the policy of this SELPA that a reassessment of a child with a disability shall be conducted at least once every three years or more frequently, if appropriate." The policy is adopted by the SELPA as stated:

Yes No

8. Confidentiality: 20 USC Section 1412(a)(8); EC 56205(a)(8)

Policy/Procedure Number:

Document Location:

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"It shall be the policy of this LEA that the confidentiality of personally identifiable data, information, and records maintained by the LEA relating to children with disabilities and their parents and families shall be protected pursuant to the Family Educational Rights and Privacy Act, non-academic programs, and services available to non-disabled children." The policy is adopted by the SELPA as stated:

Yes No

9. Part C to Part B Transition: 20 USC Section 1412(a)(9); EC 56205(a)(9)

Policy/Procedure Number:

Document Location:

"It shall be the policy of this LEA that children participating in early intervention programs under the Individuals with Disabilities Education Act (IDEA), Part C, and who will participate in preschool programs, experience a smooth and effective transition to preschool programs in a manner consistent with 20 USC Section 1437(a)(9). The transition process shall begin prior to the child's third birthday." The policy is adopted by the SELPA as stated:

Yes No

10. Private Schools: 20 USC Section 1412(a)(10); EC 56205(a)(10)

Policy/Procedure Number: Document Location:

"It shall be the policy of this LEA to assure that children with disabilities voluntarily enrolled by their parents in private schools shall receive appropriate special education and related services pursuant to LEA coordinated procedures. The proportionate amount of federal funds will be allocated for the purpose of providing special education services to children with disabilities voluntarily enrolled in private school by their parents." The policy is adopted by the SELPA as stated:

Yes No

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11. Local Compliance Assurances: 20 USC Section 1412(a)(11); EC 56205(a)(11)

Policy/Procedure Number:

Document Location:

"It shall be the policy of this LEA that the local plan shall be adopted by the appropriate local board(s) (district/county) and is the basis for the operation and administration of special education programs, and that the agency(ies) herein represented will meet all applicable requirements of state and federal laws and regulations, including compliance with the IDEA; the Federal Rehabilitation Act of 1973, Section 504 of Public Law; and the provisions of the California EC, Part 30." The policy is adopted by the SELPA as stated:

Yes No

12. Interagency: 20 USC Section 1412(a)(12); EC 56205(a)(12)(D)(iii)

Policy/Procedure Number:

Document Location:

"It shall be the policy of this LEA that interagency agreements or other mechanisms for interagency coordination are in effect to ensure services required for free appropriate public education are provided, including the continuation of services during an interagency dispute resolution process." The policy is adopted by the SELPA as stated:

Yes No

13. Governance: 20 USC Section 1412(a)(13); EC 56205(a)(12)

Policy/Procedure Number:

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"It shall be the policy of this LEA to support and comply with the provisions of the governance bodies and any necessary administrative support to implement the local plan. A final determination that an LEA is not eligible for assistance under this part will not be made without first affording that LEA with reasonable notice and an opportunity for a hearing through the State Education Agency." The policy is adopted by the SELPA as stated:

Yes No

14. Personnel Qualifications; EC 56205(a)(13)

Policy/Procedure Number:

Document Location:

"It shall be the policy of this LEA to ensure that personnel providing special education related services are appropriately and adequately prepared and trained, and that those personnel have the content knowledge and skills to serve children with disabilities. This policy shall not be construed to create a right of action on behalf of an individual student for the failure of a particular LEA staff person to be highly qualified or to prevent a parent from filing a State complaint with the California Department of Education (CDE) about staff qualifications." The policy is adopted by the SELPA as stated:

Yes No

15. Performance Goals and Indicators: 20 USC Section 1412(a)(15); EC 56205(a)(14)

Policy/Procedure Number:

Document Location:

"It shall be the policy of this LEA to comply with the requirements of the performance goals and indicators developed by the CDE and provide data as required by the CDE." The policy is adopted by the SELPA as stated:

Yes No

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16. Participation in Assessments: 20 USC Section 1412(a)(16); EC 56205(a)(15)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that all students with disabilities shall participate in state and district-wide assessment programs described in 20 USC Subsection 6311. The IEP team determines how a student will access assessments with or without accommodations, or access alternate assessments where necessary and as indicated in their respective Reps.." The policy is adopted by the SELPA as stated:

Yes No

17. Supplementation of State, Local, and Federal Funds: 20 USC Section 1412(a)(17); EC 56205(a)(16)

Policy/Procedure Number:

Document Location:

Document Location:

"It shall be the policy of this LEA to provide assurances that funds received from Part B of the IDEA will be expended in accordance with the applicable provisions of the IDEA, and will be used to supplement and not to supplant state, local, and other federal funds." The policy is adopted by the SELPA as stated:

Yes No

18. Maintenance of Effort: 20 USC Section 1412(a)(18); EC 56205(a)(17)

Policy/Procedure Number:

Document Location:

Document Location:

"It shall be the policy of this LEA that federal funds will not be used to reduce the level of local funds

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and/or combined level of local and state funds expended for the education of children with disabilities except as provided in federal laws and regulations." The policy is adopted by the SELPA as stated:

Yes No

19. Public Participation: 20 USC Section 1412(a)(19); EC 56205(a)(18)

Policy/Procedure Number: Procedure Title:

Document Location:

"It shall be the policy of this LEA that public hearings, adequate notice of the hearings, and an opportunity for comments are available to the general public, including individuals with disabilities and parents of children with disabilities, and are held prior to the adoption of any policies and/or regulations needed to comply with Part B of the IDEA." The policy is adopted by the SELPA as stated:

Yes No

20. Suspension and Expulsion: 20 USC Section 1412(a)(22); EC 56205(a)(19)

Policy/Procedure Number: Section(s) A-J inclusive

Document Location:

"The LEA assures that data on suspension and expulsion rates will be provided in a manner prescribed by the CDE. When indicated by data analysis, the LEA further assures that policies, procedures, and practices related to the development and implementation of the IEPs will be revised." The policy is adopted by the SELPA as stated:

Yes No

21. Access to Instructional Materials: 20 USC Section 1412(a)(23); EC 56205(a)(20)

Policy/Procedure Number: Section B

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Document Location:

"It shall be the policy of this LEA to provide instructional materials to blind students or other students with print disabilities in a timely manner according to the state-adopted National Instructional Materials Accessibility Standard." The policy is adopted by the SELPA as stated:

Yes No

22. Over-identification and Disproportionality: 20 USC Section 1412(a)(24); EC 56205(a)(21)

Policy/Procedure Number:

Document Location:

"It shall be the policy of this LEA to prevent the inappropriate over-identification or disproportionate representation by race and ethnicity of children as children with disabilities." The policy is adopted by the SELPA as stated:

Yes No

23. Prohibition on Mandatory Medicine: 20 USC Section 1412(a)(25); EC 56205(a)(22)

Policy/Procedure Number:

Document Location:

"It shall be the policy of this LEA to prohibit school personnel from requiring a student to obtain a prescription for a substance covered by the Controlled Substances Act as a condition of attending school or receiving a special education assessment and/or services." The policy is adopted by the SELPA as stated:

Yes No

Administration of Regionalized Operations and Services

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Pursuant to *EC* sections 56195.7(c), 56205(a)(12)(B), 56368, and 56836.23, describe the regionalized operation and service functions. Descriptions must include an explanation of the respective roles of the RLA/AU, the SELPA administrator, and the individual LEAs associated with the SELPA. Information provided should include the document title and the location (e.g., SELPA office) for each function.”

1. Coordination of the SELPA and the implementation of the local plan:

Document Title:

Document Location:

Description:

2. Coordinated system of identification and assessment:

Document Title:

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Document Location:

Description:

3. Coordinated system of procedural safeguards:

Document Title:

Document Location:

Description:

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Executive Officer also assures procedural safeguards by providing technical assistance and guidance on forms and procedures to Charter LEAs in the areas of assessment, identification, services and placement

Role of individual LEAs: The member Charter LEAs of the Desert Mountain SELPA provide procedural safeguards to parents consistent with the education code, assist parents with understanding them, and ensures that they are implemented. The Charter LEAs assist parents with filing complaints with the Office of Administrative Hearings when requested.

4. Coordinated system of staff development and parent and guardian education:

Document Title:

Document Location:

Description:

Direct instructional support provided by program specialist: The program specialists of the Desert Mountain Charter SELPA provide staff development, program development, and innovation of special methods and approaches for SELPA and Regional members as well as parents and community.

Respective roles of the RLA/ AU: Not Applicable.

Role of the Chief Executive Officer: Regularly, the SELPA Chief Executive Officer collects input from the member Charter LEA special education directors and other staff members to determine staff development needs. The SELPA Chief Executive Officer provides oversight in the development and provision of needed staff development and supports. On an annual basis, the Desert Mountain SELPA/Desert Mountain Charter SELPA Community Advisory Committee (CAC) provides input on parent/guardian education needs. The SELPA Chief Executive Officer provides oversight in the development and provision of identified parent and guardian education.

Role of individual LEAs: The member Charter LEAs of the Desert Mountain Charter SELPA determine their staff development and parent/guardian education, based on their local needs, meeting with SELPA staff to plan. They may seek technical assistance or input from the SELPA. They ensure the use of resources for employees to participate in staff development.

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5. Coordinated system of curriculum development and alignment with the core curriculum:

Document Title:

Document Location:

Description:

Direct instructional support provided by program specialist: The program specialists of the Desert Mountain Charter SELPA identify and coordinate curricular resources for students with disabilities.

Respective roles of the RLA/ AU: Not applicable.

Role of the Chief Executive Officer: The SELPA Chief Executive Officer provides technical assistance and staff development, as requested or determined appropriate, to assure a coordinated system of curriculum development and alignment with the state standards and core curriculum.

Role of individual LEAs: The member Charter LEAs of the Desert Mountain Charter SELPA determine their needs for curriculum development and alignment with state standards and core curriculum, based on their local needs.

6. Coordinated system internal program review, evaluation of the effectiveness of the local plan, and implementation of the local plan accountability system:

Document Title:

Document Location:

Direct instructional support provided by program specialist: When requested, the program specialist of the Desert Mountain Charter SELPA evaluate the effectiveness of programs for students with disabilities

Respective roles of the RLA/ AU: SBCSS assures a coordinated system of internal program review, evaluation of effectiveness of the local plan, and implementation of the local plan accountability system by accepting regionalized services and program specialist funds and the

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Description:

responsibilities that accompany them to monitor the funding of the operations of the Desert Mountain Charter SELPA.

Role of the Chief Executive Officer: The SELPA Chief Executive Officer ensures the Local Plan is reviewed and evaluated on an ongoing basis to determine the effectiveness of its implementation. The SELPA Chief Executive Officer ensures the submission annually of all information required by CDE, in this effort, including statistical data, program information, and fiscal information related to programs and services for pupils with disabilities. The SELPA Chief Executive Officer supports member Charter LEAs in the collection of data related to compliance, due process procedures, availability of services, and key performance indicators, as needed.

Role of individual LEAs: The member Charter LEAs of the Desert Mountain SELPA individually review and monitor Annual Performance Reports, the California School Dashboard, and other data sources to ensure students with disabilities receive a free and appropriate public education. Individual Charter LEAs will also engage in monitoring activities as required by the CDE.

7. Coordinated system of data collection and management:

Document Title:

Document Location:

Description:

Direct instructional support provided by program specialist: Not applicable.

Respective roles of the RLA/ AU: Not applicable

Role of the Chief Executive Officer: The SELPA Chief Executive Officer approves and certifies the California Longitudinal Assessment and Pupil Data System (CALPADS) submission of each member Charter LEA as required by the California Department of Education. The SELPA provides technical assistance and training to Charter LEAs in data collection and management.

Role of individual LEAs: The member districts of the Desert Mountain Charter SELPA LEAs are responsible for data entry, quality and integrity. The Charter LEAs approve and certify the California

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8. Coordination of interagency agreements:

Document Title:

Document Location:

Description:

9. Coordination of services to medical facilities:

Document Title:

Document Location:

Description:

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designated Charter LEAs.

Role of individual LEAs: Individuals with exceptional needs who are placed in a public hospital, state licensed children's hospital, psychiatric hospital, proprietary hospital, or a health facility for medical purposes are the educational responsibility of the Desert Mountain Charter SELPA member LEA in which the hospital or facility is located.

10. Coordination of services to licensed children's institutions and foster family homes:

Document Title:

Document Location:

Description:

Direct instructional support provided by program specialist: The program specialists of the Desert Mountain Charter SELPA when requested provide technical assistance to assure pupils have a full educational opportunity regardless of the Charter LEA of special education accountability.

Respective roles of the RLA/ AU: SBCSS assures the coordination of services to licensed children's institutions and foster family homes by accepting regionalized services and program specialist funds and the responsibilities that accompany them to oversee the funding operations of the Desert Mountain Charter SELPA.

Role of the Chief Executive Officer: The SELPA Chief Executive Officer facilitates the coordination of services to licensed children's institutions and foster family homes.

Role of individual LEAs: Special education services for students with disabilities residing in foster family homes or licensed children's institutions are the responsibility of the member Charter LEA of the Desert Mountain Charter SELPA in which the foster family home or the licensed children's institution is located, unless based on education code there is another district of special education accountability which would be responsible

11. Preparation and transmission of required special education local plan area reports:

Document Title:

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Document Location:

Description:

Direct instructional support provided by program specialist: Not applicable.

Respective roles of the RLA/ AU: SBCSS assures the preparation and transmission of required special education local plan area reports by accepting regionalized services and program specialist funds and the responsibilities that accompany them to oversee the funding operations of the Desert Mountain Charter SELPA.

Role of the Chief Executive Officer: The SELPA Chief Executive Officer ensures timely transmission of required reports and provides technical assistance to Charter LEAs in completing reports.

Role of individual LEAs: The member LEAs of the Desert Mountain Charter SELPA, individually, submit required data in order for the SELPA to submit timely reports.

12. Fiscal and logistical support of the CAC:

Document Title:

Document Location:

Description:

Direct instructional support provided by program specialist: The program specialist of the Desert Mountain Charter SELPA provide training and logistical support to the CAC.

Respective roles of the RLA/ AU: Not Applicable

Role of the Chief Executive Officer: The SELPA Chief Executive Officer ensures fiscal and logistical support for CAC meetings, events, and trainings.

