

California Association of Health and Education Linked Professions
Joint Powers Authority (CAHELP JPA)
DESERT/MOUNTAIN CHARTER SELPA EXECUTIVE COUNCIL MEETING
April 15, 2021 – 10:00 a.m. Virtual Via Video Conference
Desert Mountain Educational Service Center, 17800 Highway 18, Apple Valley CA 92307

AGENDA

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

PARTICIPATE BY PHONE:

Dial Access Number: 1-415-655-0003

When prompted - enter Access Code: 133 238 4982

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

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

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

1.0 CALL TO ORDER

2.0 PUBLIC PARTICIPATION

Citizens are encouraged to participate in the deliberation of the Desert/Mountain Charter SELPA Executive Council. 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 Executive Council” to the Recording Secretary and adhere to the provisions described therein.

3.0 ROLL CALL

4.0 ADOPTION OF THE AGENDA

4.1 **BE IT RESOLVED** that the April 15, 2021 Desert/Mountain Charter SELPA Executive Council Meeting Agenda be approved as presented.

5.0 PUBLIC HEARINGS

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

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

AGENDA

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

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

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

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

6.0 INFORMATION/ACTION

6.1 Proposed 2021-22 Desert/Mountain Charter SELPA Budget (**ACTION**)

The annual Desert/Mountain Charter SELPA budget for regional services administered by the SELPA office include the primary services provided through program specialists/regional services, X-pot, clinical counseling, SELPA regional services, and DMCC. In reviewing and approving the budgets, the Desert/Mountain Charter Executive Council designates and supports the staff and operational expenses necessary to carry out the functions of the D/M Charter SELPA as designated in the Local Plans.

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

6.2 Proposed 2021-22 Desert/Mountain Charter SELPA Fee-for-Service Rates (**ACTION**)

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

6.2.1 **BE IT RESOLVED** that the 2021-22 Desert/Mountain Charter SELPA Proposed Fee-For-Service Rates be approved as presented.

6.3 Low Incidence Reimbursement (**ACTION**)

Jenae Holtz will propose the use of increased low incidence funding to reimburse member LEAs for low incidence costs.

6.3.1 **BE IT RESOLVED** that the increased low incidence funding will be used to reimburse member LEAs for low incidence costs be approved as presented.

AGENDA

6.4 Desert/Mountain Charter SELPA Forms D/M 127 Assistive Technology Referral (**ACTION**)

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

6.4.1 **BE IT RESOLVED** that Desert/Mountain Charter SELPA Form D/M 127 Assistive Technology Referral be approved as presented.

6.5 Desert/Mountain Charter SELPA Application for Membership FY 2021-22 (**ACTION**)

The Desert/Mountain Charter SELPA has received two applications from Virtual Preparatory Academy at Monterey and ASA Charter School for membership into the Charter SELPA for FY 2021-22. A discussion will occur regarding the potential applicants. A recommendation for membership will be offered from the CAHELP administrative team and the Charter SELPA CEOs.

6.5.1 **BE IT RESOLVED** that the Virtual Preparatory Academy at Monterey application for membership be approved as presented.

6.5.2 **BE IT RESOLVED** that the ASA Charter School application for membership be approved as presented.

6.6 CAHELP JPA Governance Council Representative Fiscal Year 2021-22 (**ACTION**)

Article IV of the CAHELP JPA Bylaws specifies the CAHELP JPA Governance Council shall consist of two (2) CEO representatives from the Desert/Mountain Charter SELPA. The two Desert/Mountain Charter SELPA representatives will be chosen annually and will assume their roles as of July 1 of the next fiscal year. Discussion will center on the selection of these two representatives.

6.6.1 **BE IT RESOLVED** that the selection of the two representatives for the CAHELP JPA Governance Council be approved as presented.

6.7 Desert/Mountain Charter SELPA Executive Council 2021-22 Meeting Dates and Times (**ACTION**)

The CAHELP JPA CEO seeks approval for dates and times of the 2021-22 Desert/Mountain Charter SELPA Executive Council Meetings.

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AGENDA

- 6.7.1 **BE IT RESOLVED** that the Desert/Mountain Charter SELPA Executive Council approves the dates and times of the 2021-22 Desert/Mountain Charter SELPA Executive Council Meetings.

7.0 CONSENT ITEMS

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

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

- 7.1.1 Approve the January 14, 2021 Desert/Mountain Charter SELPA Executive Council Meeting Minutes.

8.0 CHIEF EXECUTIVE OFFICER AND STAFF REPORTS

8.1 Legislative Updates

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

8.2 State SELPA Administrators Information – Due Process

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

8.3 Management Information System (MIS) Web DA and Web IEP Standard Reports Manual

Jenae Holtz will present the Management Information System (MIS) Web DA and Web IEP Standard Reports Manual.

8.4 CAHELP JPA Governance Council 2021-22 Meeting Dates

Jenae Holtz will present the CAHELP JPA Governance Council 2021-22 Meeting dates.

8.5 988 National Crisis Hotline

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

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AGENDA

8.6 Professional Learning Summary

Heidi Chavez will present an update on the SELPA's professional development.

8.7 Resolution Support Services Summary

Kathleen Peters will present an update on the SELPA's resolution support services.

8.8 Compliance Updates

Peggy Dunn will present compliance updates.

9.0 FINANCE COMMITTEE REPORTS

10.0 INFORMATION ITEMS

11.0 DESERT/MOUNTAIN CHARTER SELPA EXECUTIVE COUNCIL MEMBERS COMMENTS / REPORTS

12.0 CEO COMMENTS

13.0 MATTERS BROUGHT BY CITIZENS

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

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

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

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

14.0 ADJOURNMENT

The next regular meeting of the Desert/Mountain Charter SELPA Executive Council will be held on Thursday, October 21, 2021, at 10:00 a.m., at the Desert Mountain Educational Service Center, Aster/Cactus Room, 17800 Highway 18, Apple Valley, CA 92307.

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

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

LEA OF SERVICE	425	865	445	720	535	735	840	820	515	540	436	435	350	510	340	715	855	415	860	750	450	730	900	890	520	460	530	760	545	270	240	525	330	710	250	740	725	901	755	870	830	850						
	ADAPTIVE PE	AGENCY LINKAGES	ASST TECH SERV	AUDIOLOGICAL SERVICES	BEHAVIOR INTERVENTION	BRAILLE TRANSCRIPTION	CAREER AWARENESS	COLLEGE PREP	COUNSELING AND GUIDANCE	DAY TREATMENT SERVICES	HEALTH AND NURSING: OTHER	HEALTH/NURSING: PHYSICAL	IND/SMALL GROUP INST	INDIVIDUAL COUNSELING	INTENSIVE INDIVIDUAL SERVICES	INTERPRETER SERVICES	JOB COACHING	LANGUAGE AND SPEECH	MENTORING	NOTE TAKING	OCCUPATIONAL THERAPY	ORIENTATION AND MOBILITY	OTHER SPED SERVICES	OTHER TRANSITION SERVICE	PARENT COUNSELING	PHYSICAL THERAPY	PSYCHOLOGICAL SERVICES	RECREATION SERVICES	RESIDENTIAL TREATMENT	RESPIRE CARE SERVICES	SERVICE COORDINATION	SOCIAL WORK (DMCC)	SAI	SP DEAF/HH SERVICES	SP INSTRUCTION AGES 0-2 ONLY	SP ORTHOPEDIC SERVICES	SPECIALIZED VISION SERVICES	TRANSPORTATION	TRANSCRIPTION SERVICES	TRAVEL TRAINING	VOCATIONAL EDUCATION	WORK EXPERIENCE EDUCATION						
Allegiance STEAM	x				x	x					x			x				x			x	x												x														
Aveson Global Leadership ACA	x				x		x	x	x				x	x				x			x			x																				x				
Aveson School of Leaders					x				x				x	x				x			x						x																					
Ballington Academy																		x																		x												
Desert Trails Charter																		x																														
Elite Academy							x						x					x			x																											
Encore Jr/Sr HD	x			x			x											x			x			x									x	x														
Julia Lee														x				x			x																											
Laverne Prep																		x			x					x																						
Leonardo Da Vinci																		x			x																											
Odyssey Charter	x			x	x				x				x	x				x			x				x																							

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DESERT/MOUNTAIN CHARTER SELPA #3651

LEA OF SERVICE	425	865	445	720	535	735	840	820	515	540	436	435	350	510	340	715	855	415	860	750	450	730	900	890	520	460	530	760	545	270	240	525	330	710	250	740	725	901	755	870	830	850				
	ADAPTIVE PE	AGENCY LINKAGES	ASST TECH SERV	AUDIOLOGICAL SERVICES BEHAVIOR INTERVENTION	BRAILLE TRANSCRIPTION	CAREER AWARENESS	COLLEGE PREP	COUNSELING AND GUIDANCE DAY TREATMENT	SERVICES HEALTH AND NURSING; OTHER HEALTH/NURSING; PHYSICAL	IND/SMALL GROUP INST	INDIVIDUAL COUNSELING INTENSIVE INDIVIDUAL SERVICES	INTERPRETER SERVICES	JOB COACHING	LANGUAGE AND SPEECH	MENTORING	NOTE TAKING	OCCUPATIONAL THERAPY ORIENTATION AND MOBILITY	OTHER SPED SERVICES	OTHER TRANSITION SERVICE	PARENT COUNSELING	PHYSICAL THERAPY	PSYCHOLOGICAL SERVICES	RECREATION SERVICES	RESIDENTIAL TREATMENT RESPIRE CARE SERVICES	SERVICE COORDINATION	SOCIAL WORK (DMCC)	SAI	SP DEAF/HH SERVICES	SP INSTRUCTION AGES 0-2 ONLY	SP ORTHOPEDIC SERVICES	SPECIALIZED VISION SERVICES	TRANSPORTATION	TRANSCRIPTION SERVICES	TRAVEL TRAINING	VOCATIONAL EDUCATION WORK EXPERIENCE	EDUCATION										
OCS - Odyssey South														x							x																									
Pasadena Rosebud Academy																					x																									
Pathways to College											x																																			
Vitural Prep - Lucerne							x																																							
Taylion HD							x	x																																						
Chaffey JUSD																																														

