

California Association of Health and Education Linked Professions  
Joint Powers Authority (CAHELP JPA)  
**DESERT/MOUNTAIN SELPA STEERING COMMITTEE MEETING**  
*April 12, 2019*

**AGENDA**

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**1.0 CALL TO ORDER**

- 1.1 Adoption of Agenda – April 12, 2019
- 1.2 Adoption of Minutes – March 15, 2019

**2.0 COMMITTEE MEMBERS COMMENTS/REPORTS**

This is the time during the meeting when the California Association of Health and Education Linked Professions Joint Powers Authority (CAHELP JPA), Desert/Mountain Special Education Local Plan Area (SELPA), Desert/Mountain Charter Special Education Local Plan Area (SELPA), and Desert/Mountain Children’s Center (DMCC) staff is prepared to receive concerns/requests regarding items on this agenda or any school-related special education issues. Discussion will include special education policies and procedures as they relate to local education agency (LEA) coordination and implementation of the SELPA and Charter SELPA Local Plans.

**3.0 DIRECTORS OF EDUCATION REPORTS**

- 3.1 Testing Accommodations for Students Attending Nonpublic Schools

**4.0 DESERT/MOUNTAIN OPERATIONS AREA DIRECTOR’S REPORTS**

**5.0 CHIEF EXECUTIVE OFFICER’S REPORTS**

- 5.1 Legislative Update
- 5.2 School Board Policies for Inter-District Transfers
- 5.3 Behavior Intervention Plan Goals/Attendance
- 5.4 D/M SELPA Annual Service Plan 2019-20
- 5.5 D/M SELPA Annual Budget Plan 2019-20
- 5.6 2019-20 Steering Committee Meeting Dates

**6.0 DIRECTOR’S REPORTS**

- 6.1 Desert/Mountain Children’s Center Clients Services Reports

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**7.0 PROGRAM MANAGER'S REPORTS**

- 7.1 Professional Learning Summary
- 7.2 Resolution Support Services Summary
- 7.3 Compliance Update
- 7.4 Nonpublic Schools Update
- 7.5 Private School Informational Planning Meeting

**8.0 BUSINESS DEPARTMENT REPORTS**

**9.0 PROGRAM SPECIALISTS' REPORTS**

- 9.1 Latest English Language Arts (ELA) Research Findings
- 9.2 Ventura County Comprehensive Alternate Language Proficiency Survey with Spanish Translation

**10.0 INFORMATION ITEMS**

- 10.1 Desired Results Access Project (DRDP) Memo
- 10.2 Monthly Occupational & Physical Therapy Services Reports
- 10.3 Monthly Audiological Services Reports
- 10.4 Monthly Nonpublic School/Agency Placement Report
- 10.5 Upcoming Professional Learning Opportunities

**11.0 OTHER**

**12.0 MOTIVATION AND INSPIRATION**

**13.0 DIRECTORS TRAINING**

**14.0 ADJOURNMENT**

**NEXT MEETING: MAY 10, 2019 IN THE DESERT MOUNTAIN EDUCATIONAL SERVICE CENTER,  
APPLE VALLEY**

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

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**D/M SELPA MEMBERS PRESENT:**

Academy for Academic Excellence and Norton Science & Language Academy – Amanda Gormley, Adelanto SD – Kristi Filip, Barstow USD – Derek Delton, Bear Valley USD – Lucinda Newton, SBCSS-D/M Operations – Richard (Rich) Frederick, Excelsior Charter Schools – Marie Silva, Health Sciences HS & Middle College – Julie Kroener (via Web Ex), Helendale SD – Michael Esposito, Hesperia USD – Matt Fedders, Teri McCollum, High Tech High – Amy Briggs (via Web Ex), Lucerne Valley – Vici Miller, Needles USD – Jamie Wiesner, Oro Grande SD – Derek Hale, Letty Lopez, Silver Valley USD – Cheri Rigdon, Snowline JUSD – Diane Hannett, Trona JUSD – Nicole Yeager, Victor Elementary SD – Tanya Benitez, Heather Hayball.

**D/M CHARTER SELPA MEMBERS PRESENT:**

Odyssey Charter – Christina Roberts.

**OTHERS PRESENT:**

Desert View School – Dwight Counsel.

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

Jamie Adkins, Guille Burgos, Danielle Cote, Lindsey Devor, Marina Gallegos, Renee Garcia, Cheryl Goldberg-Diaz, Jenae Holtz, Maurica Manibusan, Lisa Nash, Daria Raines, Linda Rodriguez, Jennifer Rountree, Veronica Rousseau, Adrienne Shepherd-Myles, Athena Vernon.

**1.0 CALL TO ORDER**

The regular meeting of the California Association of Health and Education Linked Professions Joint Powers Authority (CAHELP JPA) D/M SELPA Steering Committee meeting was called to order by Chairperson Jenae Holtz at 9:00 a.m., at the Desert Mountain Educational Service Center, Apple Valley. Jenae stated the March 15, 2019 Meeting Agenda was amended to table items 8.5 California Alternative Diploma and 9.1 Special Education Concentration Grant. The amended March 15, 2019 Meeting Agenda and the Meeting Minutes for February 22, 2019 were adopted as presented.

**2.0 COMMITTEE MEMBERS COMMENTS/REPORTS**

Adrienne Shepherd-Myles shared with Rich Frederick that Stephanie Hedberg is doing great job.

Cheri Rigdon thanked D/M SELPA for working with her and expressed her appreciation.

**3.0 PRESENTATIONS**

None.

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**4.0 DIRECTORS OF EDUCATION REPORTS**

Diane Hannett reported that Snowline JUSD has twenty students scheduled for one day of audiology testing with Pacific Hearing Services. She continued that many of the students have only audiology testing as a service on their IEP. Diane also said that even though some students have private insurance, they are still being referred for audiology testing. Diane asked for clarification as to the intended students for audiology testing services.

Jenae Holtz said that she and Rich Frederick are working on a different process for next year. The process will clearly identify how to screen for testing services as well as what should be included and not included in IEPs. Jenae stated the process will be presented no later than May 2019.

**5.0 DESERT/MOUNTAIN OPERATIONS AREA DIRECTOR'S REPORTS**

None.

**6.0 CHIEF EXECUTIVE OFFICER'S REPORTS**

6.1 Assistive Technology (AT) Exchange Information

Jenae Holtz reminded the committee that Sheila Parisian shared information regarding lending libraries for assistive technology at the previous meeting. Jenae shared the website for Assistive Technology Exchange Information for resources beyond D/M SELPA low incidence equipment (LIE). Jenae stated the 2018-19 LIE fund is completely depleted at this time and any requests will be returned to the districts.

Jenae confirmed that AT Exchange can be used in lieu of submitting an LIE request.

Jenae also confirmed that if a child does need LIE equipment between now and when the LIE fund is replenished for next year, the district is responsible to purchase the equipment if the need is impacting the child's education.

6.2 Inter-District Transfers/Served By/For

Jenae Holtz shared that Silver Valley USD accepted a student from Helendale SD on an inter-district transfer and the child now requires residential treatment center (RTC) placement. This raised the question of which LEA is required to pay for the RTC placement. Jenae stated that because it is an inter-district transfer, not a program placement based on a free appropriate public education (FAPE), Silver Valley USD is responsible to pay for the RTC. The law is clearly written that the accepting LEA is responsible for all costs associated with an inter-district transfer. Jenae said that language on inter-district transfer forms denying payment for costs like transportation or extra costs is prohibited.

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Jenae said there are some LEAs that place students with other districts for program placement where the district of service has a classroom that is appropriate to provide a FAPE for that certain student. When this occurs, there is an agreement that the district of residence is responsible for all financial obligations for the child.

Jenae stated that the D/M SELPA reports reflect district of residence and district of service allowing the district of residence to be billed whether it's an inter-district transfer or a program placement which is not correct. Jenae said the type of placement will have to be identified on IEPs. She continued that she and Colette Garland spoke about adding "Program Placement" to the Type of Meeting section at the top of page one of the IEP form. When this box is checked, the report will reflect a program placement and the district of residence will be financially responsible. Jenae said this is a cleaner way to reflect the program placement and for money to be distributed correctly.

Jenae reiterated that if a child is in program placement, both districts should be involved in the IEP meetings. However, if it is an inter-district transfer, the district of residence does not have to attend unless there is a possibility of the child returning to the district.

Jenae confirmed that an inter-district transfer cannot be denied due to financial impact. The California education code is very clear LEAs should have board policies that state reasons when an LEA can and cannot accept a transfer request such as being at capacity, financial hardship, et cetera. Jenae said the financial hardship must be defined and able to be proven in a court of law. The board policies must be very clear, standardized and followed in every instance.

Lisa Nash stated that the law is vague making it the responsibility of the LEAs to make their board policies clear about when transfers will and will not be accepted, following proper notice requirements, the application deadlines, and posted in advance.

Cheri Rigdon expressed her concern that residential placement is very costly and out-of-state placement is even more costly. She has a small LEA of just over 2000 students and that expense would greatly affect the ability to serve other students but the LEA will meet the requirements. Cheri asked what her LEA can do in the future to protect themselves.

Jenae agreed to provide sample language for LEA board policies with the committee. Jenae continued that a request could possibly be submitted to CDE on behalf of the smaller LEAs requesting some of the extraordinary costs be recuperated.

Kristi Filip asked if because past practice has been allowing the transferring district to agree to pay for any excessive costs, can we write that in to the SELPA plan. She also asked if a district is obligated to continue to accept the transfer for following years when the initial request was for one year. She noted that some district agreements are for three to five years.

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Jenae replied that the law is clear regardless of what our agreements are. It is important not to change the way our LEAs interact with each other as that is one of our greatest strengths. She continued that the CAHELP JPA Governance Council does look at how to support the smaller districts including when finances are tough. Jenae stated that program placement is basic because LEAs can support students differently. She then said that an LEAs philosophy will be reflected in their board policy for inter-district transfers including why a transfer would be accepted and what the purpose is.

Diane Hannett shared that if an inter-district transfer is revoked for disciplinary reasons, her district does a Manifestation Determination Review (MDR).

Jenae confirmed that if a transfer is accepted after the school year begins, the transferring district continues to be financially responsible for the student through the extended school year.

Jenae concluded that the D/M SELPA policies will be changed and presented to the Governance Council in April.

6.3 Legislative Update

Jenae Holtz reported there was a charter school package of bills submitted to the governor. She said that it is important for authorizers of charter schools to be aware of the changes in charter law as it impacts the districts as well as the charter schools themselves. Jenae then provided the current status on the following bills:

- SB 126 – Charter Transparency Bill: Jenae stated this bill requires charter schools to abide by the same public records and open meeting laws as public schools.
- AB 1505 – Charter Schools, Petitions: Jenae reported that currently a charter school creates a petition and submits it to the district they would like to be authorized by for review. The district's board either accepts or denies the petition. There are specific reasons a petition can be denied. She continued if the petition is denied, the charter school can take their petition to the county for the same process. If the county denies the petition, the charter can take it to the state board for the same process. Jenae stated that this bill would give local school boards all authority in charter school decisions. If a district denies a petition, it could go to the county and if the county sees the district is wrong in their decision, the petition is returned to the district to be reconsidered.
- AB 1506 – Charter Schools, Statewide Total: Jenae said that this bill would cap the number of charter schools allowed in the state. The proposed number is the same number of charter schools currently authorized which allows no growth.