Role of individual LEAs: The superintendents of the Desert Mountain SELPA and Desert Mountain Charter member LEAs through the CAHELP Governance Board ensure the SELPA has sufficient resources to provide fiscal and logistical support for the CAC. Special Education Directors of the Desert Mountain Charter SELPA member districts facilitate communication with their CAC representative(s) for this

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13. Coordination of transportation services for individuals with exceptional needs:

Document Title:

Document Location:

Description:

Direct instructional support provided by program specialist: Not Applicable

Respective roles of the RLA/ AU: SBCSS assures the coordination of transportation services for individuals with exceptional needs by accepting regionalized services and program specialist funds and the responsibilities that accompany them to oversee and monitor the funding operations for the Desert Mountain Charter SELPA.

Role of the Chief Executive Officer: The SELPA Chief Executive Officer provides guidance and technical assistance, as requested, in addressing questions regarding the provision of transportation services for individuals with exceptional needs.

Role of individual LEAs: Each member Charter LEA of the Desert Mountain Charter SELPA is responsible for providing transportation for their students with disabilities as determined by their IEP teams

14. Coordination of career and vocational education and transition services:

Document Title:

Document Location:

Direct instructional support provided by program specialist: The program specialists in addition to the Career Technical Education team of the Desert Mountain Charter SELPA provide staff development, program development, and innovation of special methods and approaches to Charter LEA members for the provision of career and technical education and transition services.

Respective roles of the RLA/ AU: SBCSS assures the coordination of career and vocational education and transition services by accepting

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Description:

regionalized services, CTE grants, program specialist funds and the responsibilities that accompany them to assist the operations of the Desert Mountain Charter SELPA

Role of the Chief Executive Officer: The SELPA Chief Executive Officer provides technical assistance and oversight of staff development to Charter LEA members for the provision of career and technical education and transition services. The SELPA Chief Executive Officer ensures appropriate interagency agreements are in place and facilitates connections to agencies, as appropriate.

Role of individual LEAs: Each member LEA of the Desert Mountain SELPA provides appropriate career and vocational education and transition services as required under state and federal law.

15. Assurance of full educational opportunity:

Document Title:

Document Location:

Description:

Direct instructional support provided by program specialist: The program specialists of the Desert Mountain Charter SELPA provide technical assistance to assure pupils have a full educational opportunity regardless of the district of special education accountability.

Respective roles of the RLA/ AU: Not applicable

Role of the Chief Executive Officer: The SELPA Chief Executive Officer ensures a full continuum of services is available and provided. The SELPA Chief Executive Officer assists with Inter-SELPA Transfers, as needed. Additionally, the SELPA Chief Executive Officer provides program development and technical assistance upon request or as determined to be needed by the SELPA to member districts and/or nonpublic schools.

Role of individual LEAs: Each member LEA of the Desert Mountain Charter SELPA, through their representative to the CAHELP Governance Board determines the regional programs needed to meet the needs of the students with disabilities within the SELPA. Additionally, each member LEA of the Desert Mountain Charter SELPA is responsible for providing a full continuum of services.

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16. Fiscal administration and the allocation of state and federal funds pursuant to *EC* Section 56836.01—The SELPA Administrator's responsibility for the fiscal administration of the annual budget plan; the allocation of state and federal funds; and the reporting and accounting of special education funding.

Document Title:

Document Location:

Description:

17. Direct instructional program support that maybe provided by program specialists in accordance with *EC* Section 56368:

Document Title:

Document Location:

Description:

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Description:

responsibilities that accompany them to oversee the funding operations of the Desert Mountain Charter SELPA.

Role of the Chief Executive Officer: The SELPA Chief Executive Officer provides oversight in the provision of direct instructional support by programs specialists and provides technical assistance, as requested or determined appropriate.

Role of individual LEAs: The member Charter LEAs of the Desert Mountain Charter SELPA determine their needs for instructional program support and request support from the Desert Mountain Charter SELPA.

Special Education Local Plan Area Services

1. A description of programs for early childhood special education from birth through five years of age:

Document Title:

Document Location:

Description:

2. A description of the method by which members of the public, including parents or guardians of individuals with exceptional needs who are receiving services under the local plan, may address questions or concerns to the SELPA governing body or individual administrator:

Document Title:

Document Location:

Local Plan and DMCS Policies and Procedures

It shall be the policy of the Charter Special Education Local Plan Area (SELPA) that public hearings, adequate notices of the hearings, and an opportunity for comment available to the general public, including individuals with disabilities and parents of children with disabilities, are held prior to the adoption of any policies and/or regulations needed to comply with Part B of the Individuals with Disabilities Education Act (IDEA). Per the Charter SELPA Local Plan, the California Association of

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Description:

Health and Education Linked Professions, Joint Powers Authority (CAHELP JPA) Governance Council is responsible for approval of policy for special education programs and services that relate to the Charter SELPA. Policies governing the Charter SELPA are adopted by the CAHELP JPA and included as part of the Local Plan. Input may be received from parents, staff, public and nonpublic agencies, and members of the public at large. It is the practice that policies are presented to the Charter SELPA Executive Council for review then brought back for revision, if recommended, then presented to the CAHELP JPA Governance Council for review and final approval and adoption. Charter Local Education Agencies (LEAs) will have the policies available for review and comment by the public, parents of children with disabilities, or individuals with disabilities.

3. A description of a dispute resolution process, including mediation and final and binding arbitration to resolve disputes over the distribution of funding, the responsibility for service provision, and the other governance activities specified within the local plan:

Document Title:

Document Location:

Description:

A. In the event of a dispute between a member agency and CAHELP JPA, the dispute shall be subject to binding arbitration and all parties shall be bound by the findings and decision of the Arbitrator(s). All disputes shall be subject to binding arbitration including, but not limited to, any disputes arising between CAHELP JPA and any member agency concerning the Joint Powers Agreement, the Bylaws, any programs, or in any way involving or relating to the operations, management and activities of CAHELP JPA and/or the right, duties or obligations of the member agency.

B. The binding arbitration shall be conducted by JAMS, before a single arbitrator from JAMS, unless otherwise agreed between CAHELP JPA and the member agency, and shall be conducted by and under the operative rules and procedures of JAMS.

C. Regardless of the outcome of the arbitration, CAHELP JPA and the member agency shall share equally in the costs of the arbitration and in the compensation of the arbitrator, provided that the arbitrator shall have discretion to award fees and costs to the extent the arbitrator finds any claim or defense to have been presented without an objective and reasonable basis, or to the extent the arbitrator determines that a party engaged in conduct which resulted in unnecessary legal fees and costs.

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D. The arbitrator shall consider CAHELP JPA as a governmental agency and risk sharing organization, and the parties relationship as an honorable one and neither a contract of adhesion or otherwise as an agreement between parties with adverse interests. The arbitrator shall seek to enforce the terms of the parties' agreements and the intentions of the parties at the time of entering into those agreements, in a fair and objective manner.
E. A judgment based on the decision of the arbitrator may be entered in any court having jurisdiction upon the request of the member agency or CAHELP JPA.

4. A description of the process being used to ensure a student is referred for special education instruction and services only after the resources of the regular education program have been considered and, where appropriate, utilized:

Document Title:

DMCS Chapter 1: Identification and Referral of Individuals for Special Education
DMCS Chapter 9: Behavioral Interventions and Supports for Students with Disabilities

Document Location:

Desert Mountain Charter SELPA Policy Manual

DMCS Policies and Procedures
Chapter 1 – Section A Child Find
It is the policy of the Charter SELPA that children with disabilities age six through 21 be actively sought and identified by the public schools. The child find process includes a section of the Charter Chapter 1 – Identification & Referral of Individuals for Special Education, Charter SELPA Page 3 As of 8/26/2021 Steering Committee Review LEA's annual notice to all parents that references the referral of children with disabilities. All children with disabilities and their parents are guaranteed their procedural safeguards with regard to identification, assessment, and placement in special education programs. School personnel, parents, outside agencies working with the child, guardians and/or surrogate parents who show legal documentation of educational rights may all serve as sources of referral for a child for possible identification as a child with a disability. Such identification procedures shall be coordinated with school site and Charter LEA procedures for referral of children with needs that cannot be met with modification of the general education instructional program.
Chapter 1: Section B - Referral for Evaluation for Special Education Services

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Description:

A child shall be referred for special education instruction and services only after the resources of the general education program have been considered and used where appropriate (Education Code § 56303). Education Code § 56329, provides that, when making a determination of eligibility for special education and related services, Charter LEAs shall not determine that a child is a child with a disability if the primary factor for such determination is a lack of appropriate instruction in reading, including the essential components of reading instruction pursuant to Title 20 of the United States Code § 6368 of the No Child Left Behind Act, lack of instruction in math, or limited English proficiency (LEP). California Education Code § 56301(d)(1). Each special education local plan area shall establish written policies and procedures pursuant to Section 56205 for use by its constituent local agencies for a continuous child find system that addresses the relationships among identification, screening, referral, assessment, planning, implementation, review, and the triennial assessment. The policies and procedures shall include, but need not be limited to, written notification of all parents of their rights under this chapter, and the procedure for initiating a referral for assessment to identify individuals with exceptional needs. All referrals for special education and related services from school staff shall include a brief reason for the referral and description of the general education program resources that were considered and/or modified for use with the child, and their effect (Title 5 of the California Code of Regulations § 3021).

5. A description of the process being used to oversee and evaluate placements in nonpublic, nonsectarian schools and the method of ensuring that all requirements of each student's individualized education program are being met. The description shall include a method for evaluating whether the student is making appropriate educational progress:

Document Title:

Document Location:

DMCS Policies and Procedures

Nonpublic, nonsectarian school and agency (NPS/NPA) services shall be available to children in the Desert Mountain Charter Special Education Local Plan Area (SELPA) when no appropriate public educational services are available within the Charter Local Education Agency (LEA), neighboring counties or SELPAs, or state special schools.

The Charter LEA Governing Board may approve the contract with state-

Section B: Governance and Administration

SELPA Desert Mountain Charter SELPA

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Description:

certified NPS/NPA to provide special education services or facilities when an appropriate public education program is not available. When entering into contracts with a NPS/NPA, the Charter LEA shall consider the needs of the individual child with a disability and the recommendations of the IEP team. The IEP team shall remain accountable for monitoring the progress of children placed in NPS/NPA programs towards the goals identified in each child's IEP. Nonpublic, nonsectarian school (NPS) services can be used when the resources available to the Charter LEA staff are not sufficient to adequately identify the child's needs. When a Charter LEA places a child with a disability with a NPS/NPA provider, the Charter LEA must verify through the Charter SELPA that the NPS/NPA provider is California Department of Education (CDE) certified. NPS/NPA must meet the following CDE standards:

- The agency has adequately trained personnel;
- The agency has appropriate facilities and equipment; and
- The agency meets health, fire, and safety standards.

The SELPA Program Manager for Compliance/Non-Public School Coordinator will annually monitor NPS' for compliance with the provisions set forth in Assembly Bill (AB) 1858. AB 1858 includes requirements for NPS' that provide special education and related services to children with disabilities residing in a Licensed Children's Institution (LCI) or in Foster Family Homes (FFH). Every attempt will be made to assure student progress so that a child may ultimately be able to return to some form of public school program. It is the Charter LEA's responsibility to monitor the progress of children placed in NPS programs. The SELPA Program Manager for Compliance shall act as a liaison between the Charter SELPA, the Charter LEA, and the NPS as needed.

Children with disabilities may be enrolled concurrently in both public and NPS services, provided one is the major enrollment and the other is supplemental. This determination will be made by the Charter LEA IEP team based upon the educational needs of the child and will be provided only when this arrangement best meets these needs.

The Charter LEA will consider nonpublic placement and/or services for all children who require such services in order to benefit from their educational program as determined by the IEP team. In order to ensure that the child is being provided such a program within the Least Restrictive Environment (LRE), the IEP team shall utilize such NPS/NPA services only after exploring all public school program alternatives.

6. A description of the process by which the SELPA will fulfill the obligations to provide free and appropriate public education (FAPE) to a student age 18 to 21 (or age 22 under the circumstances

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described in *EC 56026(c)(4)*) who has been incarcerated in a county jail and remains eligible for special education services:

The obligation to make FAPE available extends to those otherwise-eligible adults in county jail, age 18 to 21, who: (a) had been identified as a child with a disability and had received services in accordance with an IEP, but left school prior to their incarceration; or (b) did not have an IEP in their last educational setting, but had actually been identified as a child with a disability. (*EC Section 56040*)

It is the responsibility of the district of residence (DOR) to provide special education services and related services to an adult student in county jail who remains eligible for these services and wishes to receive them. The DOR is the district in which the student's parents resided when the student turned 18, unless and until the parents move to a new DOR. For conserved students, the DOR is based on the residence of the conservator. (*EC Section 56041*)

Document Title:

Document Location:

Description:

Special Education Local Plan Area (SELPA) Local Plan

SELPA

Fiscal Year

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



California Department of Education

Special Education Division

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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.

Service is Not Currently Provided

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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

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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.

- Service is Not Currently Provided*

- 350–Individual and Small Group Instruction

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

- Service is Not Currently Provided*

- 415–Speech and Language *Service is Not Currently Provided*

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

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comprehension, or expression of spoken language. Language deficits or speech patterns resulting from unfamiliarity with the English language and from environmental, economic or cultural factors are not included. Services include specialized instruction and services, monitoring, reviewing, and consultation, and may be direct or indirect, including the use of a speech consultant.

425–Adapted Physical Education

Service is Not Currently Provided

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

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

435–Health and Nursing: Specialized
Physical Health Care

Service is Not Currently Provided

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

Specialized physical health care services means those health services prescribed by the child's licensed physician and surgeon, requiring medically related training of the individual who performs the services and which are necessary during the school day to enable the child to attend school. Specialized physical health care services include but are not limited to suctioning, oxygen administration, catheterization, 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 to not include any physician supervised or specialized health care service. IEP required health

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445–Assistive Technology *Service is Not Currently Provided*

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

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

450–Occupational Therapy *Service is Not Currently Provided*

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

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

460–Physical Therapy *Service is Not Currently Provided*

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

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

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510–Individual Counseling

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

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

Service is Not Currently Provided

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

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

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

530–Psychological

Service is Not Currently Provided

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

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

535–Behavior Intervention

Service is Not Currently Provided

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

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

540–Day Treatment

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

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

Service is Not Currently Provided

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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.

Service is Not Currently Provided

610–Specialized Service for Low Incidence Disabilities

Service is Not Currently Provided

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

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

710–Specialized Deaf and Hard of Hearing

Service is Not Currently Provided

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

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

715–Interpreter

Service is Not Currently Provided

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

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

720–Audiological

Service is Not Currently Provided

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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 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

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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*

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*

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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 to assist a student in assessing his/her aptitudes, abilities, and interests in order to make realistic career decisions.