Special Education Local Plan Area (SELPA) Local Plan

SELPA

Fiscal Year

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



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

Local Plan Section E: Annual Service Plan

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

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

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

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

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

330–Specialized Academic Instruction

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

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

Section E: Annual Service Plan

SELPA:

Fiscal Year:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Section E: Annual Service Plan

SELPA:

Fiscal Year:

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

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

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

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

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

340—Intensive Individual Instruction

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

350—Individual and Small Group Instruction

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

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

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

Section E: Annual Service Plan

SELPA:

Fiscal Year:

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

425-Adapted Physical Education

Service is Not Currently Provided

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

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

435-Health and Nursing: Specialized Physical Health Care

Service is Not Currently Provided

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

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

436-Health and Nursing: Other

Service is Not Currently Provided

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

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

Section E: Annual Service Plan

SELPA:

Fiscal Year:

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

445–Assistive Technology

Service is Not Currently Provided

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

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

450–Occupational Therapy

Service is Not Currently Provided

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

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

460–Physical Therapy

Service is Not Currently Provided

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

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

Section E: Annual Service Plan

SELPA:

Fiscal Year:

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

510–Individual Counseling

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

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

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

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

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

520–Parent Counseling *Service is Not Currently Provided*

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

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

525–Social Worker *Service is Not Currently Provided*

Section E: Annual Service Plan

SELPA:

Fiscal Year:

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

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

530–Psychological

Service is Not Currently Provided

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

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

535–Behavior Intervention

Service is Not Currently Provided

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

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

540–Day Treatment

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

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

545–Residential Treatment

Section E: Annual Service Plan

SELPA:

Fiscal Year:

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

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

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

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

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

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

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

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

- 715—Interpreter *Service is Not Currently Provided*

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

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

- 720—Audiological *Service is Not Currently Provided*

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

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

Section E: Annual Service Plan

SELPA:

Fiscal Year:

725–Specialized Vision

Service is Not Currently Provided

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

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

730–Orientation and Mobility

Service is Not Currently Provided

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

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

735–Braille Transcription

Service is Not Currently Provided

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

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

740–Specialized Orthopedic

Service is Not Currently Provided

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

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

745–Reading

Service is Not Currently Provided

Section E: Annual Service Plan

SELPA:

Fiscal Year:

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

750–Note Taking

Service is Not Currently Provided

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

755–Transcription

Service is Not Currently Provided

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

760–Recreation Service, Including
Therapeutic Recreation

Service is Not Currently Provided

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

820–College Awareness

Service is Not Currently Provided

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

Section E: Annual Service Plan

SELPA:

Fiscal Year:

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

Service is Not Currently Provided

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

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

840–Career Awareness

Service is Not Currently Provided

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

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

850–Work Experience Education

Service is Not Currently Provided

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

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

855–Job Coaching

Service is Not Currently Provided

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

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

860–Mentoring

Service is Not Currently Provided

Section E: Annual Service Plan

SELPA:

Fiscal Year:

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

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

- 865–Agency Linkages (referral and placement) *Service is Not Currently Provided*

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

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

- 870–Travel and Mobility Training *Service is Not Currently Provided*

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

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

- 890–Other Transition Services *Service is Not Currently Provided*

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

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

- 900–Other Related Service

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

Section E: Annual Service Plan

SELPA: Desert/Mountain Charter 3651

Fiscal Year: 2021–22



Description of the “Other Related Service”

Special Transportation

Qualifications of the Provider Delivering “Other Related Service”

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

Special Education Local Plan Area (SELPA) Local Plan

SELPA

Fiscal Year

LOCAL PLAN
Attachments
SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

2021–22 Local Plan Submission

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

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

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

To Add or Delete Rows:

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

LEA Membership Changes:

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

SELPA County/District/School Codes

If a SELPA does not have a CDS code, then the associated fields should be left blank. NOTE: If a CDS code section begins with a "0," the zero will not appear in the user's entry.

- If a SELPA does not have a complete CDS code, then leave the associated district and school code blank.

- If a SELPA is not a charter LEA, then leave the associated charter code blank.

Attachment I

SELPA: Desert/Mountain Charter - 3651

Fiscal Year: 2021–22

Add or Delete Row	List	County Code xx	District Code xxxxx	School Code xxxxxxx	Charter Code (if applicable) xxxx	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Special Education Director First Name	Special Education Director Last Name	Phone (xxx) xxx-xxxx	Email	LEA Status
	1	36	67678	137547	1945	Allegiance STEAM Academy - Thrive	Callie	Moreno	(626) 376-5230	callie.moreno@asathrive.org	Previously Reported
	2	19	64881	113464	487	Aveson Global Leadership Academy	Kelly	Jung	(626) 797-1438	kellyjung@aveson.org	Previously Reported
	3	19	64881	113472	848	Aveson School of Leaders	Chantell	Butler	(626) 797-1440	chantellbutler@aveson.org	Previously Reported
	4	13	63123	118455	1030	Ballington Academy for the Arts and Sciences	Gisella	Wong	(760) 353-0410	gwong@voa-swcal.org	Previously Reported
	5	36	10363	6111918	1522	Desert Trails Preparatory Academy	Sarah	Ballard-Wiley	(760) 805-9871	sarah.ballard@dtacademy.com	Previously Reported
	6	36	75051	136960	1923	Elite Academic Academy - Lucerne	Susana	Waisman	(866) 354-8302	swaisman@hotmail.com	Previously Reported
	7	36	75044	116707	971	Encore Jr/Sr High School for the Performing and Visual Arts	Esther	Haskins	(760) 956-2632	ehaskins@encorehighschool.com	Previously Reported
	8	33	10330	137851	1988	Julie Lee Performing Arts Academy	Mika	Hicks-Klepper	(909) 714-4112	mhkelper@gmail.com	Previously Reported
	9	11	75044	118059	1034	LaVerne Elementary Preparatory Academy	Sarah	Ballard-Wiley	(760) 805-9871	sarah.ballard@dtacademy.com	Previously Reported
	10	37	68023	119594	1082	Leonardo da Vinci Health Sciences Charter	Antonio	Hernandez	(619) 301-2075	antonio.hernandez@divincicharter.or	Previously Reported
	11	19	10199	6116883	249	Odyssey Charter	Chasityflame	Price	(626) 229-0993	chasityflamep@ocsmail.org	Previously Reported
	12	19	64881	136945	1921	OCS - South	Chasityflame	Price	(626) 229-0993	chasityflamep@ocsmail.org	Previously Reported

Attachment I

SELPA: Desert/Mountain Charter - 3651

Fiscal Year: 2021–22

Add or Delete Row	List	County Code xx	District Code xxxxx	School Code xxxxxxx	Charter Code (if applicable) xxxx	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Special Education Director First Name	Special Education Director Last Name	Phone (xxx) xxx-xxxx	Email	LEA Status
	13	15	64881	113894	857	Pasadena Rosebud Academy	Susan	Matthews	(626) 797-7704	susan.matthews@pasadenarosebud.	Previously Reported
	14	36	75044	112441	801	Pathways to College K8	Craig	Merrill	(760) 686-5353	craig.merrill@pathwaysk8.com	Previously Reported
	15	36	67587	128462	1520	Taylion High Desert Academy/ Adelanto	Brenda	Congo	(760) 843-6622	brenda.congo@taylion.com	Previously Reported
	16	36	75051	138107	1975	Virtual Prep Lucerne	Careen	Lomago	(626) 755-8074	clomago@accelschools.com	New LEA
	17	36	10363			Desert/Mountain Charter SELPA	Jenae	Holtz	(760) 955-3556	jenae.holtz@cahelpp.org	Previously Reported

SELPA: Desert/Mountain Charter - 3651

Fiscal Year: 2021–22

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

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

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

SELPA: Desert/Mountain Charter - 3651

Fiscal Year: 2021–22

Attachment II—Projected Special Education Revenue by Local Educational Agency

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

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Assembly Bill (AB) 602 State Aid	AB 602 Property Tax	Federal IDEA Part C	Federal IDEA Part B	State Infant/ Toddler	State Mental Health	Federal Mental Health	Other Revenue	Subtotal
1	Allegiance STEAM Academy - Thrive	421,216	0	113,048	0	0	0	0	0	534,264
2	Aveson Global Leadership Academy	152,228	0	77,649	0	0	0	0	0	229,877
3	Aveson School of Leaders	196,602	0	61,662	0	0	0	0	0	258,264
4	Ballington Academy for the Arts and Sciences	135,793	0	28,547	0	0	0	0	0	164,340
5	Desert Trails Preparatory Academy	277,035	0	42,250	0	0	0	0	0	319,285
6	Elite Academic Academy - Lucerne	455,298	0	57,095	0	0	0	0	0	512,393
7	Encore Jr/Sr High School for the Performing and Visual Arts	429,571	0	119,899	0	0	0	0	0	549,470
8	Julie Lee Performing Arts Academy	143,427	0	44,534	0	0	0	0	0	187,961

Attachment II

SELPA: Desert/Mountain Charter - 3651

Fiscal Year: 2021–22

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Assembly Bill (AB) 602 State Aid	AB 602 Property Tax	Federal IDEA Part C	Federal IDEA Part B	State Infant/ Toddler	State Mental Health	Federal Mental Health	Other Revenue	Subtotal
9	LaVerne Elementary Preparatory Academy	247,884	0	22,838	0	0	0	0	0	270,722
10	Leonardo da Vinci Health Sciences Charter	130,044	0	28,547	0	0	0	0	0	158,591
11	Odyssey Charter	216,571	0	73,081	0	0	0	0	0	289,652
12	OCS - South	127,948	0	30,831	0	0	0	0	0	158,779
13	Pasadena Rosebud Academy	94,751	0	19,412	0	0	0	0	0	114,163
14	Pathways to College K8	145,371	0	57,095	0	0	0	0	0	202,466
15	Taylion High Desert Academy/ Adelanto	103,144	0	54,330	0	0	0	0	0	157,474
16	Virtual Prep Lucerne	265,569	0	0	0	0	0	0	0	265,569
17	Desert/Mountain Charter SELPA	1,023,917	0	46,956	0	0	0	71,592	0	1,142,465
Totals:		4,566,369	0	877,774	0	0	0	71,592	0	5,515,735