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- AB 1507 – Charter Schools, Location: Jenae stated this bill would delete the two provisions under which a charter school can locate outside of the boundaries of its authorizing district.
- AB 1508 – Charter Schools, Petitions: Jenae reported this bill would permit authorizers to consider the financial, academic, and facilities impacts a new charter school would have on neighboring public schools. It would allow an authorizer to deny a petition if there has been three or more years of decline in Average Daily Attendance (ADA) in a district.
- AB 967 – Local Control and Accountability Plans (LCAP): Jenae stated this bill adds several new accountability requirements to both districts and charter schools, and would require charter schools to get their LCAPs approved by the county superintendent of schools.

Jenae reiterated that it is important for authorizers to be aware of charter school legislation and for the districts to work closely with the charter schools they authorize. The authorizing districts are responsible for their management.

Jenae reported that California State SELPA monitors all bills that are related to special education. She then shared the State SELPAs positions on the following bills:

- AB 428 – Special Education Finance Reform: Jenae reported that this bill is supported by State SELPA. This bill would establish a funding mechanism to support special education preschool programs by adding preschoolers to the AB 602 formula. This bill would also equalize special education funding rates. The D/M SELPA is in the bottom 5% of the state.
- SB 217 – Special Education, Early Education Programs: Jenae stated that this bill would expand transitional kindergarten (TK) to students with exceptional needs and would establish the special education learning intervention grant program allocating \$4000 per child with special needs in TK, state preschool, and head start. The bill would require SELPAs to be responsible to maintain and provide certain data to the CDE.
- AB 236 – Family Empowerment Centers: Jenae said that this bill is supported by State SELPA. The bill would increase dollars for family empowerment centers. If this bill is passed, D/M SELPA would try to obtain funds through a Request for Application (RFA) because the desert/mountain region does not have a center and could truly benefit from one.
- AB 605 – Special Education, Assistive Technology (AT) Devices: Jenae said this bill would require an LEA to provide access to AT devices on a continuous basis and up to six months post-graduation. There would be work to do with tracking

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and retrieving the devices. Jenae continued that LIE is underfunded and this could be an unfunded mandate.

Adrienne Shepherd-Myles suggested involving the Department of Rehabilitation at some point. She also suggested getting a process ready and streamlined because this issue recently came up with a student.

Jenae also suggested sharing the Assistive Technology lending library information.

Matt Fedders shared that his AT Specialist attended a conference in Florida and learned that some school personnel work with Medi-Cal to provide reports and complete applications so technology is purchased by Medi-Cal before the students graduate. He continued that if LEAs learn how to help parents apply through Medi-Cal and their own insurance, students will graduate with their own devices that do not have to be returned.

- AB 895 – School-Based Early Mental Health Intervention and Prevention: Jenae reported this bill would provide early mental health intervention and prevention grants to preschool and TK students. It would also allow LEAs to partner with counties to provide direct linkage to services.
- AB 525 – Teacher Credentialing: Jenae said this bill would make various changes to the teacher credentialing process to ease the teacher shortage. This bill is being watched by State SELPA.
- Senator Beall’s proposal for adding Fetal Alcohol Syndrome Disorder (FASD) as new disability category has died.
- Assembly Member Cooper proposal on providing parents and advocates with draft assessments before IEPs has died.

Jenae reported that Secretary of Education Elizabeth Devos had ruled to delay the formula for significant disproportionality for two years. It was overruled by a judge because it illegally delayed the special education rule. Jenae continued that the government was very concerned the formula would cause LEAs to deny students free appropriate public education (FAPE) and special education in order to stay out of disproportionality. Jenae stated the data shows disproportionality for students of different ethnicities (specifically Hispanic and African American) is in suspensions and discipline. The judge saw this as evidence that the students in those ethnicities are being over-identified. Jenae said there are interventions that can be put in place that would not deny a student special education services. It is important to make sure schools are intervening in ways that allow children to progress. California decided to use the federal government’s formula while this matter was held up in court because they figured once the delay was over, the federal formula would have to be followed. D/M SELPA has many schools that are identified as



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disproportionate and two that are in significant disproportionality. Jenae concluded that the LEAs should look at their discipline and suspension data and if there is increase regardless of ethnicity, the systems and interventions should be reevaluated to create a different result.

### 6.4 Suspensions Without Discipline Report

Jenae Holtz shared that she received an email from CDE regarding the Suspensions Without Discipline Report that she will email to the directors. The email included a template for the report to align suspension data within the California Longitudinal Pupil Achievement Data System (CALPADS) attendance file and the CALPADS discipline file. Jenae read the email from CDE stating that they are not requiring the data in CALPADS be updated but D/M SELPA is strongly suggesting the data be updated so it is correct. D/M SELPA is recommending the data be reviewed monthly and if there is a discrepancy, be able to explain it. Jenae shared that Colette Garland attended the High Desert Data Meeting with local CALPADS contacts recently and she is learning the CALPADS system as the transition is happening. Colette learned that some systems in our LEAs automatically change the attendance when there are inconsistencies. Jenae said it is important for each LEA to determine if their system has this default and if it is being tracked correctly. Jenae encouraged collaboration between the MIS contacts and CALPADS contacts at the district level to ensure both are on the same page.

Jenae agreed to share the nonpublic school suspension data with the appropriate school districts on a regular basis.

### 6.5 Statewide Access to Partnering with Parents Survey

Jenae Holtz shared that currently when LEAs are in comprehensive review, the state does a parent survey. This has now been made available to all parents to be taken anytime from September 1 through May 31 each year. Jenae continued that parents can provide feedback on any LEA. She also said that CDE will use the information gathered to assist them and the special education division to gain parent perspective of their experience and their child's experience with special education. The survey will also provide the opportunity to identify areas of strengths and areas that may need improvement.

### 6.6 Preschool Least Restrictive Environment

Jenae Holtz shared information from the Federal Government Office of Special Education Programs (OSEP) regarding the preschool least restrictive environment. It is important for LEAs to look at how a student with disabilities can be included in activities with their peers in the general education setting.

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Cheri Rigdon shared that her LEA has a special education preschool class but not early preschool programs. She continued that the LEA has been working with the local state preschools in a dual program where the children from state preschool come to the LEA for special education supports then go back to state preschool for general education participation. Cheri said that it is documented in the IEP notes but is not listed on the service page. She asked if this meet the criteria of least restrictive environment or will they need to change the way they document it. Cheri stated her LEA only shows their part of the service so it looks like 100% of services are special education when it is only 50% services. She is hesitant to include the state preschool hours anywhere on the IEP in fear of the parent coming back and saying the district only provided three hours of service when they should have provided six.

There was discussion regarding percentage of time on the IEP, total hours of service, and service line documentation

Matt Fedders reported that his district has a Memorandum of Understanding (MOU) with First 5 that is signed annually and states the district provides special education services but that First 5 will hold a place for them.

Kristi Filip and Matt Fedders will share the MOUs their districts have with state preschool and First 5 with the rest of the committee as a reference.

### 6.7 Science Test Opt Out

Jenae Holtz reported that at State SELPA the CDE Director of Special Education stated that 12<sup>th</sup> grade students who are 18 and older are not required to take the science test and the student themselves can make that decision. It was emphasized that the science test is not on the dashboard and does not impact the participation rate. Jenae continued that Colette Garland has requested the programmers at Faucette Micro Systems to revise the validations for age 18 and ungraded to not receive an error and create an option of Test Opt Out for those criteria. This change is expected to be in place by March 22, 2019. Jenae reiterated that this only applies to the science testing.

## **7.0 DIRECTOR'S REPORTS**

### 7.1 Desert/Mountain Children's Center Clients Services Reports

Guille Robles reported the monthly DMCC Client Services reports are included in the individual LEA folders (as applicable). Guille concluded the directors may contact her or Linda Llamas should they have any questions about their report or DMCC services.

Jenae Holtz stated that if there are any concerns about counselors not being where they are supposed to be and not serving children, contact Linda or Guille. Jenae also stated that if an LEA is working with a heightened student, Guille should be contacted right away.

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**8.0 PROGRAM MANAGER'S REPORTS**

8.1 Professional Learning Summary

Kathleen Peters presented the February 2019 D/M Charter SELPA Professional Learning Summary. She stated the individualized reports are in the LEA folders.

8.2 Resolution Support Services Summary

Kathleen Peters presented the Resolution Support Services Summary. Kathleen asked to be notified of any errors so adjustments can be made.

Kathleen stated D/M SELPA has had a case open since September 14, 2019 concerning civil rights, Individuals with Disabilities Education Act (IDEA), and 504. She continued that because of the civil rights concerns, the complaints are moved from IDEA to civil rights. D/M SELPA is working to settle the entire case together through IDEA.

Jenae Holtz said that the outcome of the case may have been different if, when the parent refused the offer of free appropriate public education (FAPE), the two involved districts had filed on the parent. There are now major liability issues for both districts and D/M SELPA is involving risk management in working to settle the case. Jenae shared that there are many reasons why districts do not want to file on parents, including not wanting to have an adversarial relationship with a parent, however LEAs have obligations to the child. Jenae asked the directors to contact Kathleen if they are questioning whether to file on a parent. She encouraged the directors to not let an IEP remain unsigned by the parent. There is a reasonable amount of time for the parent to have thoughtfulness and consideration about the decision but it is important to call back an IEP meeting to go over the data and evidence of what is being offered. Jenae continue that if the parent continues to refuse, contact her or Kathleen. The longer an IEP is not signed by the parent, the larger the liability for the LEA.

Kathleen continued that D/M SELPA is going to create a flowchart to reflect where alternative dispute resolution mediations can be most useful. She encouraged the directors to discuss strategies with their staff to close IEPs.

Kathleen reported that Lucerne Valley USD (LVUSD) approved a charter school that is not a member of D/M SELPA and the charter school has an IDEA suit against them. Kathleen confirmed that D/M SELPA is supporting LVUSD because they are a member of D/M SELPA.

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8.3 Transition Resource Fair

Adrienne Shepherd reminded the committee that D/M SELPA is hosting the 11<sup>th</sup> annual Transition Resource Fair on Tuesday, April 23, 2019, from 5:30 -7:30 p.m. at Desert Mountain Education Service Center. The keynote speaker is Mark Goffeney who is a musician that plays the guitar with his toes as he has no hands or arms. Mr. Goffeney will be speaking on resiliency and self-determination for approximately 20 minutes then will have a booth so parents and students can speak with him more or ask questions. Adrienne asked the committee to share the event information with others.

8.4 Directors' Training

Adrienne Shepherd shared the final Directors' Training for the year will take place on April 12, 2019. The CAHELP JPA Career Technical Education team will present on the services that are embedded in the transition programs.

Adrienne reported that at the beginning of the April CAHELP JPA Steering Committee Meeting, she is hoping to share the new transition manual for approval.

8.5 California Alternative Diploma

This item was tabled.

8.6 2018/19 California Positive Behavior Intervention and Supports Recognition System

Athena Vernon shared that the California Positive Behavior Interventions and Supports Recognition System acknowledges schools for fidelity in PBIS implementation and valued outcomes. The application window is open from March 5-May 17, 2019 and is open for preschool and K-12.