840–Career Awareness

Service is Not Currently Provided

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

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

850–Work Experience Education

Service is Not Currently Provided

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

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

855–Job Coaching

Service is Not Currently Provided

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

Work experience education means organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a

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860–Mentoring

Service is Not Currently Provided

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

865–Agency Linkages (referral and placement)

Service is Not Currently Provided

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

870–Travel and Mobility Training

Service is Not Currently Provided

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

890–Other Transition Services

Service is Not Currently Provided

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

900–Other Related Service

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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.

Service is Not Currently Provided



Description of the "Other Related Service"

Qualifications of the Provider Delivering "Other Related Service"

Attachment VI - Specialized Academic Instruction and Related Services

If code 900 is selected, the specific service must be defined in Local Plan Section E: Annual Service Plan. Licensing, certification, and provider qualifications to provide each identified service must be in accordance with law. Attachment VI must be included with each Local Plan Section E: Annual Service Plan submission to the California Department of Education(CDE).

Date:

Fiscal Year:

SELPA Name: 3651 De

CDE Official Local Educational Agency Name	School or Site Name	County/District/ School Code (xx-xxxxx-xxxxxxx)	Charter Number (If applicable) (xxxx)	Special Education Servi	
				330	210
ALLEGIANCE STEAM ACADEMY - THR	ALLEGIANCE STEAM ACADEMY - THR	01375470137547	1945	Y	
ALLEGIANCE STEAM FONTANA	ALLEGIANCE STEAM ACA - FONTANA	01419520141952	2130	Y	
ASA Charter	ASA CHARTER	01077300107730	0677	Y	
AVESON GLOBAL LEADERSHIP ACADEM	AVESON GLOBAL LEADERSHIP ACADEM	01134640113464	0487	Y	
AVESON SCHOOL OF LEADERS	AVESON SCHOOL OF LEADERS CHART	01134720113472	0848	Y	
BALLINGTON ACADEMY	BALLINGTON ACADEMY FOR THE ART	01184550118455	1030	Y	
DESERT TR PREP CHARTER	DESERT TRAILS PREP CHARTER	61119186111918	1522	Y	
ENCORE JR/SR VPA CHARTER	ENCORE JR/SR CHTR	01167070116707	0971	Y	
JULIA LEE PERFORMING ARTS ACA	JULIA LEE PERFORMING ARTS ACADEM	01378510137851	1988	Y	
LAVERNE ELEM PREP ACADEMY	LAVERNE ELEM PREP ACA CHTR	01180590118059	1034	Y	
LEONARDO DA VINCI CHARTER	LEONARDO DA VINCI HEALTH SCIENC	01195940119594	1082	Y	
ODYSSEY CHARTER	ODYSSEY CHARTER	61168836116883	0249	Y	
ODYSSEY SOUTH - OCS	ODYSSEY SOUTH - OCS	01369450136945	1921	Y	
PASADENA ROSEBUD ACADEMY	PASADENA ROSEBUD ACADEMY	01138940113894	0857	Y	
PATHWAYS TO COLLEGE	PATHWAYS TO COLLEGE CHARTER	01124410112441	0801	Y	
SOUTHERN CALIFORNIA FLEX ACADEM	SOUTHERN CALIFORNIA FLEX ACADEM	01381070138107	1975	Y	
TAYLION HD ACADEMY - ADELANTO	TAYLION HIGH DESERT ACADEMY	01284620128462	1520	Y	

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2024-2025

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220	230	240	250	260	270	340	350	415	425	435	436	445
						Y		Y	Y			
						Y		Y	Y			
								Y				
						Y		Y	Y			
						Y		Y	Y			Y
								Y				
								Y				
								Y				
						Y		Y				
								Y				
						Y		Y				
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								Y	Y			
								Y				
								Y				
						Y		Y	Y			

450	460	510	515	520	525	530	535	540	545	610	710	715
Y	Y	Y	Y							Y	Y	
Y		Y										
Y			Y			Y						
Y		Y					Y					
Y	Y	Y					Y			Y	Y	
		Y										
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		Y	Y		Y						Y	
Y			Y									
Y		Y	Y				Y				Y	
Y			Y				Y				Y	
Y		Y			Y							
Y	Y	Y	Y		Y	Y						
Y			Y		Y						Y	

720	725	730	735	740	745	750	755	760	820	830	840	850
	Y	Y										
	Y										Y	
	Y	Y							Y		Y	
	Y	Y										
Y	Y								Y		Y	
Y												
									Y	Y	Y	
Y							Y		Y	Y	Y	

855	860	865	870	890	900
					Y
				Y	
					Y
	Y			Y	Y
					Y
				Y	
Y			Y	Y	

Special Education Local Plan Area (SELPA) Local Plan

SELPA

Fiscal Year

LOCAL PLAN

Section D: Annual Budget Plan

SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

Local Plan Annual 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	6,629,236	84.21%
AB 602 Property Taxes	0	0.00%
Federal IDEA Part B	1,114,779	14.16%
Federal IDEA Part C	0	0.00%
State Infant/Toddler	0	0.00%
State Mental Health	0	0.00%
Federal Mental Health	113,650	1.44%
Other Projected Revenue	14,807	0.19%
Total Projected Revenue:	7,872,472	100.00%

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)

Other projected revenue includes Federal Special Education Alternate Dispute Resolution grant funding.

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.

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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	<input type="text" value="4,833,552"/>	43.57%
Object Code 2000—Classified Salaries	<input type="text" value="1,725,213"/>	15.55%
Object Code 3000—Employee Benefits	<input type="text" value="1,625,629"/>	14.66%
Object Code 4000—Supplies	<input type="text" value="105,530"/>	0.95%
Object Code 5000—Services and Operations	<input type="text" value="2,737,839"/>	24.68%
Object Code 6000—Capital Outlay	<input type="text" value="0"/>	0.00%
Object Code 7000—Other Outgo and Financing	<input type="text" value="64,874"/>	0.58%
Total Projected Expenditures:	11,092,637	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="6,629,236"/>	59.76%
Projected Federal Revenue	<input type="text" value="1,243,236"/>	11.21%
Local Contribution	<input type="text" value="3,220,165"/>	29.03%
Total Revenue from all Sources:	11,092,637	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 local assistance funding to calculate an equalized funding rate. This rate is then multiplied by each member LEA's funded ADA to determine their respective apportionments. Before distribution, adjustments are made for program specialists, administrative costs, risk and set-aside allocations, purchased services, and other governance-approved service fees. Additionally, a portion of the funding is retained at the Charter SELPA level to centralize services and enhance overall 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

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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	300,491	34.34%
Object Code 2000—Classified Salaries	246,350	28.15%
Object Code 3000—Employee Benefits	227,570	26.01%
Object Code 4000—Supplies	3,565	0.41%
Object Code 5000—Services and Operations	35,583	4.07%
Object Code 6000—Capital Outlay	0	0.00%
Object Code 7000—Other Outgo and Financing	61,505	7.03%
Total Projected Operating Expenditures:	875,064	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

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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 utilize restricted classes within the school's accounting system or employ unique identifiers to categorize low incidence expenditures. The Charter SELPA assigned a distinctive management code specifically designated for segregating low incidence expenditures. In some instances, the SELPA directly procures equipment on behalf of its members, while in other instances, members are reimbursed for low incidence-related expenses upon submission of an invoice and accompanying 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

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

Local Plan Annual Submission

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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 below. 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.

Attachment I

SELPA: **Desert Mountain Charter SELPA-3651**

Fiscal Year: **2024-25**

Add or Delete Row	County Code xx	District Code xxxxx	School Code xxxxxxx	Charter Code (if applicable) xxx	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	Previously Reported
2	36	67710	141952		Allegiance STEAM Academy	Callie	Moreno	626-376-5230	callie.moreno@asathrive.org	Previously Reported
3	36	67876	107730	677	ASA Charter School	Anthony	Lucey	909-475-3322	AnthonyL@asacharterschool.com	Previously Reported
4	19	64881	113464	487	Aveson Global Leadership Academy	Kelly	Jung	626-797-1438	kellyjung@aveson.org	Previously Reported
5	19	64881	113472	848	Aveson School of Leaders	Kelly	Jung	626-797-1438	kellyjung@aveson.org	Previously Reported
6	13	63123	118455	1030	Ballington Academy	Doreen	Mulz	760-353-0140	dmulz@voa-swcal.org	Previously Reported
7	36	10363	6111918	1522	Desert Trails Preparatory Academy	Debra	Tarver	760-536-7680	debbie.tarver@dtpacademy.com	Previously Reported
8	36	75051	136960	1923	Elite Academic Academy	Jennifer	Edick	866-354-8302	jedick@eliteacademmic.com	Transfer To
9	36	75044	116707	971	Encore Charter School	St. Claire	Adriaan	760-949-2036	sadriaan@encorehighschool.com	Previously Reported
10	33	10330	137851	1988	Julia Lee Performing Arts Academy	Rachel	Thomas	951-595-4500	rthomas@jipaaschool.org	Previously Reported
11	36	75044	118059	1034	Laverne Elementary Preparatory Academy	Debra	Tarver	760-948-4333	debbie.tarver@lepacademy.com	Previously Reported
12	37	68023	119594	1082	Leonardo da Vinci Health Sciences Charter	Anne	Laird	619-420-0066	anne.laird@davincicharter.org	Previously Reported

Attachment I

SELPA:

Fiscal Year:

Add or Delete Row	List	County Code	District Code	School Code	Charter Code	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@ocsmall.org	Previously Reported
	14	19	64881	136945	1921	Odyssey Charter School-South	Chasityflame	Price	626-229-0993	chasityflamep@ocsmall.org	Previously Reported
	15	15	64881	113894	857	Pasadena Rosebud Academy	LaTonya	Thomas	626-797-7704	latonya.thomas@pasadenarosebud.com	Previously Reported
	16	36	75044	112441	801	Pathways to College	James	Connell	760-949-8002	james.connell@pathwaysk8.com	Previously Reported
	17	36	67587	128462	1520	Taylton High Desert Academy	Brenda	Congo	760-843-6622	brenda.congo@taylton.com	Previously Reported
	18	36	75051	138107	1975	Southern California Flex Academy	Malia	Lovell	626-755-5873	mlovell@scafa.org	Previously Reported
	19	36	10363			DM Charter SELPA	Pamela	Bender	760-955-3555	pamela.bender@cahelp.org	Previously Reported
	20										

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: Desert Mountain Charter SELPA-3651

Fiscal Year: 2024-25

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	646,757	0	0	171,401	0	0	72,280	0	890,438
2	Allegiance STEAM Academy	136,708	0	0	32,061	0	0	15,088	0	183,857
3	ASA Charter School	220,057	0	0	41,925	0	0	0	0	261,982
4	Aveson Global Leadership Academy	161,864	0	0	50,557	0	0	0	0	212,421
5	Aveson School of Leaders	257,871	0	0	41,925	0	0	0	0	299,796
6	Ballington Academy	186,541	0	0	28,361	0	0	0	0	214,902
7	Desert Trails Preparatory Academy	400,750	0	0	30,828	0	0	0	0	431,578
8	Elite Academic Academy	0	0	0	0	0	0	0	0	0

Attachment II

SELPA: Desert Mountain Charter SELPA-3651

Fiscal Year: 2024-25

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	429,180	0	0	86,317	0	0	0	0	515,497
10	Julia Lee Performing Arts Academy	306,807	0	0	66,587	0	0	0	0	373,394
11	Laverne Elementary Preparatory Academy	443,022	0	0	33,294	0	0	0	0	476,316
12	Leonardo da Vinci Health Sciences Charter	175,491	0	0	44,392	0	0	20,250	0	240,133
13	Odyssey Charter School	300,731	0	0	94,949	0	0	0	0	395,680
14	Odyssey Charter School-South	248,042	0	0	66,587	0	0	0	0	314,629
15	Pasadena Rosebud Academy	120,272	0	0	14,797	0	0	0	0	135,069
16	Pathways to College	247,407	0	0	55,490	0	0	0	0	302,897
17	Tayllon High Desert Academy	502,824	0	0	161,592	0	0	0	0	664,416
18	Southern California Flex Academy	435,852	0	0	93,716	0	0	6,032	0	535,600

Attachment II

SELPA: Desert Mountain Charter SELPA-3651

Fiscal Year: 2024-25

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Assembly Bill (AB) 602 State Aid	AB 602 Property Tax	Federal IDEA Part C	Federal IDEA Part B	State Infant/ Toddler	State Mental Health	Federal Mental Health	Other Revenue	Subtotal
19	DM Charter SELPA	1,409,060	0	0	0	0	0	0	0	1,409,060
20		0	0	0	0	0	0	0	14,807	14,807
	Totals:	6,629,236	0	0	1,114,779	0	0	113,650	14,807	7,872,472

Attachment III

SELPA: Desert Mountain Charter SELPA-3651

Fiscal Year: 2024-25

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	358,291	158,316	185,349	0	196,800	0	0	898,756
2	Allegiance STEAM Acemery	132,050	0	27,136	0	32,061	0	0	191,247
3	ASA Charter School	100,008	12,075	20,762	42	59,175	0	0	192,062
4	Aveson Global Leadership Academy	323,662	209,784	77,145	9,000	25,628	0	0	645,219
5	Aveson School of Leaders	430,646	118,188	71,423	9,000	193,000	0	0	822,257
6	Ballington Academy	0	0	0	0	214,902	0	0	214,902
7	Desert Trails Preparatory Academy	278,978	79,889	107,578	14,748	101,367	0	0	582,560
8	Elite Academic Academy	0	0	0	0	0	0	0	0
9	Encore Charter School	366,421	293,657	210,341	368	102,730	0	0	973,517

Attachment III

SELPA: Desert Mountain Charter SELPA-3651

Fiscal Year: 2024-25

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	72,701	102,423	20,099	0	219,768	0	0	414,991
11	Laverne Elementary Preparatory Academy	170,047	98,266	67,694	6,505	165,998	0	0	508,510
12	Leonardo da Vinci Health Sciences Charter	0	0	0	0	260,133	0	0	260,133
13	Odyssey Charter School	595,134	179,582	162,915	5,000	275,000	0	0	1,217,631
14	Odyssey Charter School-South	473,412	91,200	114,837	5,000	220,000	0	0	904,449
15	Pasadena Rosebud Academy	61,069	16,500	13,500	9,000	55,000	0	0	155,069
16	Pathways to College	303,871	3,045	77,496	7,432	39,539	0	0	431,383
17	Taylton High Desert Academy	389,456	69,216	108,918	10,000	223,168	0	0	800,758
18	Southern California Flex Academy	394,424	0	79,628	0	128,000	0	0	602,052
19	DM Charter SELPA	383,382	293,072	280,808	29,435	225,570	0	64,874	1,277,141
20		0	0	0	0	0	0	0	0