Attachment III

SELPA: Desert/Mountain Charter - 3651

Fiscal Year: 2021–22

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

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

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	1000 Certificated Salaries	2000 Classified Salaries	3000 Employee Benefits	4000 Supplies	5000 Services and Operations	6000 Capital Outlay	7000 Other Outgo and Financing	Subtotal
1	Allegiance STEAM Academy - Thrive	453,158	31,188	81,553	0	166,648	0	0	732,547
2	Aveson Global Leadership Academy	551,930	118,460	94,823	4,300	50,928	0	0	820,441
3	Aveson School of Leaders	522,105	28,000	84,738	5,000	0	0	0	639,843
4	Ballington Academy for the Arts and Sciences	75,000	25,000	5,000	0	55,000	0	0	160,000
5	Desert Trails Preparatory Academy	203,101	99,269	60,978	0	0	0	0	363,348
6	Elite Academic Academy - Lucerne	133,000	0	26,600	0	630,000	0	0	789,600
7	Encore Jr/Sr High School for the Performing and Visual Arts	489,301	205,163	253,721	5,000	23,843	0	0	977,028
8	Julie Lee Performing Arts Academy	76,500	15,422	25,598	0	171,870	0	0	289,390
9	LaVerne Elementary Preparatory Academy	209,960	0	43,275	0	53,880	0	0	307,115

Attachment III

SELPA: Desert/Mountain Charter - 3651

Fiscal Year: 2021–22

List	LEA Official Name (District, Charter, COE, JPA, <i>and</i> SELPA)	1000 Certificated Salaries	2000 Classified Salaries	3000 Employee Benefits	4000 Supplies	5000 Services and Operations	6000 Capital Outlay	7000 Other Outgo and Financing	Subtotal
10	Leonardo da Vinci Health Sciences Charter	0	0	0	0	170,000	0	0	170,000
11	Odyssey Charter	507,259	80,832	173,417	5,000	54,456	3,000	0	823,964
12	OCS - South	286,313	65,608	101,879	5,000	20,526	3,000	0	482,326
13	Pasadena Rosebud Academy	60,000	15,000	12,500	8,900	50,000	0	0	146,400
14	Pathways to College K8	145,602	87,460	54,098	0	38,608	0	0	325,768
15	Taylion High Desert Academy/ Adelanto	155,709	0	33,413	1,000	6,580	0	0	196,702
16	Virtual Prep Lucerne	121,222	28,725	63,337	0	0	0	0	213,284
17	Desert/Mountain Charter SELPA	250,059	232,876	193,806	19,126	305,457	0	52,477	1,053,801
Totals:		4,240,219	1,033,003	1,308,736	53,326	1,797,796	6,000	52,477	8,491,557

SELPA: Desert/Mountain Charter - 3651

Fiscal Year: 2021–22

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

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

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

Attachment IV

SELPA: Desert/Mountain Charter - 3651

Fiscal Year: 2021–22

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

SELPA: Desert/Mountain Charter - 3651

Fiscal Year: 2021–22

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

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

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Total Projected Expenditures by LEA SAS in the Regular Classroom	Total Projected Expenditures by LEA for LI
1	Allegiance STEAM Academy - Thrive	495,000	60,000
2	Aveson Global Leadership Academy	9,940	9,044
3	Aveson School of Leaders	5,464	6,029
4	Ballington Academy for the Arts and Sciences	0	3,015
5	Desert Trails Preparatory Academy	0	6,029
6	Elite Academic Academy - Lucerne	5,000	8,000
7	Encore Jr/Sr High School for the Performing and Visual Arts	0	9,044
8	Julie Lee Performing Arts Academy	0	0
9	LaVerne Elementary Preparatory Academy	0	3,015

Attachment V

SELPA: Desert/Mountain Charter - 3651

Fiscal Year: 2021–22

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Total Projected Expenditures by LEA SAS in the Regular Classroom	Total Projected Expenditures by LEA for LI
10	Leonardo da Vinci Health Sciences Charter	158,100	11,900
11	Odyssey Charter	0	0
12	OCS - South	0	0
13	Pasadena Rosebud Academy	20,000	0
14	Pathways to College K8	0	0
15	Taylion High Desert Academy/ Adelanto	0	3,015
16	Virtual Prep Lucerne	10,285	0
17	Desert/Mountain Charter SELPA	6,709	6,709
Totals:		710,498	125,800

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

Attachment VII

SELPA:

Fiscal Year:

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

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

LEA Name	Add or Delete Row	LEA Status	Special Plan	Disruptive Charter or School Name	Initiating SELPA Notification Date	SELPA Governing Board Notification Date	COE Notification Date	CDE Notification Date	Agreed Upon Effective Fiscal Year
Allegiance STEAM Academy - Thrive		Delete This Row							<input type="text"/>
Aveson Global Leadership Academy		Delete This Row							<input type="text"/>
Aveson School of Leaders		Delete This Row							<input type="text"/>
Ballington Academy for the Arts and Sciences		Delete This Row							<input type="text"/>
Desert Trails Preparatory Academy		Delete This Row							<input type="text"/>
Elite Academic Academy - Lucerne		Delete This Row							<input type="text"/>
Encore Jr/Sr High School for the Performing and Visual 		Delete This Row							<input type="text"/>
Julie Lee Performing Arts Academy		Delete This Row							<input type="text"/>

Attachment VII

SELPA:

Fiscal Year:

LEA Name	Add or Delete Row	LEA Status	Impacted SELPA Name	Impacted District, Charter, or School Name	Initiating SELPA Notification Date	SELPA Governing Board Notification Date	COE Notification Date	CDE Notification Date	Agreed Upon Effective Fiscal Year
LaVerne Elementary Preparatory Academy		Delete This Row							<input type="text"/>
Leonardo da Vinci Health Sciences Charter		Delete This Row							<input type="text"/>
Odyssey Charter		Delete This Row							<input type="text"/>
OCS - South		Delete This Row							<input type="text"/>
Pasadena Rosebud Academy		Delete This Row							<input type="text"/>
Pathways to College K8		Delete This Row							<input type="text"/>
Taylion High Desert Academy/Adelanto		Delete This Row							<input type="text"/>
Virtual Prep Lucerne		Delete This Row							<input type="text"/>
Desert/Mountain Charter SELPA		Delete This Row							<input type="text"/>

Special Education Local Plan Area (SELPA) Local Plan

SELPA

Fiscal Year

LOCAL PLAN

Section D: Annual Budget Plan

SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

2021-22 Local Plan Annual Submission

Section D: Annual Budget Plan

SELPA Desert/Mountain Charter - 3651

Fiscal Year 2021–22

Local Plan Section D: Annual Budget Plan

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

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

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

Section D: Annual Budget Plan

SELPA

Fiscal Year

Table 1: Special Education Revenue by Source

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

Funding Revenue Source	Amount	Percentage of Total Funding
Assembly Bill (AB) 602 State Aid	4,566,369	82.79%
AB 602 Property Taxes	0	0.00%
Federal IDEA Part B	877,774	15.91%
Federal IDEA Part C	0	0.00%
State Infant/Toddler	0	0.00%
State Mental Health	0	0.00%
Federal Mental Health	71,592	1.30%
Other Revenue*	0	0.00%
Total Revenue	5,515,735	100.00%

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

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

Section D: Annual Budget Plan

SELPA

Fiscal Year

Table 2: Total Budget by Object Codes

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

Object Code	Amount	Percentage of Total Expenditures
Object Code 1000—Certificated Salaries	4,240,219	49.93%
Object Code 2000—Classified Salaries	1,033,003	12.17%
Object Code 3000—Employee Benefits	1,308,736	15.41%
Object Code 4000—Supplies	53,326	0.63%
Object Code 5000—Services and Operations	1,797,796	21.17%
Object Code 6000—Capital Outlay	6,000	0.07%
Object Code 7000—Other Outgo and Financing*	52,477	0.62%
Total Expenditures	8,491,557	100.00%

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

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

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

Section D: Annual Budget Plan

SELPA Desert/Mountain Charter - 3651

Fiscal Year 2021–22

Table 3: Federal, State, and Local Revenue Summary

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

Revenue Source	Amount	Percentage of Total Funding
State Special Education Revenue	4,566,369	52.87%
Federal Revenue	949,366	10.99%
Local Contribution	3,121,107	36.14%
Total Revenue From All Sources	8,636,842	100.00%

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

Special Education Local Plan Area Funding Distribution

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

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

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

The Charter SELPA special education revenue distribution model combines CDE certified state AB 602 funding and federal funding to calculate an equalized funding rate. Each charter's certified ADA is multiplied by the equalized rate to calculate the charter's apportionment. Adjustments are made off-the-top of the apportionment to support governance approved service and support fees. The adjusted apportionment funds are distributed to members. Payments for AB 602 apportionments are processed monthly upon receipt of funds from CDE. Federal fund expenditures reports are collected and reported as prescribed by CDE, and funds are distributed to charters upon receipt of funds.