8.7 Compliance Update

Jenae Holtz provided updates on Compliance as follows:

2016-17 Disproportionality Review Cycle: – CDE is sending approval emails to the LEAs. Jenae asked for a copy to be forwarded to Colette Garland.

2017-18 Significant Disproportionality: Victor Valley Unified High School District continues in the process.

2018-19 Disproportionality and Significant Disproportionality: Apple Valley Unified School District and Barstow Unified School District have been identified as Significantly Disproportionate.

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Performance Indicator Review (PIR): CDE sent letters with instructions on March 14. The letter extended the due date for the PIR Plans to be submitted to Colette Garland by May 30. D/M SELPA is asking for a contact number so if any changes to the PIR plan need to be made, there is someone that can make those changes. The letter continued that there are changes in data set years for indicators 1, 3, and 4: the data is from the 2018 California Dashboard, not 2016/17. The CDE letter also stated the signed Assurances Forms are due to Colette Garland by April 23 for SELPA signature and further processing. CDE does require D/M SELPA to review and approve all PIR plans before they are submitted to CDE. Jenae stated that last year there were some PIR plans that were returned to the districts for revisions, mostly because details of the root cause and long-term plans were lacking. PIR workshop dates are: March 18, April 12, and May 2 (if needed). After D/M SELPA reviews the plans, D/M SELPA will submit the plans to CDE. All LEAs are involved in PIR except for SBCSS, Academy for Academic Excellence, and Baker Valley USD.

Annual Service Plans: Data is based on December 1, 2018 pupil count. D/M SELPA will complete and submit on behalf of the LEAs with a copy being sent to the LEAs.

Personnel Data Reports: CDE information is expected to be received by D/M SELPA on approximately March 25. D/M SELPA will be sending a memo with the due date, an Excel spreadsheet, and instructions soon. The information is based on December 1, 2018 data. D/M SELPA will submit the spreadsheet that is completed by the LEA to the CDE.

CASEMIS to CALPADS Training: On June 6 and 7, 2019 CDE will be coming to train the CALPADS/CASEMIS contacts and LEA programmers with Faucette Micro Systems. CDE is still working on final specs for vendors. It is important for LEA staff to attend because effective July 1, 2019 CASEMIS will no longer be used. Jenae continued that Colette Garland will be meeting with the MIS staff on May 3 and will remind them of the CDE training.

### 8.8 Performance Indicator Review (PIR) Workshops

Jenae Holtz confirmed the PIR workshop dates are: March 18, April 12, and May 2 (if needed). If any additional dates or supports are needed, Jenae asked the directors to work with the program specialists.

### 8.9 Desired Results Access Project Update

Jenae Holtz stated Desired Results Access Project will not be included in CALPADS so it will be in a separate system. The separate system is being piloted this year. Jenae continued that LEA staff who complete the Desired Results Access Data must be trained. The training is done online. Jenae asked the directors to contact Colette Garland with any questions.

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8.10 Special Education Data Collection in CALPADS

Jenae Holtz shared that there are changes on how data will be input, collected, and submitted to CDE using CALPADS. The LEA will verify the data is correct then will send to D/M SELPA for review. Jenae continued that if the D/M SELPA finds an error and returns the data to the LEA, the LEA will have to start from the beginning. Multi-district SELPAs still do not have access to CALPADS but that is expected to happen in September.

8.11 Nonpublic Schools Update

Jenae Holtz reported that there is no new information at this time. The Bright Futures Apple Valley campus will be combined with the Adelanto campus in May. She asked for LEAs to continue referring appropriate students to the autism class at Desert View Nonpublic School.

**9.0 BUSINESS DEPARTMENT REPORTS**

9.1 Special Education Concentration Grant

This item was tabled however Marina Gallegos said that the Special Education Concentration Grant is \$390 million ongoing with an estimated per pupil rate of \$8150 and a one-time per pupil rate of \$3899 to supplement existing special education services. Marina continued that LEAs will be allocated funds if the unduplicated count exceeds 55% and if the percentage of students with disabilities exceeds the state average which is approximately 10.93%.

9.2 California State SELPA Finance Report

Marina Gallegos reported that the California State SELPA Finance Report provided additional information on the Special Education Concentration Grant. She stated that if an LEA does receive funds from the grant, it is important to know it is calculated annually and not to budget on the funds as ongoing.

**10.0 PROGRAM SPECIALISTS' REPORTS**

10.1 Behavioral Emergency Report (BER) D/M 114

Danielle Cote reported that the Behavioral Emergency Report (BER) D/M 114 has been updated to reflect the new laws. The report is also more user friendly. She said it is important to be detailed in the description of interventions. BERs are to be sent to D/M SELPA for restraints and seclusions as well as when there is serious property damage. D/M SELPA will submit the BERs to CDE on behalf of the LEAs.

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**STEERING COMMITTEE MEETING**  
*March 15, 2019*

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**MINUTES**

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Danielle pointed out that on the PIR reports below the indicators, there is a portion regarding restraints and seclusion. She believes restraints and seclusion will be an indicator in next year's PIR and suggested including it this year as a preventative measure.

**11.0 INFORMATION ITEMS**

- 11.1 Monthly Occupational & Physical Therapy Services Reports
- 11.2 Monthly Audiological Services Reports
- 11.3 Monthly Nonpublic School/Agency Placement Report
- 11.4 Upcoming Professional Learning Opportunities
- 11.5 2019 California Multi-Tiered System of Support Professional Learning Institute

**12.0 OTHER**

Linda Rodriguez reported Adapting Curriculum: Engaging All Learners Through Universal Design for Learning is scheduled for Thursday, September 26, 2019. Registration will open soon and is for special education teachers, general education teachers, and coaches. Linda confirmed that there will also be one regional training offered in the Fall and one offered in the Spring. She concluded that the training can also be requested as an onsite.

Jennifer Rountree reported the 5<sup>th</sup> Annual Regional Autism Conference is scheduled for April 23, 2019 in Rancho Cucamonga, CA. The cost is \$65 and is a full day event. Jennifer shared this year's topic is building self-advocacy and independence skills within the students using evidence-based practices in the home. The keynote is an adult with autism that has graduated from a university. The day will end with a parent panel that will discuss the supports for helping children build independence skills.

**13.0 MOTIVATION AND INSPIRATION**

Kathleen Peters shared a video, "High School Basketball Sensation J-Mac, Five Years Later".

**14.0 ADJOURNMENT**

**NEXT MEETING: APRIL 12, 2019 IN THE DESERT MOUNTAIN EDUCATIONAL SERVICE CENTER, APPLE VALLEY**

*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.*

**3.1 Testing Accommodations for Students Attending Nonpublic Schools**  
No materials



# GRR UPDATE

## APRIL 2019

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# Legislative Cycle Update

- Almost 3000 bills introduced (2817)
- Budget committees and policy committees will hold hearings throughout April.
- Spring Recess begins on April 11<sup>th</sup> upon adjournment.
- Leg committee involved in many meetings/hearings

# Legislative Sharing Day - May 1, 2019

- Speakers: Keynotes, Parent, Student - secured or in process
- Recognition: In Process. Recommendation to recognize [Assembly Education Committee Chief Consultant Tanya Lieberman](#)
- Registration: Continue to send to Folsom-Cordova SELPA
- Appointments with Legislators: Continue to send to Sutter County SELPA

# Positions Taken: Support

## AB 428 (Medina) – Special Education Finance Reform

Summary: Would establish a funding mechanism to support special education preschool programs, by adding preschoolers to the AB 602 funding formula. Would equalize special education funding rates to the 95<sup>th</sup> percentile over time. Would provide supplemental grants to support students with greater needs. Would allow school districts to calculate a declining enrollment adjustment based on district, rather than SELPA, ADA.

Status: Referred to Appropriations

Position: **SUPPORT**

# Support Positions

## AB 236 (Garcia & O'Donnell) – Family Empowerment Centers

Summary: Would require CDE to give priority to Family Empowerment Center grant applicants in regions of the state that currently do not have centers. Would increase the minimum base rate for grants from \$150,000 to \$223,000. Would impose additional requirements on centers as a condition of receiving grants.

Status: Referred to Appropriations

Position: **SUPPORT**

# Position Recommendation- Support

**AB 988 (Berman) – Teacher credentialing: out-of-state prepared teachers: education specialist credential.**

Summary: Would authorize the Commission on Teacher Credentialing to allow an applicant for an education specialist credential to demonstrate the area of concentration based on 2 years of experience in California, while the candidate holds the preliminary credential.

Status: Passed in Assembly Education; Referred to Appropriations w/ recommendation to consent calendar.

Recommended Position: **SUPPORT**

# Position Recommendation- Support

## AB 598 (Bloom) – Hearing aids: Minors

Summary: Would require a health care service plan contract or a health insurance policy issued, amended, or renewed on or after 1/1/20, to include coverage for hearing aids, as defined, for an enrollee or insured under 18 years of age, as specified.

Status: Referred to Committee on Health

Recommended Position: **SUPPORT**

# Position Recommendation- Support

## AB 1546 (Kiley & O'Donnell) – Pupil health: Mental Health

Summary: Would authorize a county mental health plan to contract with a LEA to provide EPSDT services, including mental health assessments, and mental health, social work, and counseling services, to Medi-Cal eligible pupils. The bill would require the department to permit an LEA to make claims for federal financial participation directly to the department for EPSDT services, to examine methodologies for increasing LEA participation in the Medi-Cal program, and to seek federal approval to implement these provisions.

Status: Re-referred to Committee on Health

Recommended Position: **SUPPORT**

(ACSA has also reached out regarding support on this bill)



# Position Recommendation- Support

[AB 1322 \(Berman & O'Donnell\)](#) – School based health programs

Summary: The bill would increase the annual funding limit for the activities of the State Department of Health Care Services that support the LEA Medi-Cal billing option to \$2,000,000, and would require that \$500,000 of that amount be available for transfer to the State Department of Education to support the office pursuant to that interagency agreement.

Status: Re-referred to Committee on Health

Recommended Position: **SUPPORT**

(Also supported by: CSNO, ACSA, CTA-co-sponsor, LAUSD, and California Association of School Counselors)

# Bills to Watch/Monitor:

**AB 898 (Wicks)** - Early and Periodic Screening Diagnosis, and Treatment services: behavioral health.

**Summary:** Would require by 3/20 and monthly after, the CA Health & Human Services Agency (under the Governor) to convene, the Children's Behavioral Health Action Team, which would consist of no fewer than 30 individuals, including the Director of Health Care Services, Director of Social Services, the Director of Managed Health Care, and representatives from community-based behavioral health agencies, to maximize the well-being of children in California who receive EPSDT services and health care through the Medi-Cal program. The bill would require the Action Team to develop and report specified findings and recommendations, including identifying opportunities for the state to better ensure that Medi-Cal eligible children receive behavioral health services, to prepare a final implementation plan, to distribute the reports and plan to specified entities, including the Legislature and the public, and to disband upon the submission of the plan.

**Status:** Referred to Health Committee

**Recommended Position:** **Watch/Consider Support**

**California Children's Trust: Supporting** with **sample letter** and **fact sheet**

# Position Recommendation- Support

**SB 2: (Glazer & Allen) – Statewide longitudinal database.**

Summary: Would express the intent of the Legislature to establish the Statewide Longitudinal Student Database to collect and store data regarding individual students as they matriculate through P-20, as defined, and into the workforce.