Attachment III

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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
	Totals:	4,833,552	1,725,213	1,625,629	105,530	2,737,839	0	64,874	11,092,637

Attachment IV

SELPA: Desert Mountain Charter SELPA-3651

Fiscal Year: 2024-25

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	243,681	19.60%	646,757	9.76%	0	890,438
2	Allegiance STEAM Acacemy	47,149	3.79%	136,708	2.06%	0	183,857
3	ASA Charter School	41,925	3.37%	220,057	3.32%	0	261,982
4	Aveson Global Leadership Academy	50,557	4.07%	161,864	2.44%	0	212,421
5	Aveson School of Leaders	41,925	3.37%	257,871	3.89%	0	299,796
6	Ballington Academy	28,361	2.28%	186,541	2.81%	0	214,902
7	Desert Trails Preparatory Academy	30,828	2.48%	400,750	6.05%	0	431,578
8	Elite Academic Academy	0	0.00%	0	0.00%	0	0
9	Encore Charter School	86,317	6.94%	429,180	6.47%	0	515,497

Attachment IV

SELPA: Desert Mountain Charter SELPA-3651

Fiscal Year: 2024-25

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	66,587	5.36%	306,807	4.63%	0	373,394
11	Laverne Elementary Preparatory Academy	33,294	2.68%	443,022	6.68%	0	476,316
12	Leonardo da Vinci Health Sciences Charter	64,642	5.20%	175,491	2.65%	0	240,133
13	Odyssey Charter School	94,949	7.64%	300,731	4.54%	0	395,680
14	Odyssey Charter School-South	66,587	5.36%	248,042	3.74%	0	314,629
15	Pasadena Rosebud Academy	14,797	1.19%	120,272	1.81%	0	135,069
16	Pathways to College	55,490	4.46%	247,407	3.73%	0	302,897
17	Taylton High Desert Academy	161,592	13.00%	502,824	7.58%	0	664,416
18	Southern California Flex Academy	99,748	8.02%	435,852	6.57%	0	535,600
19	DM Charter SELPA	14,807	1.19%	1,409,060	21.26%	0	1,423,867
20		0	0.00%	0	0.00%	0	0

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
	Totals:	1,243,236	100.00%	6,629,236	100.00%	0	7,872,472

Attachment V

SELPA: Desert Mountain Charter SELPA-3651

Fiscal Year: 2024-25

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 Acacemy	104,630	11,223
3	ASA Charter School	0	0
4	Aveson Global Leadership Academy	8,497	0
5	Aveson School of Leaders	5,996	0
6	Ballington Academy	0	0
7	Desert Trails Preparatory Academy	0	0
8	Elite Academic Academy	0	0
9	Encore Charter School	0	0

Attachment V

SELPA: Desert Mountain Charter SELPA-3651

Fiscal Year: 2024-25

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	0	0
12	Leonardo da Vinci Health Sciences Charter	0	0
13	Odyssey Charter School	0	0
14	Odyssey Charter School-South	0	0
15	Pasadena Rosebud Academy	20,000	0
16	Pathways to College	0	0
17	Taylton High Desert Academy	0	0
18	Southern California Flex Academy	128,000	0
19	DM Charter SELPA	0	50,790
20		0	0
Totals:		762,123	122,013

CDE Local Plan Annual Submission

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

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	IP/PA	Discharter or Recharter	Initiating SELPA Notification Date	SELPA Governing Board Notification Date	COE Notification Date	CDE Notification Date	Agreed Upon Effective Fiscal Year
Elite Academic Academy		Transferred Out							<input type="text" value="2024-25"/>
									<input type="text"/>

DO NOT
DISTRIBUTE

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

MINUTES

DESERT MOUNTAIN CHARTER SELPA MEMBERS PRESENT:

Allegiance Steam Academy – Jacque Williams, ASA Charter School – Anthony Lucey via Web Ex, Aveson Global Academy/School of Leaders – Kelly Jung, 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, Odyssey Charter Schools – Katrina Franklin via Web Ex and Chasityflame Price, 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, Danielle Cote, Peggy Dunn, Marina Gallegos, Colette Garland, Linda Llamas, Maurica Manibusan, Miya Narvaiz-Ward, Sheila Parisian, Kathleen Peters, Annette Rego, Linda Rodriguez, Veronica Rousseau, Deborah Sarkesian, Jennifer Sutton, and Misti Ubina.

GUEST:

Dr. Sonal Patel, SBCSS Digital Learning and Computer Science Education.

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 9:04 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 motion was made by James Connell, seconded by Madison Dennison, to approve the February 22, 2024 Desert Mountain Charter SELPA Steering and Finance Committee Meeting Agenda as presented. The motion carried on the following vote: 10:0:0: Ayes: Brandner, Connell, Dennison, Edick, Jung, Lovell, Mendoza, Price, Ware, Williams. Nays: None, Abstentions: None.

5.0 PRESENTATIONS

5.1 MagicSchool Artificial Intelligence (AI) Platform and ChatGPT

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Dr. Sonal Patel, SBCSS Digital Learning and Computer Science Education Branch presented information about MagicSchool Artificial Intelligence (AI) Platform and ChatGPT. Dr. Patel reported on safe use, pros and cons, social impacts, and demystifying the use of AI in the educational setting. She provided a demonstration in ChatGPT4 of using PREP framework in working with AI: Prompt it, give it a Role, give it Explicit instructions, and give it clear Parameters. AI can be used to help teachers with lesson planning, job seekers can use it to help with resumes and letters of introduction, writing reports, analyzing spreadsheets to create graphs, generating pictures and alternate text for pictures. Dr. Patel provided information on the differences in different platforms such as ChatGPT3, ChatGPT4, Copilot, Gemini AI, MagicSchool AI, Google Bud, Craiyon, KhanMigo, and KyronLearning.

Dr. Patel responded to a question of legality and ethics in students using AI to complete assignments. She said it is a topic of national conversation along with the need for school districts to create policies on how students will be permitted to use artificial intelligence. Dr. Patel shared there is Consortium for School Networking (CoSN) guidance included her presentation padlet.

Dr. Patel concluded by sharing the following training information: *Empowering Diverse Learners AI for Inclusive Learning* is scheduled for March 28, 2024 at Desert Mountain Educational Service Center.

There was a brief discussion about how the member LEAs have begun to use AI in special education: psych reports, progress monitoring assessments, and classroom games.

Pam Bender said there is concern about Family Educational Rights and Privacy Act (FERPA), privacy, and confidentiality. She continued that LEAs learning about how to use AI safely is imperative and necessary because AI is a learning tool.

Note: Anthony Lucey joined the meeting at 9:15 a.m.

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 a motion was made by Madisons Dennison, seconded by Malia Lovell, to approve the following Consent Item as presented. The motion was carried on the following vote: 10:0:1: Ayes: Brandner, Connell, Dennison, Edick, Jung, Lovell, Lucey, Mendoza, Price, and Ware. Nays: None. Abstentions: Williams.

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6.1.1 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 presented a legislative update. She reviewed the legislative calendar as well as the following bills:

- Senate Bill (SB) 445 – IEP Translations required within 30 days of the meeting. State SELPA administrators are working with the bill writers to encourage extending the timeline to at least 45 days,
- SB 483 – Elimination of prone restraint. It will have more restrictions added when presented. Pam stated there is never a single person restraint that is appropriate without training,
- Assembly Bill (AB) 438 – Transition Plan prior to 9th grade, inactive but being reintroduced,
- AB 1938 – Special education inclusive practices and strategies,
- SB 347 – gut and amend bill regarding teaching credentialing, basic credentials, and preschool. San Bernardino County Superintendent of Schools (SBCSS) is working to assist teachers with the bridging process that would eliminate the need for teachers to return to university.

7.2 2024-25 Desert Mountain Charter SELPA Local Plan Update

Pam Bender provided an update on the 2024-25 Desert Mountain Charter SELPA Local Plan. She explained that Section B is due every three years and pertains to SELPA procedures. The first meeting of the Local Plan Workgroup was on February 14, 2024, and they found there will be minor changes needed for Section B. Pam continued that the Annual Service Plan and Annual Budget Plan are both completed annually. She said past practice has been the finished Local Plan was presented to the respective Steering Committee, then to CAHELP Governance Council superintendents and CEOs), then to each LEA board for approval. CDE recently reported that the California Education Code does not require multi-district SELPAs to have any part of the Local Plan be approved by each member LEA because those boards have given the superintendents the ability to vote on this type of item. Pam said after speaking with the CAHELP Governance chairperson, Pam will get a legal opinion then present it to CAHELP Governance Council for feedback on how to proceed.

Pam shared the Local Plan workgroup will meet again following today’s meeting 12:00 p.m.-3:30pm and any committee member is welcome to attend. The next meeting is scheduled for March 7, 2024, 8:00 a.m.-12:00 p.m. Pam said the updates to Section B will be shared with the

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committee with the changes noted.

7.3 Alternative Pathway Diploma

Pam Bender provided an update on the Alternative Pathway Diploma. The workgroup is meeting on Monday, February 26, 2024, 10:00 a.m. – 1:00 p.m. at DMESC. Pam has gathered information and documents from Colton JUSD, Mt Diablo SELPA, and State SELPA Administrators that reflect they are using the same documents. The reason for member LEAs to work together is that Desert Mountain Operations (DMOPS) provides services for many students in the moderate/severe population of the desert mountain region but the different districts have different pathways. This causes the DMOPS teachers to follow different course outlines for each of the students. Pam continued that having all LEAs follow a similar pathway will make less work in the long run. Pam concluded that after the February 26, 2024 meeting, additional meeting dates will be considered and shared.

7.4 LEA Staff Roles During IEP Meetings

Pam Bender provided an update on LEA staff roles during IEP meetings. She said past practice for most LEAs is each IEP team member has one role during the meeting. According to California Education Code and federal regulations, a team member can have multiple roles. Pam said one of the concerns is that will allow district staff to circumvent the LEA process of district office, special education director, or administrator approval. There is conflict when someone without the appropriate credentials attempts to review assessments. Pam shared that a member LEA is experiencing their teachers requesting extra pay for holding multiple roles in IEP meetings. Pam said the person designated as the LEA representative must have knowledge of general education and authority to approve the IEP. Pam said the recommendation is for the administrator to decide who will be the LEA rep and only under extenuating circumstances would LEA staff be able to hold two roles and not as normal practice. She said she has requested a legal opinion with case law that will be taken to the Governance Council for input and guidance. Pam confirmed an IEP amendment does not require a full team meeting for non-substantive changes.

Kathleen Peters said the decision not to have a full team meeting is not black and white. The bottom line is that the parent must be allowed full participation in any IEP decisions for their child.

7.5 Guidance on Larry P. Court Decision

Pam Bender provided guidance on Larry P. court decision. Pam stated again that CAHELP JPA guidance is to not assess African American students for IQ. She said the law has not changed, Office of Administrative Hearings (OAH) and California Department of Education (CDE) have not changed their interpretation. Pam said that the opinion letter from California Association of School Psychologists (CASP) challenged the decision and made some comments but since OAH

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and CDE have not changed their opinions, CAHELP JPA is not changing their guidance. Pam concluded that if OAH interpretation or case law change, the guidance will be revisited.

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

Pam Bender presented the tentative 2024-25 Desert Mountain Charter SELPA Steering and Finance Committee Meeting Dates for review and input. There were no comments or suggested changes from the committee members in attendance.

7.7 Desert Mountain Children's Center Client Services Reports and Update

Linda Llamas presented the Desert Mountain Children's Center (DMCC) Client Services monthly reports and updates. Linda reported the Referral for Behavioral Health Services form is current and available on the DMCC website. Having the referral form online will allow DMCC to streamline services and tailor interventions to connect with children. Linda asked to be contacted with any questions or concerns.

7.8 Professional Learning Summary and Update

Heidi Chavez presented the Desert Mountain Charter SELPA's Professional Learning Summary and updates. She shared the Community Advisory Committee (CAC) is meeting February 22, 2024, and again on April 18, 2024, with both meetings being virtual. Heidi said CAC helps parents by providing links and resources for special education. Heidi continued the Special Education Directors' Training *Embedding Social Emotional Learning within Culturally Relevant and Sustaining Practices* on February 23, 2024, will be held in person and recorded. The final Directors' Training of the year will be on April 19, 2024, in person at DMESC with Jack B. Clarke, Jr. of AALRR.

Heidi shared that California School for the Deaf – Riverside would be holding an open house on March 1, 2024, at 8:30 a.m. until 12:00 p.m. She said Superintendent of Public Instruction Tony Thurmond would be in attendance and a tour of the school would be available.

Heidi reported Region 10 and East Valley SELPA are sponsoring *Development, Routines, and Themes: The Blueprint for Effective Special Education Classrooms* Tuesday, March 5, 2024 from 8:00 a.m. – 2:30 p.m. at Dorothy Ingraham Learning Center in San Bernardino.

7.9 Resolution Support Services Summary and Update

Kathleen Peters presented the Desert Mountain Charter SELPA's Resolution Support Services Summary and update. She shared that the Resolution Support Services department attends AALRR monthly legal discussions to learn about recent cases and interpretations of decisions. Kathleen asked to be contacted by anyone who is interested in joining the discussions as she is

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happy to share the meeting details. She said the topic on February 9, 2024 was “Is Your Progress Data Believable?” which is a discussion being had by member LEAs recently.

Sheila Parisian shared insights on a recent case in which the judge found discrepancy between what the data showed and what was documented in the IEP. She said measurable goals are to be descriptive enough that another teacher can continue to provide support and guidance towards progress.

Kathleen continued that teachers must be well versed in the concepts and structures they are putting in place. She said measurable goals must have baseline data that matches the skill that is being taught.

Note – Jen Edick left the meeting at 10:56 a.m.
Kelly Jung left the meeting at 11:01 a.m.

7.10 Compliance Update

Peggy Dunn presented an update on compliance items from the California Department of Education (CDE). She said the Annual Determination Letters are expected in March 2024. Peggy reported LEAs that are in Compliance and Improvement Monitoring (CIM) Process are in Step Four. Those in Targeted 1, 2, 3 have progress reports due July 10, 2024. Peggy said the Targeted Universalism video was very good and addressed disproportionality, multiple tiers system of support, and behaviors. Peggy continued that Small Schools Cycle B will be coming in the next couple of months. This involves LEAs that have 100 or less students with disabilities. She and Sheila Parisian are working to increase their support in the upcoming cycle.