Section D: Annual Budget Plan

SELPA

Fiscal Year

Table 4: Special Education Local Plan Area Operating Expenditures

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

Accounting Categories and Codes	Amount	Percentage of Total
Object Code 1000—Certificated Salaries	250,059	23.73%
Object Code 2000—Classified Salaries	232,876	22.10%
Object Code 3000—Employee Benefits	193,806	18.39%
Object Code 4000—Supplies	19,126	1.81%
Object Code 5000—Services and Operations	305,457	28.99%
Object Code 6000—Capital Outlay	0	0.00%
Object Code 7000—Other Outgo and Financing*	52,477	4.98%
Total Operating Expenditures	1,053,801	100.00%

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

Section D: Annual Budget Plan

SELPA

Fiscal Year

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

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

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

Yes No

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

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

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

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

Total Projected Expenditures for Students with LI Disabilities

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

California Association Health and School Linked Professions

2021-22 Budget Assumptions

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

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

MGMT CODE	RESOURCE CODE	DESCRIPTION	BEGINNING BALANCE	2019-20 ACTUALS			2020-21 ESTIMATED ACTUALS			2021-22 PROPOSED BUDGET		
				REVENUE	EXPENDITURES	ENDING BALANCE	REVENUE	EXPENDITURES	ENDING BALANCE	REVENUE	EXPENDITURES	ENDING BALANCE
DCPS	6500	DM CHARTER SELPA REGIONAL SERVICES	290,205	450,399	444,756	295,848	486,771	463,388	319,231	497,683	484,852	332,062
DCRP	6500	DM CHARTER SELPA RISK POOL	210,740	210,400	128,876	292,264	252,514	139,340	405,438	247,143	194,548	458,033
DCSA	6500	DM CHARTER SELPA SET ASIDE	569,493	142,076	139,698	571,870	152,496	84,700	639,666	154,520	17,750	776,436
DCAD	3395	DM CHARTER SELPA ALTERNATE DISPUTE RESOLUTION	0	12,880	12,880	0	14,601	14,601	0	14,601	14,601	1
DCAD	3395	DM CHARTER SELPA ALTERNATE DISPUTE RESOLUTION CC	0	0	0	0	0	0	0	32,355	32,355	0
DCMH	3327	DM CHARTER SELPA MENTAL HEALTH ADA	0	71,592	71,592	0	71,592	71,592	(0)	71,592	71,592	0
DCMH	6512	DM CHARTER SELPA MENTAL HEALTH AB114	179,261	407,451	186,425	400,286	0	0	400,286	0	0	400,286
DCMH	6546	DM CHARTER SELPA MENTAL HEALTH AB114	0	0	0	0	435,853	361,953	73,900	223,937	223,937	73,900
DCLI	6500	DM CHARTER SELPA LOW INCIDENCE	9,726	8,391	13,942	4,175	52,991	8,391	48,775	57,958	45,129	61,604
DC10	3310	DM CHARTER SELPA LOCAL ASSISTANCE	0	842,718	842,718	0	823,737	823,737	0	755,689	755,689	0
DC29	6500	DM CHARTER SELPA AB602	0	2,968,029	2,968,029	0	3,353,364	3,353,364	0	3,537,756	3,537,756	0
		TOTAL	1,259,424	5,113,936	4,808,917	1,564,444	5,643,919	5,321,066	1,887,297	5,593,233	5,378,208	2,102,323

CAHELP Staffing

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

Net Effect Across Organization (27.00)

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

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

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

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

** RSP Rate Used to Calculate Served By/For

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

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

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

Marina Gallegos

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

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

Hi Marina,

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

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

Halena

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

Hello Helena,

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

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

Thank you,

Marina Gallegos
Consultant



Assistive Technology Assessment Referral

STUDENT INFORMATION

Student Name: _____ Date of Birth: _____
Medi-Cal No: _____ Grade: _____ Gender: Male Female
Disability: _____ Medical Diagnosis: _____
School Site: _____ Teacher Name: _____
LEA of Attendance: _____ **LEA** of Residence: _____
Parent/Guardian: _____
Home Phone: _____ Work Phone: _____ Other Phone: _____
Street Address: _____ City: _____ State: _____ Zip Code: _____
Mailing Address: _____ City: _____ State: _____ Zip Code: _____

Current special education services/placement:

Time/day student can be observed performing skill/activity of concern:

Contact Person: _____ Contact Phone: _____ **Email:** _____

ADDITIONAL INFORMATION REQUIRED

1. Describe the following area(s) of concern:

a. Switch Access:

b. Computer Access:

c. Augmentative Communication:

2. What question(s) is an Assistive Technology Assessment intended to answer?

3. Please mark the adaptive equipment currently being used:

- | | | | |
|--|-------------------------------------|---------------------------------------|---|
| <input type="checkbox"/> Wheelchair | <input type="checkbox"/> Leg Braces | <input type="checkbox"/> Stander | <input type="checkbox"/> Communication Device |
| <input type="checkbox"/> Crutches | <input type="checkbox"/> Computer | <input type="checkbox"/> Hand Splints | <input type="checkbox"/> Body Jacket |
| <input type="checkbox"/> Specialized Classroom Chair | <input type="checkbox"/> Switches | <input type="checkbox"/> Other: _____ | |

Additional comments: (For example: emotional/behavior concerns; medical issues; hearing or vision impairments, etc.)

Referred By: _____ Title: _____

Contact Phone: _____ Email Address: _____

Special Education Director Signature: _____ Date: _____

ATTACH A COPY OF THE STUDENT'S LATEST PSYCHOLOGICAL REPORT AND CURRENT IEP AND INCLUDE ANY ADDITIONAL INFORMATION SUCH AS DOCTOR REPORTS, SPEECH/LANGUAGE REPORTS, PREVIOUS OT AND/OR PT REPORTS, ETC.

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

Desert/Mountain Charter SELPA

Application for Membership Fiscal Year 2021-2022

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

Desert/Mountain Charter SELPA

Application for Membership Fiscal Year 2021-2022

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

**BYLAWS OF
CALIFORNIA ASSOCIATION OF HEALTH AND EDUCATION
LINKED PROFESSIONS JOINT POWERS AUTHORITY**

PREAMBLE

The California Association of Health and Education Linked Professions Joint Powers Authority (“CAHELP JPA”), a joint powers authority (“JPA” or “Authority”) formed under the authority of Title 1, Division 7, Chapter 5, Article 1 of the California Government Code (Section 6500 et seq.) is established for the purpose of providing for the administration of a special education service region for the implementation of the state mandated special education program for the benefit of public educational agencies who are members hereof, for such ancillary and related programs and services, and to provide a forum for discussion, study, development and implementation of recommendations of mutual interest regarding such programs and services.

ARTICLE I

NAME

The name of the joint powers authority is the California Association of Health and Education Linked Professions, (“CAHELP JPA” or the “Authority”).

ARTICLE II

POWERS

CAHELP JPA shall have the power to:

A. Exercise any power available to joint power authorities and public entities under California law, including any power of or common to the public educational agencies which are parties to the Joint Powers Agreement, provided that such powers are exercised in the furtherance of the purposes and functions of CAHELP JPA, and in the manner that such powers may be exercised by public educational agencies and joint power authorities in the State of California and not prohibited under California law.

B. Provide member agencies with a comprehensive plan, organization and administration to establish, govern, implement and coordinate and operate a Local Plan for the education of individuals with exceptional needs, and to establish such ancillary and related programs and services as may be necessary and appropriate.

C. Establish and maintain such funds and segregated accounts as necessary for the programs, activities and purposes of CAHELP JPA.

Revised May 2016

D. Acquire, hold, and dispose of property, real and personal, for the purpose of providing the member agencies with the necessary education, study, development, and programs, as well as ancillary and related services, including, but not limited to, the acquisition of necessary facilities and equipment; the hiring and retention of staff; the making and entering into contracts including inter-agency agreements and programs of benefit to member agencies and CAHELP JPA; the operations and maintenance of systems for the Local Plan; and the incurring of debts, liabilities, or obligations.

E. Receive, accept, and utilize the services of personnel offered by any member agency or its representatives or agents; to receive, accept, and utilize property, real or personal, from any member agency or its agents or representatives; to enter into joint programs with member agencies to assist in the development of programs, services and emerging technologies and processes supportive of public educational agencies; to receive, hold, dispose of, to construct, operate, and maintain buildings and other improvements; and to receive, accept, expend, and disburse funds by contract or otherwise, for the purposes consistent with the purposes and authority of CAHELP JPA which funds may be provided by any member agency or its agents or representatives.

F. Adopt such policies, codes and procedures consistent with the functions and purposes of CAHELP JPA.

G. Perform such other functions as may be necessary or appropriate to carry out the purposes of CAHELP JPA consistent with the Joint Powers Agreement, these Bylaws and California law.

ARTICLE III

MEMBERSHIP

A. Public educational agencies located within the State of California are eligible for membership in CAHELP JPA, provided that membership is contingent upon being a signatory to the Joint Powers Agreement and satisfaction of the requirements of Article III, Section C of these Bylaws.

B. Should any member agency reorganize in accordance with state statutes, the successor-in-interest or successors-in-interest to the obligation of any such reorganized member shall be substituted as a member, provided that the reorganized member continues to be a public educational agency under California law as defined in Article III, Section 1 of the Bylaws and a new signatory to the Joint Powers Agreement, and complies with Article III, Section C.

C. Public educational agencies applying for membership in CAHELP JPA shall be subject to the following conditions for review and approval:

1. Submission of a completed CAHELP JPA questionnaire and provision to CAHELP JPA, through its Governance Council or designee, of requested information on the agency;
2. Evaluation of the applicant public educational agency's experience by CAHELP JPA;
3. Determination of eligibility by CAHELP JPA and the conditions and terms under which the applicant may be admitted to membership, and applicant's acceptance of those terms and conditions;
4. Execution of the Joint Powers Agreement and such other program agreements and documents as requested by CAHELP JPA, and provision to CAHELP JPA of a Resolution formally adopted by the applicant's governing body authorizing execution of the Joint Powers Agreement;
5. Applicant's receipt, review and agreement to comply with the Bylaws of CAHELP JPA
6. The applicant shall become a member agency in CAHELP JPA upon formal approval of the Governance Council and signature to the Joint Powers Agreement

D. Upon admission to membership in CAHELP JPA, each member agency shall become eligible to participate in the programs and services of CAHELP JPA.

ARTICLE IV

FORMATION OF THE GOVERNANCE COUNCIL

A. The CAHELP JPA Governance Council shall consist of the Superintendent/CEO representing each of the LEA members of the Desert/Mountain Special Education Local Plan Area, and two (2) CEO representatives from the Desert/Mountain Charter Special Education Local Plan Area. A CEO representing multiple LEAs shall count as a single member of the Governance Council. Each member of the Governance Council shall have one vote. 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 or CEO is unable to attend a meeting, which designated alternate representative or designee shall have the full authority of the designating Superintendent/CEO or CEO for the purpose of decision-making. Such a designation must be received by the Chief Executive Officer prior to the commencement of a scheduled meeting of the Governance Council, and shall be good only for that meeting. One-third of the members, represented in person or by proxy, shall constitute a quorum at a meeting of members.