Status: Senate Education Committee Hearing 4/3/19

Recommended Position: **SUPPORT if AMENDED;** Leg Committee and GRR met with Senator Glazer's staff to ask for SELPAs to be added to the stakeholder's list.

# Position Recommendation- Support

## [H.R.2902 \(Huffman-California\)](#) - IDEA Full Funding Act

Summary: This bipartisan legislation would finally ensure Congress' commitment to fully fund the Individuals with Disabilities Education Act (IDEA). In 1975, Congress passed IDEA to ensure that every child with a disability has access to educational opportunity. This law was a historic step forward, but since its passage Congress has failed to provide the funding promised under this bill

Recommended Position: SUPPORT

Congress Member [Jared Huffman](#) serves California District two from the Oregon border, Del-Norte/Humboldt all the way through Mendocino, Sonoma, to Marin.

# Position Recommendation: Consider Oppose

## [AB 1021 \(Frazier\)](#) – **Pupils with exceptional needs: summer school.**

Summary: This bill would require school districts to provide summer school instruction for pupils with exceptional needs on weekdays from the last day of the regular school year to the first day of summer school and from the last day of summer school to the first day of the regular school year.

Status: Referred to Assembly Education Committee

Recommended Position: **Oppose (consider)**

(CSBA has reached out about concerns related to this bill)

# Monitoring/Potential Position Recommendations:

## [SB 217 \(Portantino\)](#) – Special Education: Early Education Programs

Summary: Would expand TK to students with exceptional needs. Would establish the Special Education Early Intervention Grant Program, allocating \$4,000 per child with special needs in TK, state preschool, and Head Start. Would require SELPAs to provide certain data related to the program to CDE. Amended 4/1/19 deferring to the IEP team to determine appropriate placement.

Status: Set for Hearing 4/10/17

Recommended Position: Continue to **watch** and engage with Senator Portantino's office and Senate Budget staff. Legislative Committee and GRR met with Senate Budget staff on this bill and provided extensive feedback to both Senate Budget Staff and Senator Portantino's office.

# Bills to Watch/Monitor:

## [AB 1172 \(Frazier\)](#) – **Special education: nonpublic, nonsectarian schools or agencies**

Summary: This bill would require additional mandates for NPS: Administrators must hold an Administrative Credential by 2022; LEAs must conduct onsite visits to each NPS where they have a student enrolled. By 6/2020 The LEA, with input from SELPA, create and publish criteria for reporting this information; additional reporting requirements related to behavior incidents; Must employ a BCBA onsite if any students have behavior plans or significant behavioral needs.

Status: Referred to Assembly Education Committee

Recommended Position: **Watch**

# Monitoring/Potential Position Recommendations:

## [AB 605 \(Maienschein\)](#) – Special Education: Assistive Technology Devices

Summary: Would require an LEA to provide access to assistive technology devices on a continuous basis and up to six months post graduation.

Status: Referred to Appropriations

Recommended Position: **Watch.** May weigh in during Appropriations. Leg Committee Members GRR met with staff and provided feedback. Staff relayed that author is focused on ensuring students have access after school and during moves. Appears to be coming from impacts related to frequent moves and instability: military families, foster youth, etc. Concerns about costs/loss of equipment were shared; author relayed this has been expressed as a common concern.



# Bills to Watch/Monitor:

## [AB 947 \(Quirk-Silva\)](#) – Visually impaired pupils: expanded core curriculum

Summary: The bill would authorize school districts, COEs, and charter schools to consider elements of the expanded core curriculum when developing an IEP for a pupil who is blind, has low vision, or is visually impaired. If an orientation and mobility evaluation is determined to be needed for a pupil who is blind, has low vision, or is visually impaired, it shall be conducted by a person who is appropriately certified as an orientation and mobility specialist.

Status: Referred to Appropriations; has had significant amendments.

Recommended Position: **Watch.** Potentially weigh in at Appropriations if asked. Significant improvements have been made with recent amendments.

# Bills to Watch/Monitor:

## [AB 216 \(Weber\)](#) – Special Education: Behavioral Interventions

Summary: Has been amended to prohibit an educational provider from authorizing, or requiring a parent to consent to, the use of physical restraint or seclusion as a planned intervention in a student's education plan, individual safety plan, behavioral plan, or individualized education program.

Status: Referred to Assembly Education Committee

Recommended Position: **Watch**

# Other Bills of Interest

## **AB 751 (O'Donnell) – Pupil Assessments**

- Less opposition. Referred to appropriations

## **AB 396 (Eggman) – School Social Worker Pilot Program**

- Referred to Appropriations. A lot of support in Assembly Education for this bill.

## **AB 8 (Chu) – Pupil health: mental health professionals.**

- Referred to Health. A lot of support in “concept” for this bill. Concerns about no funding source.

## **SB 328 (Portantino) – School Start Time**

- Re-Referred to Senate Education

# Behind the Scenes & Wins

- Veronica Coates is currently serving on the ACSA Mental Health Task Force. This has resulted in an invitation to join a small group to discuss mental health needs and funding with SPI, Tony Thurmond.
- Legislative staff seeking feedback on bills through our GRR, resulting in many meetings. More and more requests for analysis, feedback and suggestions.
- Senator Allen's Staff: Data request on Extraordinary Cost Pool Threshold. Veronica will send out survey soon to collect data. Thanks to Anjanette for support (editing) on the survey!

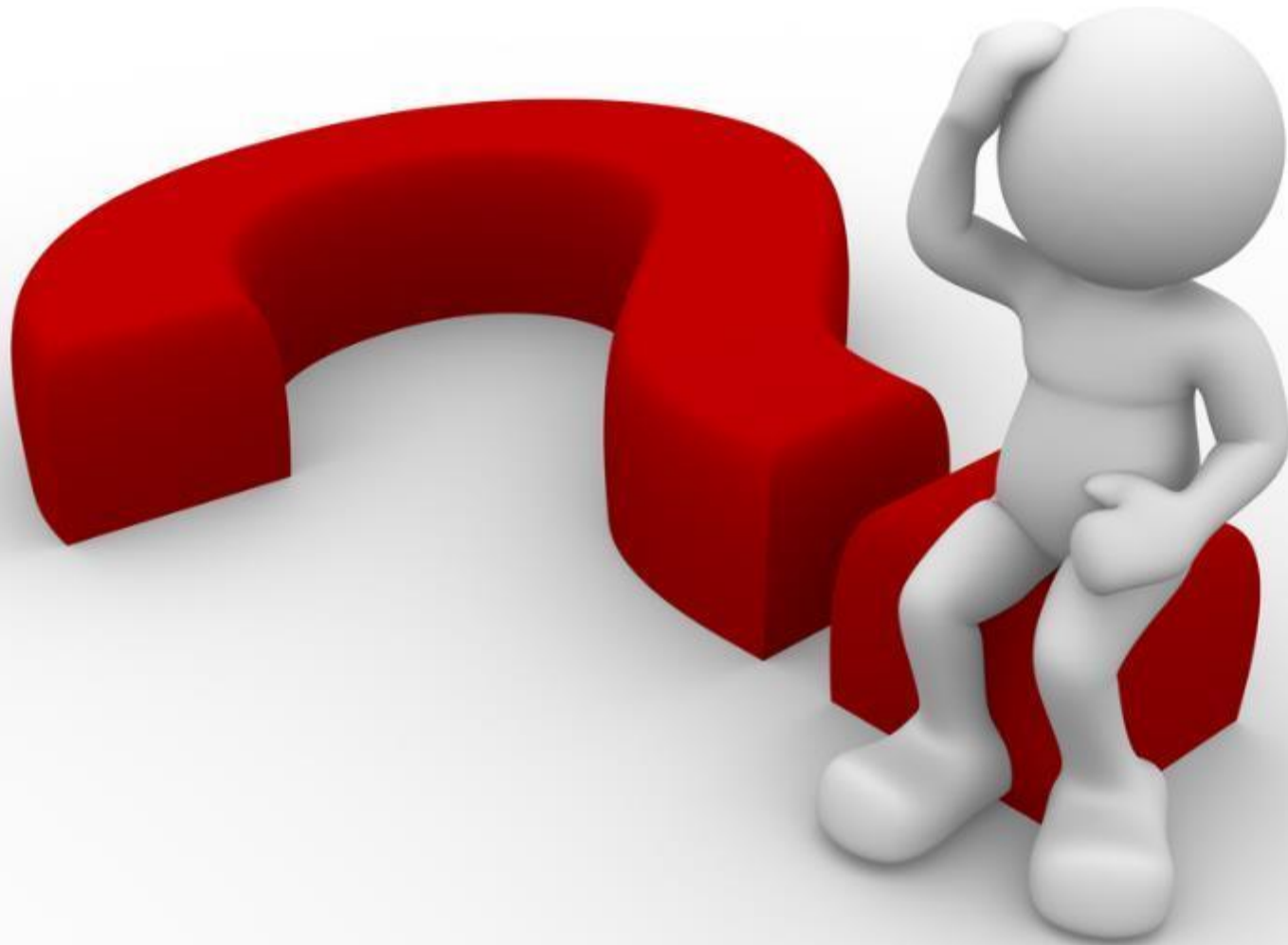
# Administrative

- CCS update: Providing a memorandum to new Governor's Administration officials to ask for assistance with CCS challenges. Conde and Interagency continue to gather data to provide feedback to the Governor's office.
- GRR currently working on a response to the Governor's budget. GRR, Leg and Finance committees will be meeting with staff next week to discuss feedback-positives, concerns, and suggestions related to the Governor's proposal.

# Shout Out/Kudos

- AB 236: Elizabeth Engelken's Testimony in support at hearing.
- AB 598: Scott Turner's research, fact sheets, and advocacy for support.
- AB 988: Anjanette Pelletier's research, fact sheets, and prepared testimony.
- AB 947: Lisa Kendrick for flagging/bringing to attention.
- SB 217 and Governor's Budget: Collaboration with Finance Committee and Jack Lucas (written feedback and editing support on finance language).
- CCS: Conde Kunzman and Interagency Committee: drafting feedback and history on CCS to the Governor's (new) staff. More to come on this on Friday.

# Questions or Feedback?



5.2 Behavior Intervention Plan Goals/Attendance  
Verbal report, no materials



# **Samples of School Board Policies for INTER-District Transfers**

## **Sample # 1 (Incoming or Outgoing to/from [Your school district])**

The Inter-District Transfer process applies to those parents who wish their children to attend school in a district other than their district of residence. All Inter-District Transfer requests must be initiated in the district of residence. Inter-District Transfers are valid for one year only and must be renewed annually. An approved Inter-District Transfer must be in effect between the district of residence and the school district of desired attendance before a student can attend the desired school.

The following conditions apply:

- When a student's residence is changed, the parent or guardian shall notify the school of the change in residence promptly.
- Transportation, if needed, shall be the responsibility of the parent/guardian.
- Childcare, if needed, shall be the responsibility of the parent/guardian.
- Students admitted to CUSD under the Inter-District Transfer process shall be assigned to schools where space is available at the discretion and determination of CUSD administration.
- All students and schools are subject to all California Interscholastic Federation (CIF) athletic eligibility rules and regulations. Approved transfers should not be understood to mean that any CIF rules or regulations have been waived.
- A student, parent, or guardian found to have given a false address and/or other pertinent data as a basis for enrollment in any school in the district shall have the transfer revoked. The revocation shall be immediate and notice promptly given to the student and parent/guardian.
- If an INTER-District transfer request is denied, you have the opportunity to appeal the decision to OCDE within 30 calendar days.
- The transfer committee will consider transfer requests based on the date the request was submitted and the reasons given for requesting the transfer. If an outgoing transfer request is denied, the parent will receive a denial letter from Student Services.
- Transfers will be granted based on space availability after all students residing within CUSD are placed. Students requesting a specific program, not available at their resident school, will be given priority as will students who are in good standing academically and conduct-wise.