Colette Garland said Pupil Count has been completed. She reported that she met with the SEIS translators with good feedback. They are looking to change the process that requires the translation to be done through an amendment which prevents other meetings to being worked on and adds length to the IEP with both Spanish and English information being entered. Colette will report the feedback to DMSELPA Program Team. Colette shared that a Service Tracker video will be created to assist LEAs with the CDE requirement. She added that the DocuSign contract will be ending on April 15, 2024. Colette said the SELPA envelopes must be emailed by April 1, 2024 so they can be signed and returned before the end date. Colette encouraged the use of the SEIS signature option. Colette is creating SEIS searches based on canned reports that were in Web IEP: special transportation, ESY, Spanish translation. She reported that there has been cleanup of duplicate records, missing SSID records and other. Virtual SEIS trainings and SEIS Open Forums are continuing twice a month. Colette concluded stating Personnel Data Report information will be emailed on February 23, 2024 and is due back to her by March 8, 2024.

In response to a question, Colette replied that she is going to ask SEIS again at her March 7, 2024 with them about the possibility of having more than one outstanding signature request added.

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7.11 Career Technical Education Update

Bobbie Taylor provided the Career Technical Education (CTE) update. She shared the 2023-24 Transition Partnership Program (TPP) Goals Update. Bobbie reported *Transition Planning for All Students* training course is scheduled for Thursday, February 29, 2024, 9:00 a.m.-12:00 p.m. virtually.

7.12 Prevention and Intervention Update

Pam Bender said there is no Prevention and Intervention update at this time.

7.13 Occupational and Physical Therapy Services Update

Codi Andersen provided the Occupational and Physical Therapy Services update. She said the monthly reports will be provided in a timely manner with the new system being used. Codi shared that her team is happy to provide Career Day support to districts with either a booth or session. She added the certified occupational therapy assistant and physical therapy assistant education programs are two years.

8.0 FINANCE COMMITTEE ITEMS

8.1 2023-24 Special Education Revenue Projection

Marina Gallegos provided the 2023-24 Special Education Revenue Projection. She reviewed the projections and reported P1 certified on February 20, 2024.

8.2 Fall 1 2023 Pupil Count

Marina Gallegos provided the Fall 1 Pupil Count. She said these numbers are used by SELPA to allocate LEA federal local assistance dollars. LEAs use the data to perform the per capita test for the Maintenance of Effort (MOE) calculation. Marina emailed an MOE worksheet to assist the LEAs with their 2nd interim budget projections so they can be in line to pass one of the MOE tests.

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.

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11.0 CEO COMMENTS

Pam Bender encouraged the committee members to share with staff and family members how appreciated they are and their impact on your life. She said to remain positive and pleasant with parents and others who are struggling. Pam said to not stop sharing kindness when Valentine's Day passes.

12.0 MATTERS BROUGHT BY THE PUBLIC

None.

13.0 ADJOURNMENT

Having no further business to discuss, a motion was made by Madison Dennison, seconded by Malia Lovell, to adjourn the meeting at 11:25 a.m. The motion carried on the following vote: 9:0:0: Ayes: Brandner, Connell, Dennison, Lovell, Lucey, Mendoza, Price, Ware, Williams. Nays: None, Abstentions: None.

The next regular meeting of the Desert Mountain Charter SELPA Steering and Finance 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.

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DESERT MOUNTAIN CHARTER SELPA MEMBERS PRESENT:

ASA Charter School – Dale Betts via Web Ex, Aveson Global Academy/School of Leaders – Kelly Jung via Web Ex, Elite Academic Academy – Jen Edick and Adam Woodard both via Web Ex, Encore Jr/Sr High – Madison Dennison, Pathways to College – James Connell, and Taylion High Desert – Karen Ware.

CAHELP, DMSELPA, & DMCC STAFF PRESENT:

Jamie Adkins, Pam Bender, Ivan Campos, Heidi Chavez, Marina Gallegos, Colette Garland, Linda Llamas, Maurica Manibusan, Miya Narvaiz-Ward, Lisa Nash, Sheila Parisian, Annette Rego, Linda Rodriguez, Veronica Rousseau, and Deborah Sarkesian.

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 9:14 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 the adoption of the March 21, 2024 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 the following Consent Item be tabled to the April 18, 2024 due to lack of quorum.

5.1.1 February 22, 2024 Desert Mountain Charter SELPA Steering and Finance Committee Meeting Minutes.

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6.0 CHIEF EXECUTIVE OFFICER AND STAFF REPORTS

6.1 Legislative Update

Pam Bender presented a brief legislative update. She highlighted that Assembly Bill (AB) 2173 is to change the terminology of emotional disturbance to emotional disability and it has been passed by the Education Committee so it will continue to move forward. It was shared that many parents do not like the terminology of emotional disturbance and will not allow it to be used for their child's eligibility. This could cause the child to miss out on services that are available to them.

Pam continued that AB 2768 would allow teachers at nonpublic schools to apply for the Golden State Teacher grant program. It is at the assembly education committee. Pam said AB 2340 would require managed health care plans to cover all medically necessary services and not allow imposed limits. This bill could affect DMCC billing.

6.2 Alternative Pathway Diploma Update

Pam Bender provided an update on the Alternative Pathway Diploma. The committee has met once and will meet again this week to develop a plan. Pam said the committee has decided that instead of looking at curriculum, they will focus on what state standards must be met to achieve the alternative pathway diploma.

6.3 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 Children and Youth Behavioral Health Initiative (CYBHI) is being offered so schools can apply for and become eligible to bill Medi-Cal Services and private insurances for many services. As part of the initial pilot program, Linda stated Redlands USD and Rialto USD were selected as pilot schools. She continued that applications will be accepted again in July 2024 and in January 2025. Linda said after January 2025, applications will be accepted on an ongoing basis. Linda also presented the draft reimbursement rates. The idea is for schools to combine funding to make the services whole or fully billed for. Linda encouraged the committee members to review the materials in the meeting packet as well as the videos. She added that DMCC was asked by San Bernardino County Superintendent of Schools (SBCSS) to be part of a series of collaborative meetings with other healthcare entities and the two districts approved as part of the pilot program to create toolbox for support and technical needs.

6.4 Professional Learning Summary and Update

Heidi Chavez presented the Desert Mountain Charter SELPA's Professional Learning Summary and updates. Heidi said program specialists will be reaching out to committee members to

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schedule time to discuss professional development for the upcoming school year. She shared Region 10 and Captain X will be presenting *NeuroHarmony: Fostering Inclusion through Evidence Based Practices for Individuals with Autism* on April 11, 2024. This training will be at West End Educational Service Center and is for educators as well as families. Heidi said funding is available for families with children receiving services through Inland Regional Center (IRC) using a dedicated vendor number when registering. SELPA Administrators of California will be presenting *The Promise & Potential: Universal Screenings for Reading Difficulties including Dyslexia & Considerations for Future Implementation and Intervention*. The training is virtual and is scheduled for April 15, 2024. SELPA Administrators of California will be presenting *Legal Trends for 2024* on April 16, 2024 and it will be held virtually. Community Advisory Committee is scheduled for April 18, 2024 with the topic of *IEP Meetings 101: Understanding the IEP Process* and will be held virtually. The final Directors' Training of the school year is scheduled for April 19, 2024 on the topic of *Special Education Updates* and will be held in person.

6.5 Resolution Support Services Summary and Update

Sheila Parisian presented the Desert Mountain Charter SELPA's Resolution Support Services Summary and update. She said with the end of the year approaching, be aware of contentions in IEPs and be proactive by looking at parent requests as well as unsigned IEPs.

Pam Bender reviewed a 9th Circuit court decision regarding a student who is deaf and hard of hearing. The family asked for computer assisted/aided real-time transcription (CART) and the LEA denied the request but offered a very similar service to ensure the student needs were met. The LEA prevailed in the Office of Administrative Hearings (OAH) decision because they did provide FAPE. Pam said the case was taken to the 9th District court, where the LEA showed the student needs were met under Individuals with Disabilities Education Act (IDEA). Parents then submitted to the Supreme Court and LEA was found to have upheld IDEA, however the court found that the LEA did not meet Americans with Disabilities Act (ADA). Pam said ADA states a person is to be provided with whatever it is they want for their disability and this applies to students that are deaf and hard of hearing only at this time. Pam said a Section 504 Plan is a general education function so it is not addressed on the CAHELP JPA website but there will be information added as well as for ADA. Pam encouraged the committee members to review materials for Agenda Item 6.5 to see what might change and to also review LEA policy pertaining to ADA and Section 504 Plans.

6.6 Compliance Update

Sheila Parisian presented an update on compliance items from the California Department of Education (CDE). She said the Annual Determination Letters were emailed to LEAs this week and reviewed the due dates for the ongoing monitoring processes. Sheila reminded the committee members that if they have nonpublic agencies (NPA) providing services to their students, there must be evidence of services being provided at the school site.

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Colette Garland provided information on the SEIS Service Tracker option. She demonstrated how to add services for a group of students as well as for an individual student. Colette said the LEAs are to continue tracking services provided as it will be required beyond CDE looking for a snapshot from March 1, 2024 through April 29, 2024.

Pam Bender reiterated that there must be documentation onsite of when services are provided to students, whether by LEA staff or NPA staff.

6.7 Career Technical Education Update

Deborah Sarkesian provided the Career Technical Education (CTE) update. She shared the Transition Resource Fair is scheduled for April 16, 2024, 5:00 p.m.-7:00 p.m. The audience is students who are in 9-12th grades, their families, and educators. Families will be given resources to help them transition to the workforce or post-secondary education.

6.8 Occupational and Physical Therapy Services Reports and Update

Pam Bender provided the Occupational and Physical Therapy Service reports and update.

7.0 FINANCE COMMITTEE ITEMS

7.1 Federal Funding Allocation

Marina Gallegos provided an update on the Federal Funding Allocation. She reviewed the 2023-24 Local Assistance Entitlements (3300). Marina said federal funding is paid as a reimbursement so funds are not provided until a claim is submitted. Samuel Barker emailed forms to the LEAs that are to be returned by April 20, 2024. Marina provided a list of reporting periods for federal expenditure reports. She said it is preferred for the funds to be spent within the fiscal year for tracking purposes.

8.0 INFORMATION ITEMS

8.1 Upcoming Professional Learning Opportunities

9.0 STEERING COMMITTEE MEMBERS COMMENTS / REPORTS

None.

10.0 CEO COMMENTS

Pam Bender shared a YouTube video: [World Down Syndrome Day Video for Kids](#).

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11.0 MATTERS BROUGHT BY THE PUBLIC

None.

12.0 ADJOURNMENT

Having no further business to discuss, Pam Bender ended the meeting at 10:16 a.m.

The next regular meeting of the Desert Mountain Charter SELPA Steering Committee will be held on Thursday, April 18, 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 Update

April 2024

AB 438 (Rubio, Blanca)

Amended: 3/5/2024

Title: Pupils With Exceptional Needs: Individualized Education Programs: Postsecondary Goals and Transition Services

Status: Senate Floor—Third Reading

Position:

Summary:

This bill would, beginning July 1, 2025, change the minimum age that an Individualized Education Program (IEP) needs to include appropriate measurable postsecondary goals and transition services needed to attain those goals from age 16 to when the student starts their high school experience and not later than when the student is 16 years of age, effective July 1, 2025. If the IEP team determines that the pupil would benefit from the postponement of the inclusion of appropriate measurable postsecondary goals and transition services until 16 years of age, rather than when the pupil begins their high school experience, the IEP team is encouraged to appropriately justify the basis for that postponement.

AB 2768 (Berman)

Title: Golden State Teacher Grant Program: Nonpublic, Nonsectarian Schools or Agencies

Status: Assembly Higher Education Committee

Position:

Summary:

Existing law establishes the Golden State Teacher Grant Program under the administration of the Student Aid Commission to award grants to students enrolled in professional preparation programs leading to a preliminary teaching credential or a pupil personnel services credential who commit to work for four years at a priority school or a California preschool program, as provided. Existing law defines a "priority school" as a school with 55% or more of its pupils being unduplicated pupils, as defined, and requires the commission, in coordination with the California Department of Education, to publish a list of priority schools by April 15 of each year. This bill would expand the definition of a "priority school" to also include a nonpublic, nonsectarian school or agency with 55% or more of its pupils being unduplicated pupils.

AB 1938 (Gallagher)

Title: Special Education: Inclusive Practices and Strategies

Status: Assembly Education Committee

Position:

Summary:

This bill would require, for children who are deaf, hard of hearing, blind, visually impaired, or deaf-blind, inclusive practices and strategies to improve pupil outcomes to mean placement in settings that provide full access to language and specialized services. The bill would require any discussion of deaf, hard of hearing, blind, visually impaired, or deaf-blind pupils in the local educational agency setting to ensure the input and participation of the deaf, hard of hearing, blind, visually impaired, or deaf-blind communities.

Legislative Update

April 2024

[AB 2026](#) (Mathis)

Title: Disabilities: Person-First Terminology

Status: Assembly Judiciary Committee.

Position: Support

Summary:

This bill would replace “autistic children,” “developmentally disabled children,” “developmentally disabled adults,” “disabled children,” “disabled adults,” “severely disabled children,” and “emotionally disturbed” in the Health and Safety Codes and the Welfare and Institutions Codes with people's first language. Specifically, the codes will read as “children with autism,” “children with developmental disabilities,” “adults with developmental disabilities,” “children with disabilities,” “adults with disabilities,” “children with severe disabilities,” and “emotional disability.”

[AB 2173](#) (Addis)

Title: Special Education: Emotional Disability

Status: Assembly Appropriations Committee

Position: Support

Summary:

Existing federal law defines the term “emotional disturbance” for purposes of the Individuals with Disabilities Education Act. Existing state law uses the term “emotional disturbance” for certain purposes relating to the provision of special education services. This bill would provide that the term “emotional disturbance,” as described above, may also be known as “emotional disability” under state law.

[AB 2784](#) (Gabriel)

Title: Special Education: Nonpublic, Nonsectarian Schools: Waivers

Status: Assembly Desk

Position:

Summary:

This is currently a “spot bill,” meaning there is no substance to the measure, but the legislator has indicated his intent to do something on waivers for nonpublic, nonsectarian schools.