Revised May 2016

B. Upon initial appointment, and annually thereafter in May, the Governance Council shall organize, elect officers, including a chair and vice-chair(s) from its members, with the secretary designated pursuant to Article VI. The elected officers will assume their roles and responsibilities as of July 1 of the next fiscal year. The Chairperson of the council shall preside at all meetings and shall be responsible for the Agenda, unless otherwise designated. He/she shall have the same rights as the other members of the Council in voting, introducing motions and resolutions and any discussion of questions that follow. In the absence of the Chairperson, the Vice Chairperson shall preside over all meetings of the Council. If the Chairperson and Vice Chairperson of the Council are both absent, the remaining members present shall select one of their group to act as temporary chairperson.

C. No one serving on the Governance Council shall receive any salary, compensation or other consideration from CAHELP JPA.

D. Membership on the Governance Council may cease for any of the reasons stated below, subject to the Governance Council taking formal action to terminate or ratify the termination of any Governance Council member.

1. Voluntary resignation.
2. If the member represented by the Governance Council member ceases to be a member of CAHELP JPA.
3. If the Governance Council member ceases to be a full time employee of the nominating member public educational agency.
4. For a violation of CAHELP JPA policies, procedures and codes of conduct.
5. By a two-thirds vote of the full Governance Council without cause or by a unanimous vote of the Governance Council if all elected members are not in attendance (and excluding the subject member being terminated).

ARTICLE V

DUTIES OF THE GOVERNANCE COUNCIL

The Governance Council shall have the authority to exercise the powers of CAHELP JPA as set forth in the Joint Powers Agreement and in these Bylaws, and in accordance with California law, including enforcement of CAHELP JPA policies, procedures, codes and program instruments. In addition, the Governance Council is specifically empowered to:

A. Establish and amend the Bylaws, and adopt and enforce policies, program instruments and agreements, codes of conduct, rules, and regulations not inconsistent with

applicable law or with the Joint Powers Agreement as may be necessary for CAHELP JPA and the functions of the Governance Council.

B. Provide for the management and administration of CAHELP JPA and CAHELP JPA-related programs and services in a manner that is in the best interests of CAHELP JPA and its member agencies. This power shall include (but not be limited to) the power to employ and terminate a management firm or third party, to employ staff, to acquire or contract for facilities and vendor support, and to engage in such activities and transactions as permitted under the Joint Powers Agreement, Bylaws, California law and such policies as adopted by the Governance Council.

C. Determine contributions or other formulas and the method or methods by which such contributions shall be paid by member agencies.

D. Provide for additional assessments during the year, if necessary.

E. Determine whether, and by what method, new member agencies shall be allowed into the program consistent with Article III of the Bylaws, including adoption of amendments to Article III requirements.

F. Appoint and dissolve working committees and/or by contracting for services with a third party.

G. Insure that a complete and accurate system of accounting for all funds is maintained at all times.

H. Determine the manner in which the establishment, governance, implementation, coordination, administration and operations of a Local Plan shall be undertaken.

I. Maintain, or cause to be maintained, accurate records for all risks insured against and accurate records of all claims paid.

J. Provide for ancillary and related services.

K. Enter into contracts consistent with the terms of the Joint Powers Agreement and Bylaws, and in accordance with California law.

L. Make appropriate periodic reports to the member agencies on the status of CAHELP JPA and its programs.

M. Adopt an annual budget for CAHELP JPA.

N. Oversee the activities of all other CAHELP JPA committees.

O. Annually evaluate, or cause to be evaluated the performance of the CAHELP JPA staff.

P. Perform any and all other functions necessary and appropriate to accomplish the purpose of CAHELP JPA in the discretion of the Governance Council.

ARTICLE VI

CHIEF EXECUTIVE OFFICER

The CAHELP JPA CEO shall act as Secretary of the CAHELP JPA Governance Council. As Secretary, he/she shall, in consultation with the Chairperson on the Governance Council, do the following:

1. Prepare and distribute the Council Agenda;
2. Prepare and distribute the Council Minutes;
3. Handle and care for all Council records and documents; and
4. Submit to the Chairperson of the Council all correspondence addressed to the Governance Council.

ARTICLE VII

MEETINGS

A. The Governance Council shall meet every quarter, unless otherwise determined by the Governance Council. All other committees, including Standing Committees and Ad Hoc Committees, shall meet on an as-needed basis.

B. The Governance Council shall, at its June meeting or prior to or at its last meeting of each fiscal year, approve the date and time for its regular meetings. All members and member agencies shall be notified of the meeting schedule.

C. Meetings of the Governance Council, or any other Standing Committee may be called as necessary provided that notice is given in compliance with the Brown Act, where required, and under California law.

D. One-third of the members, represented in person or by proxy, shall constitute a quorum for a meeting of the Governance Council. For any Standing Committee of CAHELP JPA, a majority shall constitute a quorum for the transaction of business. All non-voting alternates shall also be entitled to attend meetings of the Governance Council.

E. An Agenda of items to be discussed shall be prepared for all meetings and shall be made available at least three (3) working days prior to regularly scheduled Governance Council or other Standing Committee meetings, where required under the Brown Act and California law.

Agendas for Special Meetings and Emergency Meetings will be made available in accordance with the provisions of the Brown Act and California law.

F. Minutes shall be kept of all Open Sessions of meetings held by the Governance Council and other Standing Committees.

G. Items may be placed on the Agendas for meetings of the Governance Council and other Standing Committees, provided a written request is received by the Chief Executive Officer from a member of that Committee at least ten (10) business days prior to the regularly scheduled meeting, absent circumstances precluding earlier notice and request.

H. Any member of the public desiring to make a personal appearance before the Governance Council or any other Standing Committee of CAHELP JPA to discuss an item of interest shall be limited to a maximum of five (5) minutes, and all public comments shall be limited to fifteen (15) minutes and allocated equally to each member of the public making an appearance, unless otherwise allowed by the Governance Council in its discretion.

ARTICLE VIII

FINANCE

A. CAHELP JPA is strictly accountable for all funds received and disbursed by it, and to that end shall establish and maintain such funds and accounts as may be required by acceptable accounting practices, by any provision of law or any resolution or policy of CAHELP JPA, and as consistent with the Joint Powers Agreement, these Bylaws and California law.

B. The Treasurer of the County of San Bernardino, unless otherwise designated by the Governance Council, shall be the depository and custodian of CAHELP JPA funds, from whatever source, whether directly or pursuant to contract with the Office of the San Bernardino County Superintendent of Schools, provided that a separate trust fund may be established for the payment of claims as authorized under California law.

C. Each program year of CAHELP JPA shall operate separately from every other program year in regard to its assets and obligations. Those assets and obligations are pooled assets and obligations of the member agencies which participate in each distinct and separate program year.

D. Should the total obligations for a program year of CAHELP JPA exceed the total assets of that year, that year's members may be assessed a pro rata share of the additional contribution required as determined and approved by the Governance Council. This provision shall apply to both active member agencies and withdrawing/terminated member agencies.

E. To the extent necessary, all contributions, revenues, obligations, expenditures and disbursements of CAHELP JPA that can be separately and distinctly identified by program year shall be accounted for separately by each program year. All contributions, revenues, obligations, expenditures and disbursements of CAHELP JPA that cannot be separately and distinctly

identified by program year shall be allocated to each program year in a manner as determined by the Governance Council.

F. In the event of the dissolution of CAHELP JPA, the complete rescission or other final termination of CAHELP JPA by all member agencies then a party hereto, any property interest remaining in CAHELP JPA following a discharge of all of CAHELP JPA's existing obligations and establishment of reserves for anticipated expenses, shall be returned to the member agencies. The amounts returned to each member shall be in accordance with the member agency's portion of net assets (i.e., "equity") as determined by the Governance Council. Only member agencies in CAHELP JPA shall be entitled to an allocation of any remaining equity, unless otherwise determined by the Governance Council.

G. The Governance Council shall contract with a Certified Public Accountant for an annual audit of the accounts and records of CAHELP JPA whether directly or pursuant to a contract with the Office of the San Bernardino County Superintendent of Schools. The audit shall be conducted in full compliance with all requirements under the California Government Code applicable to joint power authorities, and shall conform to generally accepted auditing standards. On completion, the audit report shall be provided to or otherwise filed with each member agency within six (6) months of the end of the fiscal year under examination, unless otherwise extended by the Governance Council.

ARTICLE IX

WITHDRAWAL AND TERMINATION OF MEMBERSHIP

A. Any member agency may withdraw from CAHELP JPA and terminate its status as a signatory to the Joint Powers Agreement effective at the end of any fiscal year of CAHELP JPA by notifying the CAHELP JPA Governance Council in writing at least one year and one day prior to the close of CAHELP JPA's fiscal year unless the Governance Council by unanimous vote agrees to a shorter timeline. Written notice shall include an adopted Resolution by the Board or governing body of the member agency formally approving withdrawal and termination from membership in CAHELP JPA in order to be effective. Such termination as a member agency in CAHELP JPA shall also result in a termination of the member agency's participation in any CAHELP JPA, program or service as of the end of CAHELP JPA's fiscal year. In addition, such written notice shall, when given, result in any employee or representative of the withdrawing member agency being terminated from CAHELP JPA's Governance Council, or any other Standing Committee effective immediately, unless otherwise directed by the applicable committee.

B. Notwithstanding the foregoing, any member agency may rescind its withdrawal notice from CAHELP JPA, inclusive of its withdrawal from CAHELP JPA programs or services, by written notice with an accompanying resolution from the Board or governing body of the member to be received by CAHELP JPA no later than June 30 of the then existing fiscal year of CAHELP JPA and program participation.

C. Upon any withdrawal, or involuntary termination of a member agency, the withdrawing or terminated member agency shall continue to be responsible for the amount of any additional assessments or contingencies required because of costs, obligations or sums incurred while the withdrawing or terminating member agency was a member of CAHELP JPA and a participant in any program of CAHELP JPA. A withdrawing or terminated member agency shall not be entitled to participate in, or receive any distribution of assets of CAHELP JPA, which assets shall remain the assets of CAHELP JPA.

D. A member agency may be involuntarily terminated from CAHELP JPA by a two-thirds (2/3rds) vote of the Governance Council.