CUSD reserves the right to deny transfer requests or release students for the following reasons: adverse impact on ethnic balance; insufficient state aid; lack of documentation concerning employment within the identified district; lack of facilities either district-wide or in a specific attendance area/school; lack of suitable or impacted special education programs; student history of unsatisfactory attendance; behavior, or academic performance

# **Sample # 2 Inter-District Transfers**

## **Inter-District Agreements**

The Board of Trustees recognizes that parents/guardians of students who reside within the geographic boundaries of one district may, for a variety of reasons, desire to enroll their children in a school in another district.

Interdistrict attendance forms are available at each school site, the district office and on the district website [www.williamsusd.net](http://www.williamsusd.net).

Inter-District Agreements are renewed annually for outgoing or incoming students to the WUSD.

For current school year requests, a final decision must be provided to the parents within 30 calendar days from the date of receipt of the request.

For future year requests, a final decision is required as soon as possible, but no later than 14 calendar days following the beginning of the school year for which enrollment is sought.

Within 30 calendar days of a request for an interdistrict permit, the Superintendent or designee shall notify the parents/guardians of a student who is denied interdistrict attendance regarding the process for appeal to the County Board of Education as specified in Education Code 46601.

An Inter-district Attendance Agreement is conditional upon:

- 1) The student obeying rules and maintaining good attendance, good citizenship and passing all courses.
- 2) Class sizes not exceeding maximum allowed by statute or contract. The student is subject to change to another school or termination of the agreement if any of these conditions occur. Transportation is the responsibility of the parent/student.

SELPA:3601 Desert Mountain SELPA

LEA:0101204 HIGH TECH HIGH MIDDLE

**Annual Service Report (001)**

Site name and type of facility providing services to students enrolled in the LEA		Services Provided at this Location
Site Name	Type of Facility	CASEMIS code associated with each service that is provided at the location listed in the left hand column.
0101204 High Tech Middle	56	330   340   415   450   525   530   710   720

Please ensure that the following are included on this form: (Ages 6-22)	
10-Public Day School School	20-Continuation School
19-Other Public School/Facility	31- Community School
24-Independent Study	15-Special Education Center/Facility
11-Public Residential School	22- Alternative Work Education
56- Charter School (operated AS an LEA	55- Charter School (operated as by an LEA

SELPA:3601 Desert Mountain SELPA

LEA:0101204 HIGH TECH HIGH MIDDLE

**Other Facility (002)**

Site name and type of facility providing services to students enrolled in the LEA		Services Provided at this Location
Site Name	Type of Facility	CASEMIS code associated with each service that is provided at the location listed in the left hand column.
0000001 *** Sch Code Not Found ***	71	330   415   450   515

Please ensure that the following are included on this form: (Ages 6-22)

30-Juvenile Court	40-Home Instruction
45-Hospital Facility	50-Community College
51-Adult Education Program	70 -Nonpublic Day School
71/72- Nonpublic Residential	79- Nonpublic Agency

SELPA:3601 Desert Mountain SELPA

LEA:0106732 HIGH TECH HIGH INTERNATIONAL

**Annual Service Report (001)**

Site name and type of facility providing services to students enrolled in the LEA		Services Provided at this Location
Site Name	Type of Facility	CASEMIS code associated with each service that is provided at the location listed in the left hand column.
0106732 High Tech International	56	330   415   445   450   510   525   530   710   720   725   820

Please ensure that the following are included on this form: (Ages 6-22)

10-Public Day School School	20-Continuation School
19-Other Public School/Facility	31- Community School
24-Independent Study	15-Special Education Center/Facility
11-Public Residential School	22- Alternative Work Education
56- Charter School (operated AS an LEA	55- Charter School (operated as by an LEA

SELPA:3601 Desert Mountain SELPA

LEA:0107573 HIGH TECH HIGH MIDDLE MEDIA  
 ARTS

**Annual Service Report (001)**

Site name and type of facility providing services to students enrolled in the LEA		Services Provided at this Location
Site Name	Type of Facility	CASEMIS code associated with each service that is provided at the location listed in the left hand column.
0107573 High Tech Middle International	56	330   340   415   450   460   510   525   530

Please ensure that the following are included on this form: (Ages 6-22)	
10-Public Day School School	20-Continuation School
19-Other Public School/Facility	31- Community School
24-Independent Study	15-Special Education Center/Facility
11-Public Residential School	22- Alternative Work Education
56- Charter School (operated AS an LEA	55- Charter School (operated as by an LEA

SELPA:3601 Desert Mountain SELPA

LEA:0107573 HIGH TECH HIGH MIDDLE MEDIA  
 ARTS

**Other Facility (002)**

Site name and type of facility providing services to students enrolled in the LEA		Services Provided at this Location
Site Name	Type of Facility	CASEMIS code associated with each service that is provided at the location listed in the left hand column.
0000001 *** Sch Code Not Found ***	71	330   510   515

Please ensure that the following are included on this form: (Ages 6-22)

30-Juvenile Court	40-Home Instruction
45-Hospital Facility	50-Community College
51-Adult Education Program	70 -Nonpublic Day School
71/72- Nonpublic Residential	79- Nonpublic Agency

SELPA:3601 Desert Mountain SELPA

LEA:0108787 HIGH TECH HIGH MEDIA ARTS

**Annual Service Report (001)**

Site name and type of facility providing services to students enrolled in the LEA		Services Provided at this Location
Site Name	Type of Facility	CASEMIS code associated with each service that is provided at the location listed in the left hand column.
0108787 High Tech High Media Arts	56	330   415   450   510   525   820   840   890

Please ensure that the following are included on this form: (Ages 6-22)

10-Public Day School School	20-Continuation School
19-Other Public School/Facility	31- Community School
24-Independent Study	15-Special Education Center/Facility
11-Public Residential School	22- Alternative Work Education
56- Charter School (operated AS an LEA	55- Charter School (operated as by an LEA



SELPA:3601 Desert Mountain SELPA

LEA:0114462 HEALTH SCIENCE HIGH AND  
 MIDDLE COLLEGE

**Annual Service Report (001)**

Site name and type of facility providing services to students enrolled in the LEA		Services Provided at this Location
Site Name	Type of Facility	CASEMIS code associated with each service that is provided at the location listed in the left hand column.
0114462 Health Sciences High and Middle College	56	330   415   436   445   450   525   535   725   820   840   890   900

Please ensure that the following are included on this form: (Ages 6-22)	
10-Public Day School School	20-Continuation School
19-Other Public School/Facility	31- Community School
24-Independent Study	15-Special Education Center/Facility
11-Public Residential School	22- Alternative Work Education
56- Charter School (operated AS an LEA	55- Charter School (operated as by an LEA

SELPA:3601 Desert Mountain SELPA

LEA:0114678 HTH STATEWIDE BENEFIT

CHARTER (CHULA VISTA)

**Annual Service Report (001)**

Site name and type of facility providing services to students enrolled in the LEA		Services Provided at this Location
Site Name	Type of Facility	CASEMIS code associated with each service that is provided at the location listed in the left hand column.
0114678 High Tech High Chula Vista	56	330   340   415   450   515   525   820   840   855   860
0123042 High Tech Middle Chula Vista	56	330   340   415   450   525   710
0123059 High Tech Elementary Chula Vista	56	330   340   415   450   525   535
0137067 *** Sch Code Not Found ***	56	330   415   450   510   515   525   710   720

Please ensure that the following are included on this form: (Ages 6-22)	
10-Public Day School School	20-Continuation School
19-Other Public School/Facility	31- Community School
24-Independent Study	15-Special Education Center/Facility
11-Public Residential School	22- Alternative Work Education
56- Charter School (operated AS an LEA	55- Charter School (operated as by an LEA

SELPA:3601 Desert Mountain SELPA

LEA:0114694 HTH STATEWIDE BENEFIT  
 CHARTER(SAN MARCOS)

**Annual Service Report (001)**

Site name and type of facility providing services to students enrolled in the LEA		Services Provided at this Location
Site Name	Type of Facility	CASEMIS code associated with each service that is provided at the location listed in the left hand column.
0114694 High Tech High North County	56	330   340   415   450   525   530   535   710   720   820   830
0119271 High Tech Middle North County	56	330   415   450   525   530
0127605 High Tech Elementary North County	56	330   340   415   445   450   460   510   525   530   725

Please ensure that the following are included on this form: (Ages 6-22)

10-Public Day School School	20-Continuation School
19-Other Public School/Facility	31- Community School
24-Independent Study	15-Special Education Center/Facility
11-Public Residential School	22- Alternative Work Education
56- Charter School (operated AS an LEA	55- Charter School (operated as by an LEA

SELPA:3601 Desert Mountain SELPA

LEA:0114694 HTH STATEWIDE BENEFIT  
 CHARTER(SAN MARCOS)

Other Facility (002)		
Site name and type of facility providing services to students enrolled in the LEA		Services Provided at this Location
Site Name	Type of Facility	CASEMIS code associated with each service that is provided at the location listed in the left hand column.
0000001 *** Sch Code Not Found ***	70	330   415   515   520   525   820

Please ensure that the following are included on this form: (Ages 6-22)	
30-Juvenile Court	40-Home Instruction
45-Hospital Facility	50-Community College
51-Adult Education Program	70 -Nonpublic Day School
71/72- Nonpublic Residential	79- Nonpublic Agency

SELPA:3601 Desert Mountain SELPA

LEA:0128066 HEALTH SCIENCES MIDDLE

**Annual Service Report (001)**

Site name and type of facility providing services to students enrolled in the LEA		Services Provided at this Location
Site Name	Type of Facility	CASEMIS code associated with each service that is provided at the location listed in the left hand column.
0128066 Health Sciences Middle	56	330   415   445   450   525   535

Please ensure that the following are included on this form: (Ages 6-22)

10-Public Day School School	20-Continuation School
19-Other Public School/Facility	31- Community School
24-Independent Study	15-Special Education Center/Facility
11-Public Residential School	22- Alternative Work Education
56- Charter School (operated AS an LEA	55- Charter School (operated as by an LEA

SELPA:3601 Desert Mountain SELPA

LEA:0131565 HIGH TECH ELEMENTARY POINT  
 LOMA

**Annual Service Report (001)**

Site name and type of facility providing services to students enrolled in the LEA		Services Provided at this Location
Site Name	Type of Facility	CASEMIS code associated with each service that is provided at the location listed in the left hand column.
0131565 *** Sch Code Not Found ***	56	330   340   415   450   510   525   530

Please ensure that the following are included on this form: (Ages 6-22)	
10-Public Day School School	20-Continuation School
19-Other Public School/Facility	31- Community School
24-Independent Study	15-Special Education Center/Facility
11-Public Residential School	22- Alternative Work Education
56- Charter School (operated AS an LEA	55- Charter School (operated as by an LEA