[SB 445](#) (Portantino)

Amended: 5/18/2023

Title: Special Education: Individualized Education Programs: Translation Services

Status: Assembly Inactive File—Two-Year Bill

Position:

Summary:

The bill would require a local educational agency (LEA) to, upon request from a parent whose native language is one of the eight most commonly spoken languages (excluding English) within the LEA, to translate the completed Individualized Education Program (IEP) and any revisions to the IEP within 30 calendar days of the IEP meeting or within 30 calendar days of a later request by the parent. The bill would also revise the definition of “parent” to specify that it also includes the educational rights holder and the conservator of a child.

Legislative Update

April 2024

[SB 483](#) (Cortese)

Title: Pupil Rights: Prone Restraint

Status: Assembly Desk

Position:

Summary:

This bill would prohibit the use of prone restraint, defined to include prone containment, by an educational provider. The bill would also prohibit the use of prone restraint, including prone containment, on a pupil who is an individual with exceptional needs in a public school program.



*Golden Gate Bridge
Image from Pixabay*

***Mild to Moderate Support
Needs, Extensive Support
Needs, or Early Childhood
Special Education
Credentials
Bridge Authorization***

SBCSS Desert Mountain Operations

Spring 2024

Materials Adapted from Contra Costa SELPA, North Region SELPA, Sacramento County SELPA, & South County SELPA; Approved by CTC

What Changed?

Previous Credentials

- Mild Moderate Disabilities (MMD)
- Moderate Severe Disabilities (MSD)
- Early Childhood Special Education (ECSE)

Current Credentials

- Mild Moderate Support Needs (MMSN)
- Extensive Support Needs (ESN)
- Early Childhood Special Education (*can teach TK/K*)

This professional development is designed to meet the requirements for the *Mild to Moderate, Extensive Support Needs, or Early Childhood Special Education Bridge Authorizations* that allow individual credential holders to earn the full breadth of the new authorizations while holding previously issued Education Specialist authorizations.

Expanded Authorization for New Credentials

Federal Disability Categories	MMD (Past)	MMSN (Now)	MSD (Past)	ESN (Now)
Autism	✓	✓	✓	✓
Deaf/Blindness			✓	✓
Emotional Disturbance	✓	✓	✓	✓
Intellectual Disability	✓	✓	✓	✓
Multiple Disabilities		✓	✓	✓
Orthopedic Impairment		✓		✓
Other Health Impairment	✓	✓		✓
Specific Learning Disability	✓	✓		✓
Traumatic Brain Injury		✓		✓

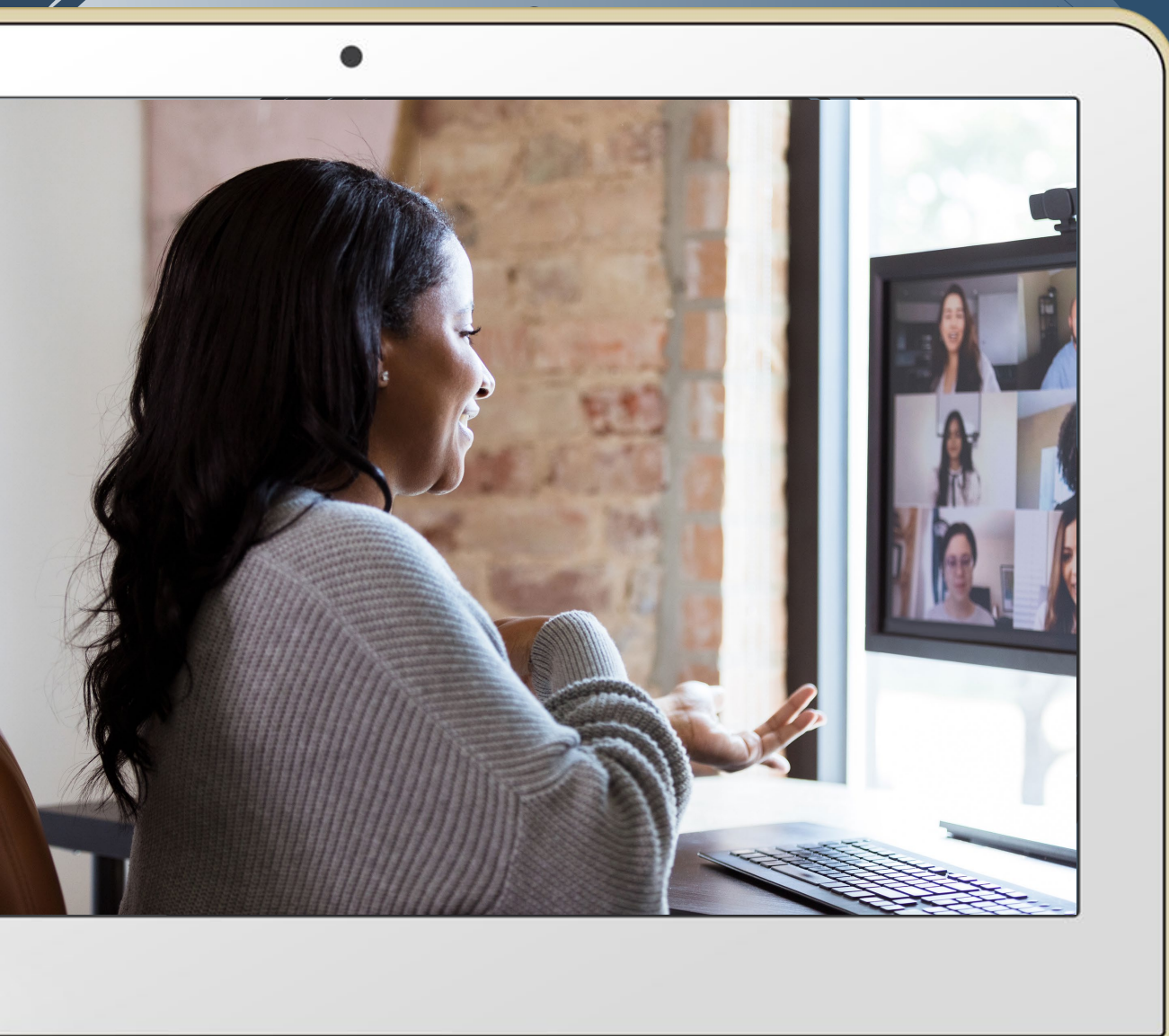
Early Childhood Special Education Added Authorization includes TK/K content standards

Design Orientation

Practicing Education Specialists bring a wealth of experience and expertise.

The Bridge is designed to address new program standards. This is not a preliminary credential program.





Interactive Virtual Training

ESN/MMSN done together

2.5 hours in length

**Human Resources assists with
CCTC paperwork**

**Credential bridging fee covered
with Educator Effectiveness
Funds**

**Teachers have updated/current
credentials**




Prevents mis-assignments

7.3 Submission of Low Incidence Equipment (LIE) Requests

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

MEMORANDUM

Date: April 17, 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

National Mental Health Awareness Month – May 2024

“Where to Start: Mental Health in a Changing World”

Steering Committee

April 1, 2024

As May and the observance of Mental Health Awareness Month approaches, it is essential to recognize the significance of this annual observance and its rich history rooted in advocacy, education, and destigmatization efforts surrounding mental health challenges and mental illness. Each year, Mental Health Awareness Month serves as a vital platform to foster understanding and raise awareness regarding mental health issues that affect people in all walks of life. Mental Health Awareness Month has evolved over time, reflecting changing attitudes towards mental illness and the growing recognition of the importance of good mental health in overall well-being.

The origins of Mental Health Awareness Month can be traced back to the early 20th century when mental health advocates and organizations began campaigning for increased awareness and support for individuals with mental illness. These efforts were often grassroots in nature and aimed to challenge the prevailing stigma and discrimination associated with mental health conditions. One of the milestones in the history of Mental Health Awareness Month was the establishment of Mental Health Awareness Week in 1949 by Mental Health America (formerly known as the National Mental Health Association). This annual observance aimed to educate the public about mental health issues and promote mental wellness.

In the 1960s, Mental Health Awareness Week expanded into a month-long observance, known as Mental Health Awareness Month. This expansion provided an extended period for advocacy, education, and outreach activities focused on mental health issues. Over the years, Mental Health Awareness Month has gained recognition and support from government entities, including the U.S. Congress. In 2013, the U.S. Senate designated May as National Mental Health Awareness Month to raise awareness about mental health conditions and the importance of early intervention and treatment. Mental Health Awareness Month serves as an opportunity for mental health organizations, advocacy groups, healthcare professionals, and individuals affected by mental illness to come together to raise awareness, challenge stigma, and promote access to mental health services and support. Each year, Mental Health Awareness Month is typically centered around a specific theme or focus area chosen by mental health organizations and advocacy groups. These themes often address pressing issues in mental health, such as suicide prevention, workplace mental health, youth mental health, or access to care.



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This year's theme "Where to Start: Mental Health in a Changing World" takes on profound significance, reflecting the evolving landscape of mental health amid shifting societal, economic, and environmental dynamics. In a world marked by rapid change and uncertainty, addressing mental health needs has become more crucial than ever before. The chosen theme encapsulates the complexity of navigating mental health in a world that is constantly in flux. From technological advancements and globalization to environmental challenges and socio-political upheavals, individuals are grappling with unprecedented stressors and pressures that impact their mental well-being.

One of the key aspects of this theme is acknowledging the importance of taking that initial step towards prioritizing mental health. For many, the idea of addressing mental health concerns can feel daunting or overwhelming, especially in the face of myriad challenges. However, the theme emphasizes that every journey towards mental wellness begins with a single step – a decision to seek support, resources, or guidance. In a changing world, knowing "where to start" can be the most significant hurdle. This theme encourages individuals to explore various avenues for mental health support, whether it be reaching out to trusted friends or family members, seeking therapy or counseling, engaging in self-care practices, or accessing community resources and support groups.

Moreover, "Where to Start" underscores the importance of adapting to change and building resilience in the face of adversity. The ability to navigate life's transitions and challenges plays a crucial role in maintaining mental well-being. By cultivating resilience, individuals can better cope with stressors and setbacks, ultimately leading to improved mental health outcomes. The theme also highlights the need for broader systemic changes to support mental health in a changing world. This includes advocating for policies that prioritize mental health services, reducing stigma and discrimination surrounding mental illness, and promoting access to affordable and culturally competent care.

In addition, "Where to Start" recognizes the interconnectedness of mental health with other areas of well-being, such as physical health, social support, and environmental factors. Addressing mental health needs requires a holistic approach that considers the multifaceted influences on individuals' lives. As Mental Health Awareness Month unfolds, communities, organizations, and individuals are encouraged to reflect on how they can contribute to promoting mental health in a changing world. Whether through awareness campaigns, educational initiatives, or advocacy efforts, everyone has a role to play in fostering a supportive and inclusive environment where mental health is prioritized and valued.



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"Where to Start: Mental Health in a Changing World" serves as a call to action to recognize the importance of mental health amid ongoing global transformations. By taking that crucial first step towards prioritizing mental well-being and embracing change with resilience and adaptability, we can embark on a journey towards improved mental health and overall well-being. We can also play a vital role in promoting acceptance, understanding, and support for those living with mental health conditions. By raising awareness and fostering open dialogue, we can reduce stigma, increase access to care, and ultimately improving the lives of those affected by mental illness around us.



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References:

1. <https://www.mhanational.org/mental-health-month>

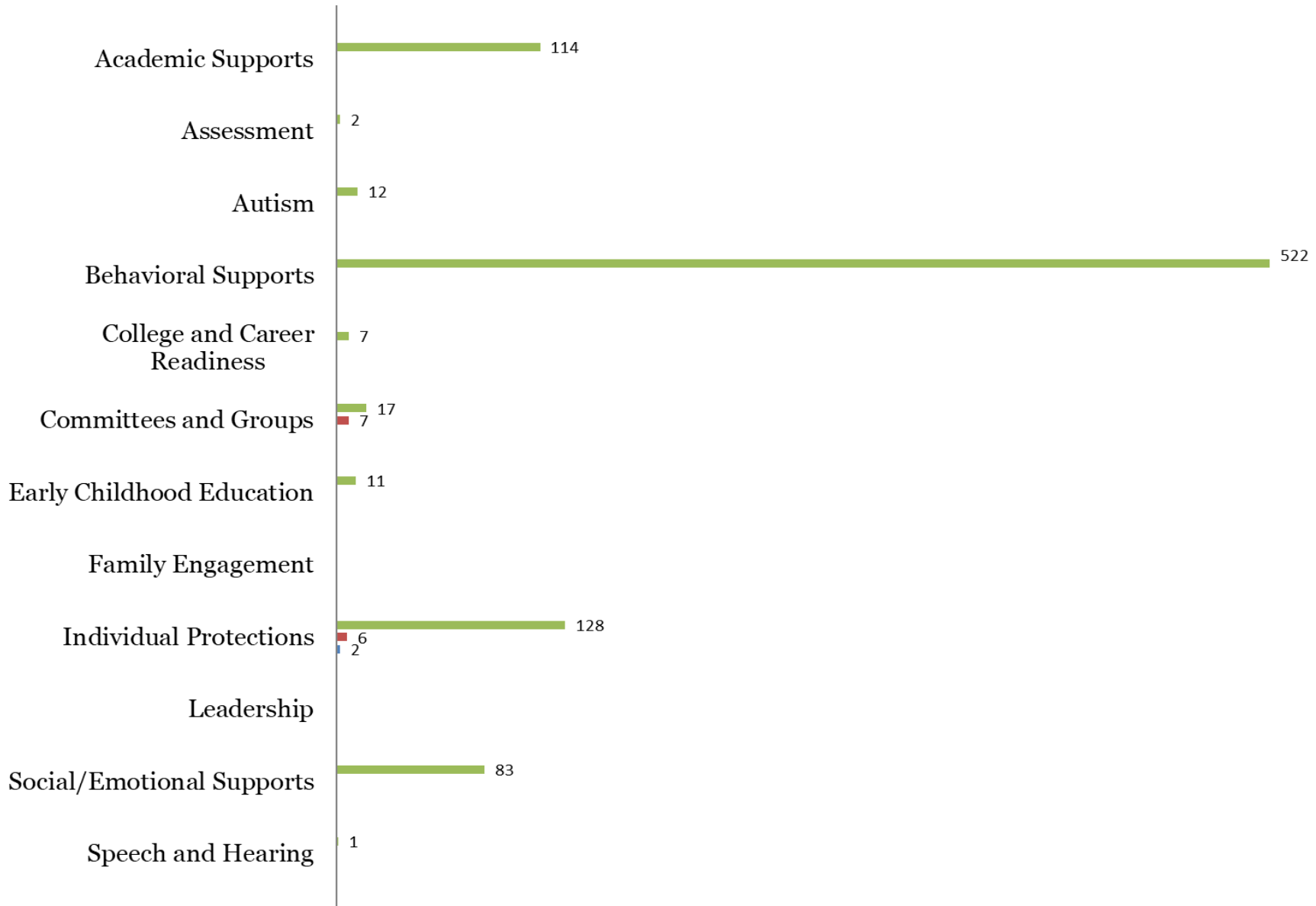
Resources:

- <https://mhanational.org/>
- <https://www.nami.org/Home>
- <https://www.thenationalcouncil.org/>
- <https://www.mentalhealthfirstaid.org/>
- <https://www.nimh.nih.gov/>
- <https://www.samhsa.gov/>
- <https://www.chhs.ca.gov/youthresources/>
- <https://www.mentalhealthca.org/>
- <https://www.calhope.org/>
- <https://wp.sbcounty.gov/dbh/>
- <https://988lifeline.org/>

DMCS PROFESSIONAL LEARNING PARTICIPATION SUMMARY

MARCH 2024 PARTICIPANTS - 15
897 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



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

**SAVE
THE
DATE**

**February
27
2025**

**2025 IMTSS
Symposium!**

Coming back to the
High Desert!