ARTICLE X

LIABILITY

Except as otherwise provided by individual contract, pursuant to the provisions of the Government Code of the State of California, each member agency of CAHELP JPA shall be liable for its pro rata share of all debts and liabilities of CAHELP JPA and its pro rata share of all debts and liabilities of all self-funded programs against members of CAHELP JPA while a member of CAHELP JPA. Notwithstanding the foregoing, all liabilities and equity shall be determined on a program by program basis, with all participants in a given program liable pro rata for all liabilities of a program. . To achieve such purpose, each member agency indemnifies and holds harmless the other members and CAHELP JPA, including all past and present CAHELP JPA staff, Governance Council and all members of other Standing Committees, including all past and present officers for any liability, loss, cost, or expense that may be imposed upon such other member in excess of such pro rata liability.

ARTICLE XI

ARBITRATION

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.

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.

ARTICLE XII

BYLAWS

A. These Bylaws shall be deemed the instrument by which this Authority is governed.

B. These Bylaws shall not be inconsistent with the Joint Powers Agreement or California law.

ARTICLE XIII

AMENDMENT

A. Amendment to these Bylaws may be proposed by any member agency or by any member of the Governance Council, and the Governance Council shall be empowered to revise and amend these Bylaws. Once amended, the revised Bylaws shall be distributed to all member agencies.

B. All amendments must be approved by two thirds (2/3) of a majority of the representatives of the Governance Council sufficient for quorum before the amendment shall become effective.

Effective: ___ 2014

**California Association of Health and Education Linked Professions
Joint Powers Authority (CAHELP JPA)**

**Desert / Mountain Charter SELPA Executive Council
2021-22 Meetings
Desert Mountain Educational Service Center
17800 Highway 18, Apple Valley, CA 92037
10:00 a.m.**

October 21, 2021

January 20, 2022

April 21, 2022

June 23, 2022

California Association of Health and Education Linked Professions
Joint Powers Authority (CAHELP JPA)
DESERT/MOUNTAIN CHARTER SELPA EXECUTIVE COUNCIL MEETING
January 14, 2021 – 10:00 a.m. Virtual Via Video Conference
Desert Mountain Educational Service Center, 17800 Highway 18, Apple Valley CA 92307

MINUTES

COUNCIL MEMBERS PRESENT:

Allegiance STEAM Academy – Sebastian Cогnetta, Aveson Global Academy – Kelly Jung, Aveson School of Leaders – Eva Neuer, Desert Trails Preparatory Academy (DTPA) & La Verne Elementary Preparatory Academy (LEPA) – Tiffany Sutton, Julia Lee Performing Arts Academy – Tanya Taylor, Leonardo Da Vinci Health Sciences Charter – Josh Stepner, Odyssey Charter School – Lauren O’Neill, and Virtual Prep Academy – Michelle Romaine.

CAHELP STAFF PRESENT:

Jamie Adkins, Peggy Dunn, Marina Gallegos, Jenae Holtz, Kami Murphy, Kathleen Peters, Daria Raines, Adrienne Shepherd-Myles, and Jennifer Sutton

1.0 CALL TO ORDER

The regular meeting of the Desert/Mountain Charter SELPA Executive Council Meeting was called to order by Chairperson Jenae Holtz, at 10:02 a.m., at the Desert/Mountain Educational Service Center, Apple Valley.

2.0 ROLL CALL

3.0 PUBLIC PARTICIPATION

None.

4.0 ADOPTION OF THE AGENDA

4.1 **BE IT RESOLVED** that a motion was made by Lauren O’Neill, seconded by Sebastian Cогnetta to approve the January 14, 2021 Desert/Mountain Charter SELPA Executive Council Meeting Agenda as presented. A vote was taken and the following carried 7:0: Ayes: Cогnetta, Jung, O’Neill, Romaine, Stepner, Sutton, Taylor. Nays: None, Abstentions: None.

5.0 CONSENT ITEMS

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

5.1 **BE IT RESOLVED** that a motion was made by Josh Stepner, seconded by Sebastian Cогnetta to approve the following Consent Items as presented. A vote was taken and the following carried 7:0: Ayes: Cогnetta, Jung, O’Neill, Romaine, Stepner, Sutton, Taylor. Nays: None, Abstentions: None.

MINUTES

- 5.1.1 Approve the October 15, 2020 Desert/Mountain Charter SELPA Executive Council Meeting Minutes.

6.0 CHIEF EXECUTIVE OFFICER AND STAFF REPORTS

6.1 Legislative Updates

Jenae Holtz presented the latest in State and Federal law related to students with disabilities and school law. She said the last year of pandemic and civil unrest will be part of the bills being introduced. The following newly introduced State Bills (SB) and Assembly Bills (AB) were summarized:

- SB 70 Elementary Education: Kindergarten would require all children to complete one year of kindergarten prior to being admitted to first grade beginning with the 2022-23 school year,
- AB 99 Statewide Longitudinal Data System: California Cradle-to-Career Data System has been part of San Bernardino county for some time and the state is promoting it. It is not clear if there will be funding to support the bill,
- AB 101 Pupil Instruction: High School Graduation Requirements: Ethnic Studies would add a one-semester course in Ethnic Studies to the list of requirements a student must meet to receive a high school diploma, beginning with the 2029-30 graduating class,
- AB 10 Pupil Instruction: In-Person Instruction: Distance Learning would change the current law that says public schools must provide in-person learning. The language would be modified to reflect that if the state, the governor, and/or the Department of Public Health say that is not safe to provide in-person learning, schools would continue to be paid when providing distance learning,
- AB 76 Open California Schools Act would authorize local LEAs to offer a hybrid model including both in-person and distance learning which gives the LEAs options in the event of another crisis,
- AB 92 Preschool and Childcare and Development Services: Family Fees would declare the intent of the Legislature to enact legislation that would alleviate the burden on low-income families of fees for preschool and childcare and development services,
- AB 55 Employment: Telecommuting is looking at how to protect employees while telecommuting. Legislature is clarifying language to protect employees, employers, and schools for future crises,

MINUTES

- AB 95 Employees: Bereavement Leave would increase the number of bereavement days but is unpaid. Jenae said this is something to be aware of as the LEAs are looking ahead to their strategic plans,
- SB 17 Public Health Crisis: Racism would state the intent of the Legislature to enact legislation to require the department, in collaboration with the Health in All Policies Program, the Office of Health Equity, and other relevant departments, agencies, stakeholders, to address racism as a public health crisis. This is motivated by the civil unrest this year,
- AB 126 Special Education Programs: Family Empowerment Centers on Disability has been talked about for a couple of years and is about working with families. If there is funding, CAHELP JPA will be writing for it,
- AB 32 Telehealth relaxes the law around reimbursement with insurance companies for mental health telehealth services,
- AB 58 Pupil Health: Suicide Prevention Policies and Training: School-Based Health Programs: Pilot Program would require an LEA to provide suicide awareness and prevention training at the beginning of each school year to teachers of pupils in all grades served by the LEA commencing with the 2022-23 school year. By imposing additional duties on LEAs, the bill would impose a state mandated local program. This bill will be watched to see if it is funded,
- AB 104 Pupil Instruction: Learning Recovery Opportunities would express the intent of the Legislature to enact subsequent legislation that would provide learning recovery opportunities for pupils who face adverse learning circumstances as result of the COVID-19 crisis. It will be important to look at what requirements will be assigned to the LEAs, and how it is assessed and analyzed to decide who receives it,
- SB 14 Pupil Health: School Employee and Pupil Training: Excused Absences: Youth Mental and Behavioral Health pertains to how absences of children are counted. Currently, if a child receives school-based therapy, they are not considered absent but if the child needs to leave campus for a mental health appointment, they are often considered absent. This bill would change that to not be considered an absence.

6.2 Governor's Financial Incentive to Reopen Schools

Jenae Holtz led a discussion regarding the potential of schools reopening. She said that over winter break, Governor Newsom announced there would be an incentive provided to reopen schools. It is now known that the plan includes many restrictions. Jenae has spoken with the D/M SELPA Superintendents who expressed concern that the region is currently in the most restrictive tier and the requirements to open are daunting. As per the Department of Public Health (DPH), being in

MINUTES

that tier would require all children and all employees be tested twice a week. The incentive to reopen will not cover the cost of tests, the staff required to administer the tests, and additional safety measures that would need to be taken.

Josh Stepner of Leonardo da Vinci Health Sciences Charter shared that his area of San Diego has the greatest number of cases in their region. At the LEA board meeting the day prior, they discussed reopening and it was expressed that a majority of the community does not want to return to campus. Josh said that leaves a small number of students to meet the testing requirements. He continued that the requirements also bring concerns with staff members personal beliefs so there is a struggle to have everyone on the same page. Josh said plexiglass has been installed and there is an abundance of hand sanitizer available so the school is ready for small groups but when that was mentioned at the board meeting, it was met with apprehension. Josh does not believe they will be able to reopen by the February 16, 2021 outlined date but they are hopeful for spring break.

Lauren O'Neill shared that both Odyssey campuses have limited in-person waivers and have both county and city health protocols that have been met so they are prepared and ready to go. She said they have identified the tier three students that are English learners, economically disadvantaged, and students with disabilities that are not engaging in the distance learning program. Lauren continued that the LEA has gathered data on how to increase their offering of in-person learning but the challenge is staffing. They have teacher assistants on campus two days a week to allow students to be able to access distance learning on campus because the students are often not turning on their computers and not able to engage. Lauren also shared that for the first time since March 2020, both campuses were closed to all faculty because there are more and more cases of staff and their families having exposure and the risk was too high. She said her understanding is that the LEA is liable for the staff member and their family if COVID-19 is contracted at school which she believes is an issue that needs to be worked out. Lauren has researched four agencies for COVID-19 testing and the cost to test faculty only is \$5000 each site visit. She said ideally, the LEA wants to have limited in-person instruction when it is safe. Lauren continued that more teacher assistance is needed because teachers cannot do both in-person and hybrid instruction at the same time. Lauren concluded that 40-45% of the community does not want to return to in-person learning and about 60% wants to return for a hybrid model.

Jenae shared that on the phone call with the D/M SELPA superintendents and DPH, a representative from the state confirmed that if the return to school windows are missed, the incentive would not apply.

Sebastian Cogna of Allegiance STEAM Academy said he has the same questions and concerns that have been voiced. He said he is also interested in the interpretation of the eligibility for funding. They have been providing and will continue to provide in-person instruction in small cohorts and is wondering if that makes them eligible.