SELPA:3601 Desert Mountain SELPA

LEA:3610363 SAN BERNARDINO COUNTY

SCHOOLS

**Annual Service Report (001)**

Site name and type of facility providing services to students enrolled in the LEA		Services Provided at this Location
Site Name	Type of Facility	CASEMIS code associated with each service that is provided at the location listed in the left hand column.
0107433 Columbia Middle	10	330   415   525
0107441 Vick (Theodore) Elementary	10	330   340   415   450   515   525
0110718 Vista Verde Elementary	10	330   340   415   425   450   510   515   525   535
0110866 Sitting Bull Elementary	10	330   340   415   425   435   436   450   460   720   725
0112086 West Creek Elementary	10	330   340   415   425   450
0119115 Oak Hills High	10	330   340   415   425   445   450   460   535   710   720   725   730   740   890   900
0131441 *** Sch Code Not Found ***	10	330   340   415   425   435   436   450   460   725   860
3630233 Serrano High	10	330   340   415   425   450   460   720   725   840   890
3630407 Hesperia High School	10	330   340   415   425   450   840   850   870   890
3630563 Lucerne Valley High	10	330   340   415   425   450   460   890
3630746 Sultana High	10	330   340   415   425   435   436   450   460   525   535   710   725   740   820   830   840   850   860   890
3630894 Granite Hills High	10	330   340   415   425   436   450   460   710   720   840   850   860   870   890
3634169 Needles High	10	330   340   415   425   450   525   710   720   725   730   820   840   850   870   890
3638012 Victor Valley High	10	330   340   415   425   450   460   535   725   840   850   860   890
3662932 *** Sch Code Not Found ***	10	330   415   425   450   460   725   740
6035307 Crestline Elementary	10	330   340   415   425   450   460   710   720   725

Please ensure that the following are included on this form: (Ages 6-22)

10-Public Day School School	20-Continuation School
19-Other Public School/Facility	31- Community School
24-Independent Study	15-Special Education Center/Facility
11-Public Residential School	22- Alternative Work Education
56- Charter School(operated AS an LEA	55- Charter School(operated as by an LEA

SELPA:3601 Desert Mountain SELPA

LEA:3610363 SAN BERNARDINO COUNTY  
 SCHOOLS

**Annual Service Report (001)**

Site name and type of facility providing services to students enrolled in the LEA		Services Provided at this Location
Site Name	Type of Facility	CASEMIS code associated with each service that is provided at the location listed in the left hand column.
6035935 Helendale Elementary	10	415   450
6035943 Joshua Circle Elementary	10	330   340   415   435   450   460   725   730   900
6035976 Lucerne Valley Elementary	10	330   340   415   425   450
6036115 Vista Colorado Elementary	10	330   415   425   450   525   710   720   840   850
6037188 Trona Elementary	10	330   340   415   425   450   890
6037329 Del Rey Elementary	10	330   340   415   450   525   720
6037360 Park View Elementary	10	330   415   425   450   460   710   720
6059562 Victor Valley Junior High	10	330   340   415   425   450   460   890
6067052 North Shore Elementary	10	330   340   415   425   450   460   525
6069348 San Bernardino County Special Education	10	330   340   415   450   525   820   840   855   860   865   870   890
6098537 Kennedy Middle	10	330   415   425   460   725   865   890
6101885 Chemehuevi Valley Elementary	10	415
6106116 Pinon Mesa Middle	10	330   415   450   515   525
6108112 Hollyvale Elementary	10	330   415   425   450   460   720
6109227 Puesta del Sol Elementary	10	330   340   415   425   450   710   720
6112825 Sycamore Rocks Elementary	10	330   340   415   425   450   460   525   535   725

Please ensure that the following are included on this form: (Ages 6-22)	
10-Public Day School School	20-Continuation School
19-Other Public School/Facility	31- Community School
24-Independent Study	15-Special Education Center/Facility
11-Public Residential School	22- Alternative Work Education
56- Charter School(operated AS an LEA	55- Charter School(operated as by an LEA



SELPA:3601 Desert Mountain SELPA

LEA:3610363 SAN BERNARDINO COUNTY

SCHOOLS

**Annual Service Report (001)**

Site name and type of facility providing services to students enrolled in the LEA		Services Provided at this Location
Site Name	Type of Facility	CASEMIS code associated with each service that is provided at the location listed in the left hand column.
6113757 Brentwood Elementary	10	330   415   425   450   460   720
6114698 Cobalt Middle	10	330   340   415   425   436   450   460   710   725   850   860   870   890
6120604 Morgan/Kincaid Preparatory School of Integrated St	10	330   340   415   425   436   450   460   725   730
3630431 San Bernardino County Juvenile Hall/Community	31	330
0115808 Norton Space and Aeronautics Academy	56	330   415   425   450   460   525

Please ensure that the following are included on this form: (Ages 6-22)	
10-Public Day School School	20-Continuation School
19-Other Public School/Facility	31- Community School
24-Independent Study	15-Special Education Center/Facility
11-Public Residential School	22- Alternative Work Education
56- Charter School (operated AS an LEA	55- Charter School (operated as by an LEA

SELPA:3601 Desert Mountain SELPA

LEA:3610363 SAN BERNARDINO COUNTY  
 SCHOOLS

Infant Services (003)		
Site name and type of facility providing services to students enrolled in the LEA		Services Provided at this Location
Site Name	Type of Facility	CASEMIS code associated with each service that is provided at the location listed in the left hand column.
6069348 San Bernardino County Special Education	00	240   250   460   710   725
6069348 San Bernardino County Special Education	10	250

Please ensure that the following are included on this form: (Ages 0-2)	
40-Home	45 Hospital Facility
62-Child Devt. or Child Care	65- Extended Day Care
10 Public Day School	19- Other Public School/Facilities
11- Public Residential School	
00-No School	

SELPA:3601 Desert Mountain SELPA

LEA:3610363 SAN BERNARDINO COUNTY

SCHOOLS

**Pre-School Services 004**

Site name and type of facility providing services to students enrolled in the LEA		Services Provided at this Location
Site Name	Type of Facility	CASEMIS code associated with each service that is provided at the location listed in the left hand column.
6069348 San Bernardino County Special Education	00	425   450   460
0110718 Vista Verde Elementary	10	330   415
0110866 Sitting Bull Elementary	10	330   415
0112086 West Creek Elementary	10	330   415   450   720
3662932 *** Sch Code Not Found ***	10	330   415   425   450   460   525
6035174 Adelanto Elementary	10	330   415
6035307 Crestline Elementary	10	330   415   425   450   460
6035935 Helendale Elementary	10	415
6035943 Joshua Circle Elementary	10	330   340   350   415   450   460   720   725
6035976 Lucerne Valley Elementary	10	330   415   450   710
6036115 Vista Colorado Elementary	10	330   415   450   460
6037188 Trona Elementary	10	415
6037329 Del Rey Elementary	10	330   340   415   425   450   460   720
6037360 Park View Elementary	10	330   340   415   450   460
6067052 North Shore Elementary	10	330   415   450
6069348 San Bernardino County Special Education	10	330   415

Please ensure that the following are included on this form: (Ages 3-5)

40 Home Instruction/00 - No school	45 Hospital Facility
61-Head Start Program	62- Child Devt. or Child Care
State Preschool Program	64- Private Preschool
65-Extended Day Care Program	11- Public Residential School
10-Public Day School	19-Other Public School/Facilities

SELPA:3601 Desert Mountain SELPA

LEA:3610363 SAN BERNARDINO COUNTY

SCHOOLS

**Pre-School Services 004**

Site name and type of facility providing services to students enrolled in the LEA		Services Provided at this Location
Site Name	Type of Facility	CASEMIS code associated with each service that is provided at the location listed in the left hand column.
6108112 Hollyvale Elementary	10	330   415   720
6110522 Green Tree East Elementary	10	330   415   425   450   460
6120604 Morgan/Kincaid Preparatory School of Integrated St	10	330   415   450   730

Please ensure that the following are included on this form: (Ages 3-5)	
40 Home Instruction/00 - No school	45 Hospital Facility
61-Head Start Program	62- Child Devt. or Child Care
State Preschool Program	64- Private Preschool
65-Extended Day Care Program	11- Public Residential School
10-Public Day School	19-Other Public School/Facilities

SELPA:3601 Desert Mountain SELPA

LEA:3630761 EXCELSIOR EDUCATION CENTER

**Annual Service Report (001)**

Site name and type of facility providing services to students enrolled in the LEA		Services Provided at this Location
Site Name	Type of Facility	CASEMIS code associated with each service that is provided at the location listed in the left hand column.
0137869 *** Sch Code Not Found ***	56	330   415   840
3630761 Excelsior Education Center	56	330   415   450   460   525   720   725   730   735   740   840

Please ensure that the following are included on this form: (Ages 6-22)

10-Public Day School School	20-Continuation School
19-Other Public School/Facility	31- Community School
24-Independent Study	15-Special Education Center/Facility
11-Public Residential School	22- Alternative Work Education
56- Charter School(operated AS an LEA	55- Charter School(operated as by an LEA

SELPA:3601 Desert Mountain SELPA

LEA:3631207 ACADEMY FOR ACADEMIC  
 EXCELLENCE

**Annual Service Report (001)**

Site name and type of facility providing services to students enrolled in the LEA		Services Provided at this Location
Site Name	Type of Facility	CASEMIS code associated with each service that is provided at the location listed in the left hand column.
3631207 Academy for Academic Excellence	56	330   340   415   436   450   460   525   890

Please ensure that the following are included on this form: (Ages 6-22)

10-Public Day School School	20-Continuation School
19-Other Public School/Facility	31- Community School
24-Independent Study	15-Special Education Center/Facility
11-Public Residential School	22- Alternative Work Education
56- Charter School (operated AS an LEA	55- Charter School (operated as by an LEA

SELPA:3601 Desert Mountain SELPA

LEA:3667587 ADELANTO ELEMENTARY

**Annual Service Report (001)**

Site name and type of facility providing services to students enrolled in the LEA		Services Provided at this Location
Site Name	Type of Facility	CASEMIS code associated with each service that is provided at the location listed in the left hand column.
0107425 George Visual and Performing Arts Magnet and Middl	10	330   415   450   525
0107433 Columbia Middle	10	330   340   415   425   450   510   515   525   710   720
0107441 Vick (Theodore) Elementary	10	330   415   450   515   525   710   720
0109470 Victoria Magathan Elementary	10	330   340   415   425   450   460   525
0112086 West Creek Elementary	10	330   340   415   425   436   445   450   460   525   710   720
0125880 El Mirage	10	330   415   450   525
0125898 Gus Franklin	10	330   340   415   425   436   450   460   525   725
0131441 *** Sch Code Not Found ***	10	330   340   415   425   435   436   445   450   460   525   535   710   720   725
0138529 *** Sch Code Not Found ***	10	330   525
6035174 Adelanto Elementary	10	330   415   450   515   525
6106694 Westside Park Elementary	10	240   330   415   425   450   460   525
6109409 Eagle Ranch	10	330   415   425   435   450   525   710   720
6115117 Bradach (Donald F.) Elementary	10	330   415   450   525
6116370 Mesa Linda Middle	10	330   415   425   445   450   515   525   710   720   725   730
6120604 Morgan/Kincaid Preparatory School of Integrated St	10	330   415   450   525   710   720