Phone: (760) 955-3552

Email: Letitia.Macaraeg@cahelp.org

Address: 17800 Highway 18, Apple Valley, CA 92307



Celebrating Families!™

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

Who Can Attend:

Parents, caregivers, guardians, and children ages 4 through 18.

Presented By:

CAHELP Team

Date:

Tuesdays: August 13, 2024 - December 3, 2024.
(No CF! on November 26th)

Time:

4:30 - 7:00 p.m.

Location:

17800 US Highway 18, Apple Valley, CA 92307

Registration:

Please [register online](https://sbcss.k12oms.org/52-247562) at <https://sbcss.k12oms.org/52-247562>

Special Accommodations:

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

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

Email : Letitia.Macaraeg@cahelp.org
Phone : (760) 955-3552 **Website :** www.cahelp.org



California Association of Health and Education Linked Professions

SAVE THE DATE

School Psychologists' Committee Meetings

- **September 18, 2024**
- **January 23, 2025**
- **March 19, 2025**

Desert Mountain Charter SELPA
 Due Process Activity Summary
 July 1, 2023 - March 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 March 21, 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	\$39,646.08

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

LEA ANNUAL DETERMINATION MONITORING DATA

Significant Disproportionality – 1
Disproportionality – 9
Intensive Level One – 0
Intensive Level Two – 2
Intensive Level Three – 6
Targeted Level One – 0
Targeted Level Two – 8
Targeted Level Three – 4

**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)

CDE CYCLICAL MONITORING

CYCLE B:2024 and CYCLE C:2026 LEAs (100 or fewer SWD) identified.

IEP IMPLEMENTATION

On **May 1, 2024**, the CDE will provide LEAs with a list of randomly selected students whose records must be reviewed to determine the IEP Implementation rate for each student for a two-month measurement period—**March 1, 2024, to April 29, 2024**. The LEA will summarize and report the number of students who had more or less than 90 percent of their services implemented during the review period. The data will be due to the CDE no later than **June 28, 2024**.

7.8 Career Technical Education Update

No materials, verbal report only

7.9 Prevention and Intervention Update

No materials, verbal report only



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: April 18, 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

California Association of Health and Education Linked Professions JPA
Desert Mountain SELPA - Desert Mountain Charter SELPA -
Desert Mountain Children's Center
2024-25 Proposed Budget with Prior Year Comparison

Primary Funding Sources

Contract/Grant Funding

- ◆ Department of Behavioral Health
- ◆ Department of Rehabilitation
- ◆ Workforce Development Department
- ◆ Prevention and Intervention Contracts

State Revenue

- ◆ AB 602 Out-of-Home Funding
- ◆ AB 602 Program Specialist/Regionalized Services Funding
- ◆ AB 602 Low Incidence Funding

Fee-for-Service/Other

- ◆ X-Pot Contributions
- ◆ DM SELPA Related Services FFS
- ◆ DMCC Mental Health FFS
- ◆ DMCC Intensive Therapeutic Services FFS
- ◆ Federal and State Mental Health Funding from Member LEAs

San Bernardino County Superintendent of Schools
2024-25 Budget Assumptions

- ◆ 2.5% COLA on salary
- ◆ Fully funded step and column
- ◆ 7.75% increase on medical
- ◆ 2% increase on dental, vision, and life
- ◆ Assume medical opt-out
- ◆ Employer paid statutory rates
- ◆ Medicare 0.0145
- ◆ SUI 0.0005
- ◆ WC 0.0251
- ◆ STRS 0.191
- ◆ PERS 0.278
- ◆ Information Technology user fee \$2,976 per FTE / email only \$135 per FTE
- ◆ Indirect Cost Rate 7.56%

CAHELP JPA - DM SELPA - DM Charter SELPA - DMCC

2023-24 Estimated Actuals					
Program	Revenues	Expenditures	Revenue Less Expenditures	Beginning Balance	Projected Ending Balance June 30
CAHELP JPA	\$ 3,303,093	\$ 3,303,093	\$ -	\$ -	\$ -
DM SELPA	\$ 60,622,438	\$ 59,399,030	\$ 1,223,408	\$ 20,136,521	\$ 21,359,930
DM Charter SELPA	\$ 1,394,905	\$ 1,338,189	\$ 56,716	\$ 2,445,129	\$ 2,501,845
DM Children's Center	\$ 36,436,103	\$ 36,311,370	\$ 124,733	\$ 18,797,136	\$ 18,921,869
Total	\$ 101,756,539	\$ 100,351,682	\$ 1,404,857	\$ 41,378,786	\$ 42,783,644

2024-25 Proposed Budget					
Program	Revenues	Expenditures	Revenue Less Expenditures	Beginning Balance	Projected Ending Balance June 30
CAHELP JPA	\$ 3,745,075	\$ 3,745,075	\$ -	\$ -	\$ -
DM SELPA	\$ 62,697,835	\$ 62,813,454	\$ (115,619)	\$ 21,359,930	\$ 21,244,309
DM Charter SELPA	\$ 1,336,937	\$ 1,277,141	\$ 59,796	\$ 2,501,845	\$ 2,561,641
DM Children's Center	\$ 36,924,537	\$ 39,229,784	\$ (2,305,247)	\$ 18,921,869	\$ 16,616,622
Total	\$ 104,704,384	\$ 107,065,454	\$ (2,361,070)	\$ 42,783,644	\$ 40,422,572

FTE *

	<u>CERTIFICATED</u>	<u>CLASSIFIED</u>	<u>TOTAL</u>
CAHELP JPA	1.00	14.95	15.95
DM SELPA	15.28	139.67	154.95
DM Charter SELPA	2.37	3.55	5.92
DM Children's Center	1.00	221.68	222.68
	<u>19.65</u>	<u>379.85</u>	<u>399.50</u>

* FTE includes the establishment of two program specialist positions and one program manager position

CAHELP - SPIRIT RIVER COMPLEX - DESERT MOUNTAIN SELPA
2024-25 PROPOSED BUDGET WITH PRIOR YEAR COMPARISONS

				2022-23 ACTUALS			2023-24 ESTIMATED ACTUALS			2024-25 PROPOSED BUDGET		
	RESOURCE	MGMT CODE	BEGINNING BALANCE	REVENUES	EXPENDITURES	ENDING BALANCE	REVENUES	EXPENDITURES	ENDING BALANCE	REVENUES	EXPENDITURES	ENDING BALANCE
CAHELP ADMINISTRATIVE	9295	DMJ1	-	2,855,501	2,855,501	(0)	3,303,093	3,303,093	(0)	3,745,075	3,745,075	0
SPIRIT RIVER COMPLEX	9299	029S	-	431,844	431,844	-	496,362	496,362	0	498,496	498,496	0
X-POT	9292	0292	2,138,073	3,214,761	2,674,305	2,678,529	3,288,038	3,203,054	2,763,513	3,258,956	3,361,482	2,660,987
PS/RS	6500/9294	0293	1,918,120	3,099,870	2,184,674	2,833,316	3,152,278	2,799,201	3,186,393	3,243,857	3,242,370	3,187,879
LOW INCIDENCE FUND	6500	0296	981,432	2,414,063	2,102,970	1,292,525	2,402,820	2,177,068	1,518,277	2,500,224	2,500,189	1,518,312
RELATED SERVICES	6500/9293	0297	2,899,525	8,983,908	8,421,618	3,461,816	10,231,789	11,138,905	2,554,699	12,521,805	12,742,260	2,334,245
TRANSITION PARTNERSHIP PROG	3410	0455	-	1,059,706	1,059,706	(0)	1,294,700	1,294,700	0	1,328,019	1,328,019	(0)
REGION 10	9494	0484	240,900	(238,550)	2,350	-	54,100	54,100	-	17,050	17,050	-
ALTERNATE DISPUTE RESOLUTION	3395	0490	-	19,685	19,685	-	14,807	14,807	0	14,807	14,807	0
PRESCHOOL REGIONALIZED SVCS	3315	0494	-	19,865	19,865	-	21,559	21,559	0	19,913	19,913	(0)
WORKABILITY GRANT	6520	0496	-	102,105	102,105	0	102,105	102,105	0	102,105	102,105	0
PRESCHOOL STAFF DEVELOPMENT	3345	0497	-	3,583	3,583	-	3,583	3,583	0	3,583	3,583	0
NON-PUBLIC SCHOOLS/AGENCIES	9292	029B	-	19,457,001	19,457,001	-	23,975,572	23,975,572	0	23,975,572	23,975,572	0
CHARTER SCHOOL PASS-THROUGH	6500	029C	-	204,923	204,923	-	220,250	220,250	-	220,250	220,250	-
OUT-OF-HOME/OUTREACH/P & I	6500/9298	298B	3,602,446	7,810,761	1,794,748	9,618,459	4,607,450	3,239,034	10,986,874	4,073,739	3,867,322	11,193,291
TPP WORK EXPERIENCE	3410	455A	-	448,549	448,549	-	343,108	343,108	0	339,293	339,293	(0)
CAPROMISE ENROLLMENT FUNDS	9455	455B	14,263	-	10,082	4,181	-	2,337	1,844	-	1,076	768
EMPLOYMENT NETWORK	9296	455D	11,947	-	(535)	12,482	-	2,500	9,982	-	2,000	7,982
PAID INTERNSHIP PROGRAM (IRC)	9293	455F	-	-	-	-	500	500	(0)	-	-	(0)
WIOA GENERATION GO	5610	455G	-	696,131	696,131	(0)	1,086,558	1,086,558	0	1,086,558	1,086,558	(0)

CAHELP - SPIRIT RIVER COMPLEX - DESERT MOUNTAIN SELPA
 2024-25 PROPOSED BUDGET WITH PRIOR YEAR COMPARISONS

	RESOURCE	MGMT CODE	BEGINNING BALANCE	2022-23 ACTUALS			2023-24 ESTIMATED ACTUALS			2024-25 PROPOSED BUDGET		
				REVENUES	EXPENDITURES	ENDING BALANCE	REVENUES	EXPENDITURES	ENDING BALANCE	REVENUES	EXPENDITURES	ENDING BALANCE
CSEP	5610	455I	-	168,198	168,198	(0)	294,500	294,500	(0)	504,211	504,211	0
CYEP	5610	455J	-	-	-	-	229,321	229,321	(0)	229,321	229,321	(0)
MENTAL HEALTH ADA	3327	DSMH	-	1,306,538	1,306,538	-	1,170,843	1,170,843	(0)	1,209,030	1,209,030	(0)
SPED MENTAL HEALTH	6546	DSMH	-	7,224,587	7,224,587	-	7,471,015	7,471,015	-	7,456,046	7,456,046	(0)
LEA MEDI-CAL BILLING	9164	325H	142,497	92,717	-	235,214	161,180	58,048	338,347	95,000	92,502	340,845
TOTAL			11,949,204	56,520,244	48,332,926	20,136,521	60,622,438	59,399,030	21,359,930	62,697,835	62,813,454	21,244,309

CAHELP JPA

2024-25 PROPOSED BUDGET WITH PRIOR YEAR COMPARISONS

<u>RANGE</u>	<u>DESCRIPTION</u>	<u>2022-23</u> <u>ACTUALS</u>	<u>2023-24</u> <u>ESTIMATED</u> <u>ACTUALS</u>	<u>2024-25</u> <u>PROPOSED</u> <u>BUDGET</u>	<u>RATIO</u> <u>PROPOSED</u>
8100-8299	FEDERAL REVENUE	-	-	-	0.00%
8300-8599	OTHER STATE REVENUE	-	-	-	0.00%
8600-8799	OTHER LOCAL REVENUE	500	-	-	0.00%
8980-8999	REVENUE CONTRIBUTIONS	2,855,001	3,303,093	3,745,075	100.00%
		<u>2,855,501</u>	<u>3,303,093</u>	<u>3,745,075</u>	100.00%
1000-1999	CERTIFICATED SALARY	253,138	246,881	252,004	6.73%
2000-2999	CLASSIFIED SALARY	1,391,252	1,645,059	1,911,541	51.04%
3000-3999	EMPLOYEE BENEFIT	672,273	809,987	961,252	25.67%
4000-4999	BOOKS AND SUPPLIES	38,087	34,100	34,600	0.92%
5000-5999	SERVICES AND OPERATING	268,672	308,298	322,450	8.61%
6000-6999	CAPITAL OUTLAY	-	-	-	0.00%
7211	DISTRICTS	-	-	-	0.00%
7221	TRANSFERS OF APPORTIONMENTS	-	-	-	0.00%
7312	INDIRECT COSTS	232,079	258,768	263,228	7.03%
	TOTAL	<u>2,855,501</u>	<u>3,303,093</u>	<u>3,745,075</u>	100.00%
	REVENUE	2,855,501	3,303,093	3,745,075	
	EXPENSE	2,855,501	3,303,093	3,745,075	
	REVENUE LESS EXPENSE	-	-	-	
	BEGINNING BALANCE	-	-	-	
	ENDING BALANCE	-	-	-	