Jenae said the representative from the state confirmed if an LEA is continuing with small cohorts or has a waiver and is bringing back a certain population, they would be eligible for the funding.

MINUTES

Jenae said it is worth following up on once more details are provided. Jenae stated there is also a shortage of staff and as staff members contract COVID-19, everything is impacted.

6.3 Assembly Bill (AB) 114 – Mental Health Dollars

Jenae Holtz provided information to all charters of available virtual mental health services through Desert/Mountain Children’s Center. She said AB 114 dollars were for students with disabilities but the law has changed to include preventative work for students who are not receiving special education. Jenae reported she and Linda Llamas have discussed how DMCC could support the charter schools with mental health services and based on being virtual, DMCC is able to accept referrals from all of the D/M Charter SELPA LEAs. She said if the LEA has students who need mental health services, complete the referral form and submit it so the student can be connected with a therapist quickly.

6.4 Desert/Mountain Charter SELPA Local Plan Revise Board Signatures

Jenae Holtz provided an update on Desert/Mountain Charter SELPA Local Plan Revision. She said the revised Local Plan was submitted and asked the committee members to ensure it goes to their boards for signature and returned to Daria Raines. Jenae concluded that many LEAs have submitted the documentation but there are a few pending.

6.5 Desert/Mountain Children’s Center Client Services Reports

Guille Burgos presented the D/M Children’s Center Client Services monthly reports. Contact Linda Llamas or Guille for any discrepancies. Remind teachers to keep an eye on students and if there are any concerns, complete the referral to DMCC for behavioral health services.

6.6 Professional Learning Summary

Jenae Holtz presented the D/M Charter SELPA Professional Learning Summary. She said regional trainings continue to be provided virtually and there have been 111 participants year-to-date for D/M Charter SELPA. Jenae said trainings can also be provided as on-sites and asked for Heidi Chavez to be contacted for any trainings that are be needed.

Community Advisory Committee (CAC) meeting is scheduled for February 18, 2021 5:00pm-6:30pm. Jenae reiterated each LEA must has a representative in attendance at the business portion of the meeting 5:00pm-5:30pm. She asked the committee members to encourage parents to attend the training 5:30pm-6:30pm as the topic is *Occupational and Physical Therapy Tips and Tricks in the Home: Fine Motor, Visual Motor, Gross Motor, and Positioning*. Jenae said the presenters are excellent and it will be valuable to both parents and teachers.

Jenae reported Crisis Prevention Intervention Response (CPI) training Day 2 will be postponed to possibly May 2021. Because the region is currently in the deep purple tier of Covid-19 restrictions

MINUTES

and Day 2 of training consists of in-person disengagement skills and physical interventions, it is not possible to hold the training at this time. CPI has been asked about a waiver in anticipation of a conditional certificate showing participants are attempting to be trained. There has not been a response as of this meeting.

Jenae continued that CPI Day 1 training will continue to be offered via online modules each month with a virtual Question and Answer session through the 2021-22 school year. The modules must be completed with the online certificates awarded for the modules prior to the Q&A session. She said the next Q&A is scheduled for January 20, 2021 2:30pm-4:00pm. Jenae stated the online certificate does not constitute the participants being officially CPI certified as participants must attend Day 2 once it can safely be offered. The participants 2-year CPI certification will be valid from the date they attend Day 2 and pass the in-person disengagement skills, physical interventions, and the written assessment.

6.7 Resolution Support Services Summary and Update

Kathleen Peters presented the Resolution Support Services Summary and update. She said D/M Charter SELPA has had no new filings.

Kathleen then provided guidance pertaining to student attendance during COVID-19. She said at the beginning of COVID-19, it was reasonable to not pursue students that were not participating in virtual classes. Kathleen stated all schools should have procedures in place for general education and special education students who are not participating or are not attending. She said that as we approach a year of closed schools, it is important to look at the students in special education that are not participating because not all students will be successful with distance learning. Kathleen said to contact parents of special education students regularly to discuss the difficulties the students are facing to see if additional supports and/or accommodations are needed for the child with disabilities to access the curriculum during distance learning. It is important to document all attempts and the content of conversations. If you do not do this, you will be found to not be providing Free Appropriate Public Education (FAPE).

Josh Stepner shared that their attendance plan has teachers email the parents and copy the administration to keep as a documentation path. They are also keeping phone logs and holding meetings on Zoom with parents to discuss why the student is not attending.

Kathleen said that is a good process and to be open to adding additional supports that might not be common with in-person education. The example she provided is possibly placing a one-to-one aide in the home to assist with student focus.

6.8 Postsecondary Transition Services Manual

Adrienne Shepherd-Myles presented updates to the Postsecondary Transition Services Manual. She shared that there have been minor changes to the sample Transition Plan in the area of progress

MINUTES

reports. The changes will be presented to this week's Steering Committees then will be updated on the CAHELP website.

Adrienne shared that she will be facilitating Transition Planning for All Students on February 4, 2021 from 9:00am-12 noon. It is a virtual training and registration is required.

6.9 Prevention and Intervention Update

Kami Murphy presented the Prevention and Intervention update. She shared the Prevention and Intervention team will be organizing a free survey resource that will be available to all LEAs that would like to gauge their school climate. Kami said there has been a school climate survey for students of LEAs that are working with the Prevention and Intervention team. She said the new resource looks at the needs of the families, personnel, and students. The electronic survey takes 10-15 minutes and is in Spanish and English. There are composed letters in the resource to invite families, school personnel, and students to utilize the tool. Kami stated the results that come back are very beneficial to put in place some of the prevention activities that have been shared in the last year including concerns of increased suicidal ideation/attempts and mental health needs. Kami asked to be emailed so her team can open the link for the LEA. She said the data can be used in the Local Control and Accountability Plans (LCAP) in June.

6.10 Compliance Updates

Peggy Dunn presented an update on compliance items from the California Department of Education (CDE). She shared CDE mailed the notifications of Annual Determination to the superintendents as well as to Jenae Holtz. CDE is required to make an Annual Determination on the performance of each LEA on an annual basis. Peggy said Colette Garland emailed the notification letters to the special education directors and program specialists. There will be some modifications based on California not conducting statewide assessments 2019-2020 because of COVID-19 causing the governor's order to close schools. This caused the typical data that is used to select LEAs for monitoring activities to be unavailable or truncated. CDE Special Education division will not be making new selections for monitoring activities for the 2020-21 monitoring year. Peggy shared Annual Determination letters are detailed and user friendly, providing monitoring activity. She continued that monitoring will be done virtually and a LEA may be asked to provide additional documentation electronically and may need to participate in a telephone or video conference call. Peggy asked to be contacted with any questions.

7.0 FINANCE COMMITTEE REPORTS

7.1 Governor's January Budget

Marina Gallegos provided information pertaining to the governor's January budget. Marina said when the preliminary budget was released January 8, 2021, there were not many changes to the special education funding exhibit. She reminded the committee that last year, the average daily

California Association of Health and Education Linked Professions
Joint Powers Authority (CAHELP JPA)
DESERT/MOUNTAIN CHARTER SELPA EXECUTIVE COUNCIL MEETING
January 14, 2021 – 10:00 a.m. Virtual Via Video Conference
Desert Mountain Educational Service Center, 17800 Highway 18, Apple Valley CA 92307

MINUTES

attendance (ADA) went from a base rate of \$557 to \$625 which is where it has stayed. Marina shared that the governor has proposed a 1.5% cost of living adjustment (COLA) on the base rate which would take it to \$634.38 per ADA. The governor did not propose the ADA Hold Harmless as he did for 2021 so it is even more important to keep good attendance records and getting students attending school virtually, hybrid and/or in person. Marina said that she, Jenae Holtz, and the business team will be attending a training next week with Capital Advisors and more information will be provided.

Marina that as they work on 2nd interim budgets, she has not updated the funding exhibit because the ADA was held harmless. She will be updating it and emailing it to the finance staff. Marina will be emailing the worksheet to the LEAs so they are in the position to pass Maintenance of Effort (MOE) at the end of the year.

Jenae Holtz stated that last year in the governor's January budget, there was a COLA proposed but was removed at the May revise due to the pandemic so it is not a sure thing as of now.

8.0 INFORMATION ITEMS

9.0 DESERT/MOUNTAIN CHARTER SELPA EXECUTIVE COUNCIL MEMBERS COMMENTS / REPORTS

10.0 CEO COMMENTS

Jenae Holtz said CAHELP is here to serve the LEAs and asked to be advised what the needs of the LEAs are. She expressed her appreciation to the committee members for the work they do in continuing to serve students.

11.0 MATTERS BROUGHT BY CITIZENS

None.

12.0 ADJOURNMENT

Having no further business to discuss, a motion was made by Josh Stepner, seconded by Tanya Taylor to adjourn the meeting. A vote was taken and the following carried 7:0: Ayes: Cognetta, Jung, O'Neill, Romaine, Stepner, Sutton, Taylor. Nays: None, Abstentions: None.

The next regular meeting of the Desert/Mountain Charter SELPA Executive Council will be held on Thursday, April 15, 2021, at 10:00 a.m., at the Desert Mountain Educational Service Center, Aster/Cactus Room, 17800 Highway 18, Apple Valley, CA 92307.

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

SELPA Administrators April Legislative Update

Alice Kessler, Greenberg Traurig

Legislative Calendar

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

Political Updates

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

Sponsor/Support Bills

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

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

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

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

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

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

Bills of Interest

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

Bills of interest

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

Budget Update

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

Budget Update

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

Questions?



LRE

and SB-692:
The Implications for
Deaf Students



Team Presentation



Sean Virnig

Fresno SELPA

University of Minnesota
Educational Policy

Profoundly Deaf Since Birth



Rachel Heenan

Long Beach SELPA

Gallaudet University
Mental Health

Unilateral HL



Ginny Maiwald

Napa County SELPA

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





What does LRE mean to you?



SB692



17,000

Deaf/Hard of Hearing Students in CA Schools

98%

Deaf children born to Hearing parents

CDE 2020





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

- **Language First, 2021**





Sean's Story:

Reframing the Short Bus

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



What is LRE for a Deaf Child?