Please ensure that the following are included on this form: (Ages 6-22)

10-Public Day School School	20-Continuation School
19-Other Public School/Facility	31- Community School
24-Independent Study	15-Special Education Center/Facility
11-Public Residential School	22- Alternative Work Education
56- Charter School (operated AS an LEA	55- Charter School (operated as by an LEA

SELPA:3601 Desert Mountain SELPA

LEA:3667587 ADELANTO ELEMENTARY

**Other Facility (002)**

Site name and type of facility providing services to students enrolled in the LEA		Services Provided at this Location
Site Name	Type of Facility	CASEMIS code associated with each service that is provided at the location listed in the left hand column.
0000001 *** Sch Code Not Found ***	70	330   415   510

Please ensure that the following are included on this form: (Ages 6-22)

30-Juvenile Court	40-Home Instruction
45-Hospital Facility	50-Community College
51-Adult Education Program	70 -Nonpublic Day School
71/72- Nonpublic Residential	79- Nonpublic Agency



SELPA:3601 Desert Mountain SELPA

LEA:3667587 ADELANTO ELEMENTARY

Pre-School Services 004		
Site name and type of facility providing services to students enrolled in the LEA		Services Provided at this Location
Site Name	Type of Facility	CASEMIS code associated with each service that is provided at the location listed in the left hand column.
0107441 Vick (Theodore) Elementary	10	330   415
0109470 Victoria Magathan Elementary	10	330   415
0112086 West Creek Elementary	10	330   415   425   460
0125898 Gus Franklin	10	415
6106694 Westside Park Elementary	10	415
6109409 Eagle Ranch	10	330   415   460
6115117 Bradach (Donald F.) Elementary	10	330   415   425   450
6120604 Morgan/Kincaid Preparatory School of Integrated St	10	330   415

Please ensure that the following are included on this form: (Ages 3-5)	
40 Home Instruction/00 - No school	45 Hospital Facility
61-Head Start Program	62- Child Devt. or Child Care
State Preschool Program	64- Private Preschool
65-Extended Day Care Program	11- Public Residential School
10-Public Day School	19-Other Public School/Facilities

SELPA:3601 Desert Mountain SELPA

LEA:3667611 BARSTOW UNIFIED

**Annual Service Report (001)**

Site name and type of facility providing services to students enrolled in the LEA		Services Provided at this Location
Site Name	Type of Facility	CASEMIS code associated with each service that is provided at the location listed in the left hand column.
0129452 Barstow STEM Academy	10	330   415   525   720
3630712 Central High (Cont.)	10	330   450   890
3630803 Barstow High	10	330   340   415   450   460   525   535   710   720   725   730   820   840   890
6035299 Cameron Elementary	10	330   340   415   450   525   535   720   725   730
6035307 Crestline Elementary	10	330   340   415   450   525   535   720
6035349 Henderson Elementary	10	330   340   415   450   510   525   535
6035372 Lenwood Elementary	10	330   340   415   450   525   535   710   720   900
6035380 Montara Elementary	10	330   340   415   435   450   460   525   535   900
6035414 Skyline North Elementary	10	330   340   415   425   450   460   525   535   710   720   725   730
6098537 Kennedy Middle	10	330   340   415   450   515   525   535   720   750
3630712 Central High (Cont.)	20	330   340   525   535   820   890
6035380 Montara Elementary	55	330   415   525
3630803 Barstow High	56	330

Please ensure that the following are included on this form: (Ages 6-22)

10-Public Day School School	20-Continuation School
19-Other Public School/Facility	31- Community School
24-Independent Study	15-Special Education Center/Facility
11-Public Residential School	22- Alternative Work Education
56- Charter School (operated AS an LEA	55- Charter School (operated as by an LEA

SELPA:3601 Desert Mountain SELPA

LEA:3667611 BARSTOW UNIFIED

Other Facility (002)		
Site name and type of facility providing services to students enrolled in the LEA		Services Provided at this Location
Site Name	Type of Facility	CASEMIS code associated with each service that is provided at the location listed in the left hand column.
0000001 *** Sch Code Not Found ***	70	330   415   510
0000001 *** Sch Code Not Found ***	72	330   415   520   525   530   545

Please ensure that the following are included on this form: (Ages 6-22)	
30-Juvenile Court	40-Home Instruction
45-Hospital Facility	50-Community College
51-Adult Education Program	70 -Nonpublic Day School
71/72- Nonpublic Residential	79- Nonpublic Agency

SELPA:3601 Desert Mountain SELPA

LEA:3667611 BARSTOW UNIFIED

**Infant Services (003)**

Site name and type of facility providing services to students enrolled in the LEA		Services Provided at this Location
Site Name	Type of Facility	CASEMIS code associated with each service that is provided at the location listed in the left hand column.
6035299 Cameron Elementary	10	250

Please ensure that the following are included on this form: (Ages 0-2)

40-Home	45 Hospital Facility
62-Child Devt. or Child Care	65- Extended Day Care
10 Public Day School	19- Other Public School/Facilities
11- Public Residential School	
00-No School	

SELPA:3601 Desert Mountain SELPA

LEA:3667611 BARSTOW UNIFIED

**Pre-School Services 004**

Site name and type of facility providing services to students enrolled in the LEA		Services Provided at this Location
Site Name	Type of Facility	CASEMIS code associated with each service that is provided at the location listed in the left hand column.
6035299 Cameron Elementary	10	415
6035307 Crestline Elementary	10	330   415
6035349 Henderson Elementary	10	415
6035372 Lenwood Elementary	10	415
6035380 Montara Elementary	10	415
6035414 Skyline North Elementary	10	330   415

Please ensure that the following are included on this form: (Ages 3-5)	
40 Home Instruction/00 - No school	45 Hospital Facility
61-Head Start Program	62- Child Devt. or Child Care
State Preschool Program	64- Private Preschool
65-Extended Day Care Program	11- Public Residential School
10-Public Day School	19-Other Public School/Facilities

SELPA:3601 Desert Mountain SELPA

LEA:3667637 BEAR VALLEY UNIFIED

**Annual Service Report (001)**

Site name and type of facility providing services to students enrolled in the LEA		Services Provided at this Location
Site Name	Type of Facility	CASEMIS code associated with each service that is provided at the location listed in the left hand column.
3630290 Chautauqua High (Cont.)	10	330   510   840   890
3631066 Big Bear High	10	330   340   415   425   450   525   820   830   840   850   890
6035463 Big Bear Middle	10	330   340   415   450   515   525   530   710   720
6035471 Glen Martin Elementary	10	330   415
6067052 North Shore Elementary	10	330   415   425   450   525   710   720
6105936 Big Bear Elementary	10	330   415   450   515   525
6112866 Baldwin Lane Elementary	10	330   415   450   525

Please ensure that the following are included on this form: (Ages 6-22)	
10-Public Day School School	20-Continuation School
19-Other Public School/Facility	31- Community School
24-Independent Study	15-Special Education Center/Facility
11-Public Residential School	22- Alternative Work Education
56- Charter School (operated AS an LEA	55- Charter School (operated as by an LEA

SELPA:3601 Desert Mountain SELPA

LEA:3667637 BEAR VALLEY UNIFIED

**Other Facility (002)**

Site name and type of facility providing services to students enrolled in the LEA		Services Provided at this Location
Site Name	Type of Facility	CASEMIS code associated with each service that is provided at the location listed in the left hand column.
0000001 *** Sch Code Not Found ***	71	330   525   545
0000001 *** Sch Code Not Found ***	72	330   415   520   525   530   545   720   890

Please ensure that the following are included on this form: (Ages 6-22)

30-Juvenile Court	40-Home Instruction
45-Hospital Facility	50-Community College
51-Adult Education Program	70 -Nonpublic Day School
71/72- Nonpublic Residential	79- Nonpublic Agency

SELPA:3601 Desert Mountain SELPA

LEA:3667637 BEAR VALLEY UNIFIED

**Pre-School Services 004**

Site name and type of facility providing services to students enrolled in the LEA		Services Provided at this Location
Site Name	Type of Facility	CASEMIS code associated with each service that is provided at the location listed in the left hand column.
6035471 Glen Martin Elementary	10	415
6067052 North Shore Elementary	10	415
6105936 Big Bear Elementary	10	415
6112866 Baldwin Lane Elementary	10	330   415   450

Please ensure that the following are included on this form: (Ages 3-5)

40 Home Instruction/00 - No school	45 Hospital Facility
61-Head Start Program	62- Child Devt. or Child Care
State Preschool Program	64- Private Preschool
65-Extended Day Care Program	11- Public Residential School
10-Public Day School	19-Other Public School/Facilities



SELPA:3601 Desert Mountain SELPA

LEA:3667736 HELENDALE ELEMENTARY

**Annual Service Report (001)**

Site name and type of facility providing services to students enrolled in the LEA		Services Provided at this Location
Site Name	Type of Facility	CASEMIS code associated with each service that is provided at the location listed in the left hand column.
0130948 Independence Charter Academy	10	330
6035935 Helendale Elementary	10	330   415   450   525
6107072 Riverview Middle	10	330   415   450   525
0116723 Academy of Careers & Exploration	55	330   525   820   840   890
0130948 Independence Charter Academy	55	330   415   450   525   720   820   840   890

Please ensure that the following are included on this form: (Ages 6-22)	
10-Public Day School School	20-Continuation School
19-Other Public School/Facility	31- Community School
24-Independent Study	15-Special Education Center/Facility
11-Public Residential School	22- Alternative Work Education
56- Charter School (operated AS an LEA	55- Charter School (operated as by an LEA

SELPA:3601 Desert Mountain SELPA

LEA:3667736 HELENDALE ELEMENTARY

**Pre-School Services 004**

Site name and type of facility providing services to students enrolled in the LEA		Services Provided at this Location
Site Name	Type of Facility	CASEMIS code associated with each service that is provided at the location listed in the left hand column.
6035935 Helendale Elementary	10	415   450

Please ensure that the following are included on this form: (Ages 3-5)

40 Home Instruction/00 - No school	45 Hospital Facility
61-Head Start Program	62- Child Devt. or Child Care
State Preschool Program	64- Private Preschool
65-Extended Day Care Program	11- Public Residential School
10-Public Day School	19-Other Public School/Facilities

SELPA:3601 Desert Mountain SELPA

LEA:3667801 NEEDLES UNIFIED

**Annual Service Report (001)**

Site name and type of facility providing services to students enrolled in the LEA		Services Provided at this Location
Site Name	Type of Facility	CASEMIS code associated with each service that is provided at the location listed in the left hand column.
3631140 Needles Community Day	10	515   530   890
3634169 Needles High	10	330   515   525   530   890
6036115 Vista Colorado Elementary	10	330   415   435   450   530
6100929 Needles Middle	10	330   415   450   515   525   530   710   720
6101885 Chemehuevi Valley Elementary	10	330   415   525   710   720
3630266 Educational Training Center	20	330   530   890
3631140 Needles Community Day	31	530   890

Please ensure that the following are included on this form: (Ages 6-22)

10-Public Day School School	20-Continuation School
19-Other Public School/Facility	31- Community School
24-Independent Study	15-Special Education Center/Facility
11-Public Residential School	22- Alternative Work Education
56- Charter School (operated AS an LEA	55- Charter School (operated as by an LEA