DESERT MOUNTAIN SELPA/SPIRIT RIVER COMPLEX
2024-25 PROPOSED BUDGET WITH PRIOR YEAR COMPARISONS

<u>RANGE</u>	<u>DESCRIPTION</u>	<u>2022-23</u> <u>ACTUALS</u>	<u>2023-24</u> <u>ESTIMATED</u> <u>ACTUALS</u>	<u>2024-25</u> <u>PROPOSED</u> <u>BUDGET</u>	<u>RATIO</u> <u>PROPOSED</u>
8100-8299	FEDERAL REVENUE	3,722,289	3,288,136	3,525,705	5.62%
8300-8599	OTHER STATE REVENUE	30,384,743	21,831,876	24,009,265	38.29%
8600-8799	OTHER LOCAL REVENUE	23,499,539	36,876,491	36,762,829	58.63%
8980-8999	REVENUE CONTRIBUTIONS	(1,086,328)	(1,374,065)	(1,599,964)	-2.55%
		<u>56,520,244</u>	<u>60,622,438</u>	<u>62,697,835</u>	100.00%
1000-1999	CERTIFICATED SALARY	1,946,798	1,983,610	2,501,465	3.98%
2000-2999	CLASSIFIED SALARY	7,353,830	10,070,563	12,595,772	20.05%
3000-3999	EMPLOYEE BENEFIT	3,818,465	5,059,626	6,537,571	10.41%
4000-4999	BOOKS AND SUPPLIES	379,696	712,674	603,917	0.96%
5000-5999	SERVICES AND OPERATING	31,826,517	38,235,484	36,786,812	58.57%
6000-6999	CAPITAL OUTLAY	107,759	68,000	44,000	0.07%
7211	DISTRICTS	-	-	-	0.00%
7221	TRANSFERS OF APPORTIONMENTS	1,683,911	-	1,975,844	3.15%
7312	INDIRECT COSTS	1,215,949	3,269,074	1,768,073	2.81%
	TOTAL	<u>48,332,926</u>	<u>59,399,030</u>	<u>62,813,454</u>	100.00%
	REVENUE	56,520,244	60,622,438	62,697,835	
	EXPENSE	48,332,926	59,399,030	62,813,454	
	REVENUE LESS EXPENSE	8,187,318	1,223,408	(115,619)	
	BEGINNING BALANCE	11,949,203	20,136,521	21,359,930	
	ENDING BALANCE	20,136,521	21,359,930	21,244,309	

**DESERT MOUNTAIN CHARTER SELPA
2024-25 PROPOSED BUDGET WITH PRIOR YEAR COMPARISONS**

			2022-23 ACTUALS			2023-24 ESTIMATED ACTUALS			2024-25 PROPOSED BUDGET		
PROGRAM DESCRIPTION	MGMT CODE	BEGINNING BALANCE	REVENUES	EXPENDITURES	ENDING BALANCE	REVENUES	EXPENDITURES	ENDING BALANCE	REVENUES	EXPENDITURES	ENDING BALANCE
PS/RS	DCPS	444,125	745,414	605,313	584,226	760,014	712,363	631,877	725,672	875,064	482,485
RISK POOL	DCRP	417,608	362,189	217,920	561,877	363,354	337,540	587,691	346,554	334,153	600,092
SET-ASIDE POOL	DCSA	814,692	-	-	814,692	26,978	26,978	814,692	-	-	814,692
LOW INCIDENCE FUND	DCLI	118,794	81,798	9,510	191,081	81,780	98,528	174,333	81,780	53,118	202,995
OUT-OF-HOME CARE	DCOH	-	293,253	-	293,253	147,973	147,973	293,253	168,124	-	461,377
ALTERNATE DISPUTE RESOLUTION	DCAD	-	22,688	22,688	-	14,807	14,807	0	14,807	14,807	0
TOTAL		1,795,218	1,505,343	855,432	2,445,129	1,394,905	1,338,189	2,501,845	1,336,937	1,277,141	2,561,641

DESERT MOUNTAIN CHARTER SELPA

2024-25 PROPOSED BUDGET WITH PRIOR YEAR COMPARISONS

<u>RANGE</u>	<u>DESCRIPTION</u>	<u>2022-23</u> <u>ACTUALS</u>	<u>2023-24</u> <u>ESTIMATED</u> <u>ACTUALS</u>	<u>2024-25</u> <u>PROPOSED</u> <u>BUDGET</u>	<u>RATIO</u> <u>PROPOSED</u>
8100-8299	FEDERAL REVENUE	22,687	14,807	14,807	1.11%
8300-8599	OTHER STATE REVENUE	1,556,439	1,445,699	1,409,060	105.39%
8600-8799	OTHER LOCAL REVENUE	-	26,978	-	0.00%
8980-8999	REVENUE CONTRIBUTIONS	(73,783)	(92,579)	(86,929)	-6.50%
		<u>1,505,343</u>	<u>1,394,905</u>	<u>1,336,937</u>	<u>100.00%</u>
1000-1999	CERTIFICATED SALARY	327,324	299,103	383,382	30.02%
2000-2999	CLASSIFIED SALARY	149,865	258,216	293,072	22.95%
3000-3999	EMPLOYEE BENEFIT	185,876	232,084	280,808	21.99%
4000-4999	BOOKS AND SUPPLIES	15,067	34,693	29,435	2.30%
5000-5999	SERVICES AND OPERATING	124,929	427,293	225,570	17.66%
6000-6999	CAPITAL OUTLAY	-	-	-	0.00%
7211	DISTRICTS	-	-	-	0.00%
7221	TRANSFERS OF APPORTIONMENTS	-	-	-	0.00%
7312	INDIRECT COSTS	52,370	86,800	64,874	5.08%
	TOTAL	<u>855,432</u>	<u>1,338,189</u>	<u>1,277,141</u>	<u>100.00%</u>
	REVENUE	1,505,343	1,394,905	1,336,937	
	EXPENSE	855,432	1,338,189	1,277,141	
	REVENUE LESS EXPENSE	649,911	56,716	59,796	
	BEGINNING BALANCE	1,795,218	2,445,129	2,501,845	
	ENDING BALANCE	2,445,129	2,501,845	2,561,641	

**DESERT MOUNTAIN CHILDREN'S CENTER
2024-25 PROPOSED BUDGET WITH PRIOR YEAR COMPARISONS**

PROGRAM DESCRIPTION	MGMT CODE	BEGINNING BALANCE	2022-23 ACTUALS			2023-24 ESTIMATED ACTUALS			2024-25 PROPOSED BUDGET		
			REVENUES	EXPENDITURES	ENDING BALANCE	REVENUES	EXPENDITURES	ENDING BALANCE	REVENUES	EXPENDITURES	ENDING BALANCE
MAA - MEDI-CAL ADMINISTRATIVE ACTIVITIES	029M	323,771	387,835	154,199	557,407	268,744	221,557	604,594	(230,000)	243,841	130,753
INTENSIVE THERAPEUTIC SERVICES	029P	123,449	1,277,167	1,209,871	190,745	1,328,254	1,328,809	190,190	1,328,254	1,390,950	127,494
TRAINING INSTITUTE	029T	68,271	152,050	34,585	185,736	40,205	11,176	214,765	41,005	10,756	245,014
LEA MEDI-CAL BILLING	325K	73,463	-	7,088	66,375	20,000	33,483	52,892	35,000	36,138	51,754
RES. 3327 SPED MENTAL HEALTH	DCMH	-	78,953	78,953	-	36,788	36,788	-	53,383	53,383	-
RES. 6546 SPED MENTAL HEALTH	DCMH	155,476	483,256	385,709	253,023	307,784	308,517	252,290	333,313	396,811	188,792
SATS - SCHOOL-AGED TREATMENT SERVICES	0483	-	14,690,025	14,690,025	-	16,924,458	16,924,458	-	18,364,632	18,364,632	-
SART-15 - SCREENING ASSESSMENT REFERRAL TREATMENT	483A	-	8,609,552	8,609,552	-	10,329,556	10,329,556	-	10,958,050	10,958,050	-
SART-45 - SCREENING ASSESSMENT REFERRAL TREATMENT	483I	-	382,581	382,581	-	683,161	683,161	-	833,066	833,066	-
SART-60 - SCREENING ASSESSMENT REFERRAL TREATMENT	483J	-	700,699	700,699	-	1,344,804	1,344,804	-	1,634,512	1,634,512	-
SAP-15 - STUDENT ASSISTANCE PROGRAM	483B	-	887,956	887,956	-	1,110,862	1,110,862	-	1,120,946	1,120,946	-
SAP-45 - STUDENT ASSISTANCE PROGRAM	483M	-	333,352	333,352	-	377,219	377,219	-	398,165	398,165	-
SAP-MHSSA - STUDENT ASSISTANCE PROGRAM	483O	-	378,291	378,291	-	453,470	453,470	-	476,371	476,371	-
DMCC/SELPA/DM DISTRICTS MOU FOR MHS	483F	10,184,599	7,359,251	-	17,543,850	228,488	165,200	17,607,138	(1,682,323)	52,000	15,872,815
EIIS-15 - EARLY IDENTIFICATION INTERVENTION SERVICES	483G	-	1,781,293	1,781,293	-	2,573,377	2,573,377	-	3,045,614	3,045,614	-
EIIS-60 - EARLY IDENTIFICATION INTERVENTION SERVICES	483H	-	101,947	101,947	-	108,933	108,933	-	114,549	114,549	-
PARENT-CHILD INTERACTIVE THERAPY	483P	-	-	-	-	300,000	300,000	-	100,000	100,000	-
TOTAL		10,929,029	37,604,208	29,736,101	18,797,136	36,436,103	36,311,370	18,921,869	36,924,537	39,229,784	16,616,622

DESERT MOUNTAIN CHILDREN'S CENTER
2024-25 PROPOSED BUDGET WITH PRIOR YEAR COMPARISONS

<u>RANGE</u>	<u>DESCRIPTION</u>	<u>2022-23</u> <u>ACTUALS</u>	<u>2023-24</u> <u>ESTIMATED</u> <u>ACTUALS</u>	<u>2024-25</u> <u>PROPOSED</u> <u>BUDGET</u>	<u>RATIO</u> <u>PROPOSED</u>
8100-8299	OTHER FEDERAL REVENUES	78,953	-	-	0.00%
8300-8599	OTHER STATE REVENUE	9,101,093	8,809,313	8,345,019	22.60%
8600-8799	OTHER LOCAL REVENUE	29,987,639	29,463,239	30,637,700	82.97%
8980-8999	REVENUE CONTRIBUTIONS	(1,563,477)	(1,836,449)	(2,058,182)	-5.57%
	TOTAL	37,604,208	36,436,103	36,924,537	100.00%
1000-1999	CERTIFICATED SALARY	448,956	531,783	574,197	1.46%
2000-2999	CLASSIFIED SALARY	15,935,976	19,389,605	20,896,516	53.27%
3000-3999	EMPLOYEE BENEFIT	7,562,909	9,286,833	10,396,565	26.50%
4000-4999	BOOKS AND SUPPLIES	283,020	409,772	346,371	0.88%
5000-5999	SERVICES AND OPERATING	1,409,631	2,195,391	2,693,667	6.87%
6000-6999	CAPITAL OUTLAY	-	165,200	50,000	0.13%
7211	PASS THRU GRANT TO DISTRICT	157,400	-	-	0.00%
7299	ALL OTHER TRANSFERS OUT	1,671,764	1,671,764	1,671,764	4.26%
7312	INDIRECT COSTS	2,266,445	2,661,022	2,600,704	6.63%
	TOTAL	29,736,101	36,311,370	39,229,784	100.00%
	REVENUE	37,604,208	36,436,103	36,924,537	
	EXPENSE	29,736,101	36,311,370	39,229,784	
	REVENUE LESS EXPENSE	7,868,107	124,733	(2,305,247)	
	BEGINNING BALANCE	10,929,029	18,797,136	18,921,869	
	ENDING BALANCE	18,797,136	18,921,869	16,616,622	

Desert Mountain SELPA
 Desert Mountain Charter SELPA
 Desert Mountain Children's Center
 2024-25 Proposed Fee-for-Service and X-Pot Contribution Rates

Rates					
FY	SELPA-Related Services	* SELPA Education Support	Intensive Therapeutic Services AVCEC/Ingles	DMCC Mental Health Services	** RSP (+ 2%)
2024-25	\$ 7,811	\$ 3,906	\$ 12,091	\$ 6,904	\$ 3,176
2023-24	\$ 7,811	\$ 3,906	\$ 12,091	\$ 6,904	\$ 3,114

* Education support for services greater than 120 minutes annually as indicated on Transition Pages 1 and 2 in SEIS

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

Projected Service Counts				
FY	SELPA Related Services	* SELPA Education Support	Intensive Therapeutic Services AVCEC/Ingles	DMCC Mental Health Services
2024-25	1638	135	94	860

FY	X-Pot Contribution
2024-25	266
2023-24	266

Responsibilities of Partners

Special Education Director

- Monitoring high-cost placements and services
- Tracking student numbers and needs
- Monitoring instructional assistants
- Monitoring consultant services
- Monitoring departed and departing staff
- Monitoring shifts in encumbrance
- Monitoring needs and program shifts in present and coming years

Fiscal Staff

- Monitoring budget, expenditures, and encumbrances
- Monitoring position control
- Monitoring allocation of expenditures
- Monitoring impact of local revenues and philosophy
- Monitoring communication with board and superintendent
- Ensuring alignment of expenditures across the system, including the LCAP and other plans

Upcoming Trainings

Date/Time	Event	Location
4/19/2024 12:00 PM - 2:00 PM	DIRECTORS TRAINING	DMESC
4/24/2024 9:00 AM - 12:00 PM	SEIS TRAINING (Event ID# 245935)	VIRTUAL
4/25/2024 3:30 PM - 4:30 PM	REAL TALK AUTISM EDITION: RESOURCES AND SUPPORT FOR EDUCATORS AND SERVICE PROVIDERS	VIRTUAL
4/25/2024 2:00 PM - 3:00 PM	REAL TALK AUTISM EDITION: RESOURCES AND SUPPORTS FOR CLINICIANS	VIRTUAL
5/1/2024 8:30 PM - 3:30 PM	USING PATTERNS OF STRENGTHS AND WEAKNESS TO IDENTIFY SPECIFIC LEARNING DISABILITIES	DMESC
5/9/2024 3:30 PM - 4:30 PM	REAL TALK AUTISM EDITION: RESOURCES AND SUPPORT FOR EDUCATORS AND SERVICE PROVIDERS	VIRTUAL
5/9/2024 2:00 PM - 3:00 PM	REAL TALK AUTISM EDITION: RESOURCES AND SUPPORTS FOR CLINICIANS	VIRTUAL
5/14/2024 2:00 PM - 4:00 PM	OCCUPATIONAL THERAPY PROFESSIONAL LEARNING COLLABORATIVE	DMESC
5/14/2024 9:00 AM - 12:00 PM	SEIS Training (Event ID# 245936)	VIRTUAL

For more information, visit the CAHELP Staff Development calendar ([url: www.cahelp.org/calendar](http://www.cahelp.org/calendar))
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