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



What is LRE for a Deaf Child?

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

- National Association of the Deaf, 2021

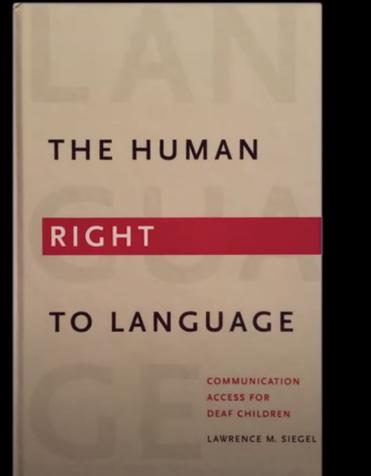




LRE for Deaf Children *is* a Social Justice/Human Rights Issue

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

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





SB 692 : “The Current LRE Bill”

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

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

FAQs:

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



SB 692 : Proposed Amendment

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

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

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

Resources

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



What 5C looks like for the DHH:

<https://youtu.be/csPvMbVJk4A>

Courtesy of California School for the Deaf, Riverside

Thank you!



Any questions?

You can find us at:

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- ◇ Gmaiwald@napacoe.org
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Due Process Committee

CDE Compliance Complaints
Regarding IEP Implementation During COVID-19

Bakersfield City Elementary School District

Allegation

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

Bakersfield City Elementary School District

CDE's Investigation

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

Bakersfield City Elementary School District

CDE's Findings

The District is out of compliance...

Bakersfield City Elementary School District

Corrective Actions

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

Bakersfield City Elementary School District

Corrective Actions

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

Travis Unified School District

The Allegations

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

Travis Unified School District

CDE's Investigation

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

Travis Unified School District

CDE's Investigation

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

Travis Unified School District

CDE's Investigation

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

Travis Unified School District

Conclusion

The District is in compliance!

Used with Permission

Special Education In The Age of COVID:

April 2021

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Harbottle Law Group

Roadmap

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



Section 504 FAPE Regulation

(b) *Appropriate education.*

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

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

Separate ADA “Effective Communication” Regulations

The ADA effective communications regulations states two requirements:

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

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

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

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

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

Student v. Los Angeles Unified School District

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

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

Student v. Los Angeles Unified School District

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

Student v. Los Angeles Unified School District

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

Student v. Long Beach USD

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

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

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

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

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

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

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

COVID-Specific Due Process Requests & Attorneys' Fees Claims

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

COVID-Specific Due Process Requests & Attorneys' Fees Claims

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

COVID-Specific Due Process Requests & Attorneys' Fees Claims

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

COVID-Specific Due Process Requests & Attorneys' Fees Claims

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

COVID-Specific Due Process Requests & Attorneys' Fees Claims

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

Attorneys' Fees As Catalyst: Counterbalance

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

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

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

And Now . . .



MANAGEMENT INFORMATION SYSTEMS (MIS)

WEBDA AND WEBIEP

STANDARD REPORTS



CAHELP

CALIFORNIA ASSOCIATION OF
HEALTH & EDUCATION LINKED PROFESSIONS

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

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

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

Standard Reports located in WebDA:

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

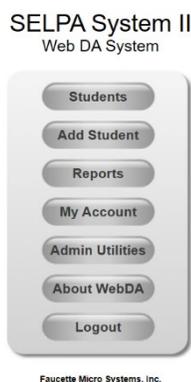
Compliance Reports	<p>These reports produce information regarding the 60-day timeline.</p> <ol style="list-style-type: none"> 1. List all students with delay of more than 60 days between consent and initial 2. List of all students whose initial IEP occurred AFTER 3rd birthday 3. By Count, By District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

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

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

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

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



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

Additional Criteria

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

Then the Additional Criteria page will appear:

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

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

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

Additional Options

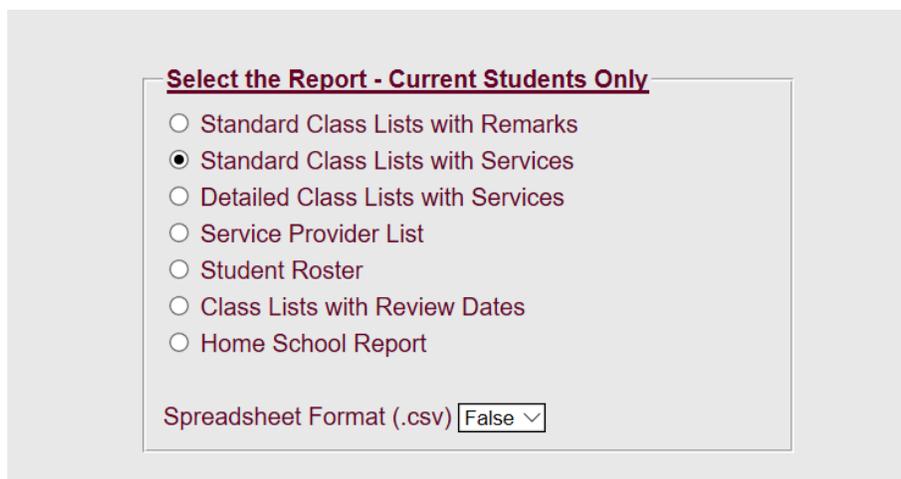
Other additional options include:

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

MIS to Excel Conversion

Dumping data into an Excel spreadsheet format:

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



Select the Report - Current Students Only

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

Spreadsheet Format (.csv)

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

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

WebIEP Reports



SELPA System II WebIEP Login

User ID

Password

Note: Passwords are case sensitive

Login

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



SELPA System II Web IEP System

Add Student

Students

Administer

Blank Forms

Assignments

Reports

My Account

Logout

Faucette Micro Systems, Inc.
Version 2.0.1.3



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

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

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

Colette Garland
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(760) 955-3565
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Terri Nelson
MIS Program Technician
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CAHELP JPA GOVERNANCE COUNCIL

2021-22 MEETINGS

Desert Mountain Education Service Center – Lilac/Yucca Room

17800 Highway 18, Apple Valley, 92307

10:00 a.m.

October 1, 2021

January 14, 2022

March 18, 2022

May 20, 2022

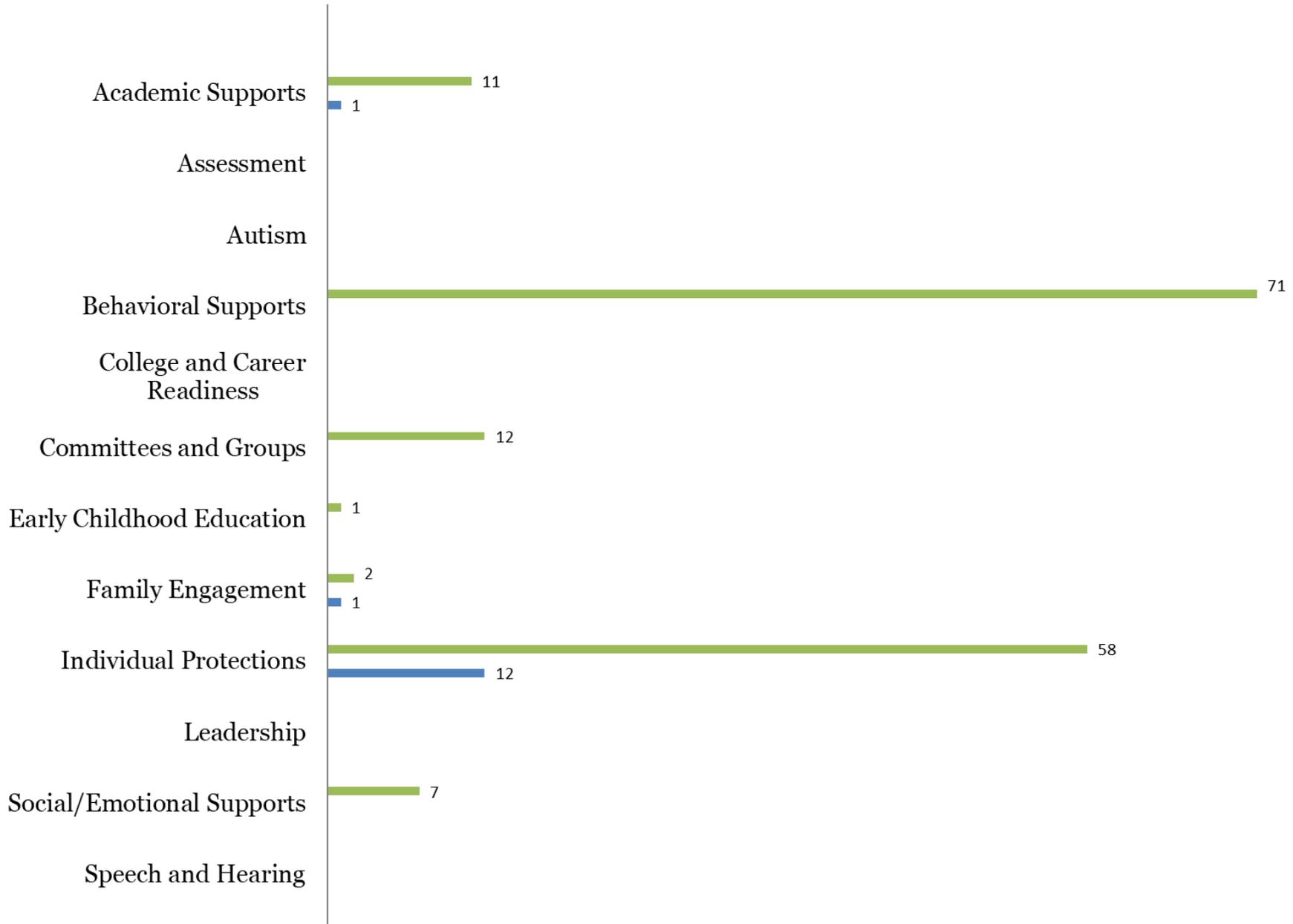
DRAFT

8.5 988 National Crisis Hotline
Verbal report, no materials

D/M CHARTER SELPA PROFESSIONAL LEARNING PARTICIPATION SUMMARY

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

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



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

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

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

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

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

8.8 Compliance Update

Verbal report, no materials