SELPA:3601 Desert Mountain SELPA

LEA:3667827 ORO GRANDE ELEMENTARY

**Annual Service Report (001)**

Site name and type of facility providing services to students enrolled in the LEA		Services Provided at this Location
Site Name	Type of Facility	CASEMIS code associated with each service that is provided at the location listed in the left hand column.
0113928 Riverside Preparatory	10	330   415
0137174 *** Sch Code Not Found ***	10	330   820   840   890
0137182 *** Sch Code Not Found ***	10	330   820   840   890
0137190 *** Sch Code Not Found ***	10	330   415   820   840   890
0137208 *** Sch Code Not Found ***	10	330   415   820   890
0137216 *** Sch Code Not Found ***	10	330   820   840   890
0137224 *** Sch Code Not Found ***	10	330   820   840   890
0137232 *** Sch Code Not Found ***	10	330   820   840   890
6036453 Oro Grande Elementary	10	330   415   460   525
0111807 Mojave River Academy	20	415   820   890
0111807 Mojave River Academy	55	330   415   525   710   720   820   840   850   890
0113928 Riverside Preparatory	55	330   415   450   525   710   720   725   820   840   855   860   890

Please ensure that the following are included on this form: (Ages 6-22)

10-Public Day School School	20-Continuation School
19-Other Public School/Facility	31- Community School
24-Independent Study	15-Special Education Center/Facility
11-Public Residential School	22- Alternative Work Education
56- Charter School (operated AS an LEA	55- Charter School (operated as by an LEA

SELPA:3601 Desert Mountain SELPA

LEA:3667892 TRONA JOINT UNIFIED

**Annual Service Report (001)**

Site name and type of facility providing services to students enrolled in the LEA		Services Provided at this Location
Site Name	Type of Facility	CASEMIS code associated with each service that is provided at the location listed in the left hand column.
3636487 Trona High	10	330   415   525   820   830   840   850   890
6037188 Trona Elementary	10	330   415   450   525   720
0134247 *** Sch Code Not Found ***	55	330   415   515   820   840   850   890   900

Please ensure that the following are included on this form: (Ages 6-22)	
10-Public Day School School	20-Continuation School
19-Other Public School/Facility	31- Community School
24-Independent Study	15-Special Education Center/Facility
11-Public Residential School	22- Alternative Work Education
56- Charter School (operated AS an LEA	55- Charter School (operated as by an LEA

SELPA:3601 Desert Mountain SELPA

LEA:3667892 TRONA JOINT UNIFIED

**Pre-School Services 004**

Site name and type of facility providing services to students enrolled in the LEA		Services Provided at this Location
Site Name	Type of Facility	CASEMIS code associated with each service that is provided at the location listed in the left hand column.
6037188 Trona Elementary	10	350

Please ensure that the following are included on this form: (Ages 3-5)

40 Home Instruction/00 - No school	45 Hospital Facility
61-Head Start Program	62- Child Devt. or Child Care
State Preschool Program	64- Private Preschool
65-Extended Day Care Program	11- Public Residential School
10-Public Day School	19-Other Public School/Facilities

SELPA:3601 Desert Mountain SELPA

LEA:3667918 VICTOR ELEMENTARY

**Annual Service Report (001)**

Site name and type of facility providing services to students enrolled in the LEA		Services Provided at this Location
Site Name	Type of Facility	CASEMIS code associated with each service that is provided at the location listed in the left hand column.
0106641 Challenger School of Sports and Fitness	10	330   415   425   450   525   720
0108449 Endeavour School of Exploration	10	330   415   425   436   450   460   525   720
0113779 West Palms Conservatory	10	330   340   415   425   450   525   535
6037329 Del Rey Elementary	10	330   340   415   425   450   525   710   720
6037352 Irwin Elementary	10	330   340   415   425   450   460   525
6037360 Park View Elementary	10	330   340   415   425   450   515   525   530
6037386 Village Elementary	10	330   340   415   425   450   460   525   535   720
6105860 Liberty Primary/Intermediate	10	330   415   425   435   436   450   460   515   525   535   720   725   740
6106587 Mojave Vista Elementary	10	330   340   415   425   450   460   515   525   710   720
6109219 Lomitas Elementary	10	330   340   415   425   450   460   525   740
6109227 Puesta del Sol Elementary	10	330   340   415   425   436   450   460   525   535   710   720   725   740   900
6110522 Green Tree East Elementary	10	330   340   415   425   450   510   525   535   720   725
6113385 Charter 101 (Elem)	10	330   340   415   425   435   436   450   460   525
6113757 Brentwood Elementary	10	330   340   415   425   450   460   525   725   740
6117766 Discovery School of the Arts	10	330   340   415   425   450   525   535   710   720
6118350 Mountain View Montessori Charter	10	330   415

Please ensure that the following are included on this form: (Ages 6-22)	
10-Public Day School School	20-Continuation School
19-Other Public School/Facility	31- Community School
24-Independent Study	15-Special Education Center/Facility
11-Public Residential School	22- Alternative Work Education
56- Charter School(operated AS an LEA	55- Charter School(operated as by an LEA

SELPA:3601 Desert Mountain SELPA

LEA:3667918 VICTOR ELEMENTARY

**Annual Service Report (001)**

Site name and type of facility providing services to students enrolled in the LEA		Services Provided at this Location
Site Name	Type of Facility	CASEMIS code associated with each service that is provided at the location listed in the left hand column.
6101927 Sixth Street Prep	55	330   415   525
6118350 Mountain View Montessori Charter	55	330   415   450   525

Please ensure that the following are included on this form: (Ages 6-22)

10-Public Day School School	20-Continuation School
19-Other Public School/Facility	31- Community School
24-Independent Study	15-Special Education Center/Facility
11-Public Residential School	22- Alternative Work Education
56- Charter School (operated AS an LEA	55- Charter School (operated as by an LEA



SELPA:3601 Desert Mountain SELPA

LEA:3667918 VICTOR ELEMENTARY

Other Facility (002)		
Site name and type of facility providing services to students enrolled in the LEA		Services Provided at this Location
Site Name	Type of Facility	CASEMIS code associated with each service that is provided at the location listed in the left hand column.
0000001 *** Sch Code Not Found ***	70	330   415   510

Please ensure that the following are included on this form: (Ages 6-22)	
30-Juvenile Court	40-Home Instruction
45-Hospital Facility	50-Community College
51-Adult Education Program	70 -Nonpublic Day School
71/72- Nonpublic Residential	79- Nonpublic Agency

SELPA:3601 Desert Mountain SELPA

LEA:3667918 VICTOR ELEMENTARY

**Pre-School Services 004**

Site name and type of facility providing services to students enrolled in the LEA		Services Provided at this Location
Site Name	Type of Facility	CASEMIS code associated with each service that is provided at the location listed in the left hand column.
0106641 Challenger School of Sports and Fitness	10	415
0108449 Endeavour School of Exploration	10	415
0113779 West Palms Conservatory	10	330   415   425   450
6037329 Del Rey Elementary	10	415
6037352 Irwin Elementary	10	330   415   425   450
6037360 Park View Elementary	10	415
6037386 Village Elementary	10	330   415
6105860 Liberty Primary/Intermediate	10	330   415
6106587 Mojave Vista Elementary	10	415   450
6109219 Lomitas Elementary	10	415
6109227 Puesta del Sol Elementary	10	415
6110522 Green Tree East Elementary	10	415
6113385 Charter 101 (Elem)	10	415
6113757 Brentwood Elementary	10	330   415   450
6117766 Discovery School of the Arts	10	415
6118632 The Academy of Performing Arts and Foreign Languag	10	415   450

Please ensure that the following are included on this form: (Ages 3-5)

40 Home Instruction/00 - No school	45 Hospital Facility
61-Head Start Program	62- Child Devt. or Child Care
State Preschool Program	64- Private Preschool
65-Extended Day Care Program	11- Public Residential School
10-Public Day School	19-Other Public School/Facilities

SELPA:3601 Desert Mountain SELPA

LEA:3667934 VICTOR VALLEY UNION HIGH

**Annual Service Report (001)**

Site name and type of facility providing services to students enrolled in the LEA		Services Provided at this Location
Site Name	Type of Facility	CASEMIS code associated with each service that is provided at the location listed in the left hand column.
0110064 University Preparatory	10	415
0125419 Adelanto High	10	330   340   415   425   450   460   525   710   715   720   725   730   755   820   830   840   850   855   860   865   870   890
3630787 Silverado High	10	330   340   415   425   450   460   525   710   715   720   725   730   735   740   820   830   840   850   855   860   870   890
3638012 Victor Valley High	10	330   340   415   425   450   460   525   535   710   720   725   730   735   740   820   830   840   850   855   860   865   870   890
6059554 Imogene Garner Hook Junior High	10	330   340   415   425   450   460   525   710   720   725   730
6059562 Victor Valley Junior High	10	330   340   415   425   435   450   460   525   710   715   720   725   820   830   840   855   890
6114698 Cobalt Middle	10	330   340   415   450   525   720   820   830   840   860   890
3630100 Goodwill High (Cont.)	20	330   415   820   840   865   890
3630670 Options for Youth-Victorville Charter	55	330   415   425   510   515   525   720   820   840

Please ensure that the following are included on this form: (Ages 6-22)

10-Public Day School School	20-Continuation School
19-Other Public School/Facility	31- Community School
24-Independent Study	15-Special Education Center/Facility
11-Public Residential School	22- Alternative Work Education
56- Charter School(operated AS an LEA	55- Charter School(operated as by an LEA

SELPA:3601 Desert Mountain SELPA

LEA:3667934 VICTOR VALLEY UNION HIGH

**Other Facility (002)**

Site name and type of facility providing services to students enrolled in the LEA		Services Provided at this Location
Site Name	Type of Facility	CASEMIS code associated with each service that is provided at the location listed in the left hand column.
0125419 Adelanto High	40	330   415   450   460   850   855   860   890
3630787 Silverado High	40	330   415   725   820   840   890
3638012 Victor Valley High	40	330   725   820   840   890
0000001 *** Sch Code Not Found ***	70	330   340   415   425   450   510   515   725   830   840   855   890
0000001 *** Sch Code Not Found ***	71	330   525   545
0000001 *** Sch Code Not Found ***	72	330   340   415   510   520   525   530   545   820   840   850   890

Please ensure that the following are included on this form: (Ages 6-22)

30-Juvenile Court	40-Home Instruction
45-Hospital Facility	50-Community College
51-Adult Education Program	70 -Nonpublic Day School
71/72- Nonpublic Residential	79- Nonpublic Agency

SELPA:3601 Desert Mountain SELPA

LEA:3673858 BAKER VALLEY UNIFIED

**Annual Service Report (001)**

Site name and type of facility providing services to students enrolled in the LEA		Services Provided at this Location
Site Name	Type of Facility	CASEMIS code associated with each service that is provided at the location listed in the left hand column.
3630076 Baker High	10	330   415   820   840   855   890
6035273 Baker Elementary	10	330   415   510   525
6109193 Baker Jr. High	10	330   415   525

Please ensure that the following are included on this form: (Ages 6-22)

10-Public Day School School	20-Continuation School
19-Other Public School/Facility	31- Community School
24-Independent Study	15-Special Education Center/Facility
11-Public Residential School	22- Alternative Work Education
56- Charter School(operated AS an LEA	55- Charter School(operated as by an LEA

SELPA:3601 Desert Mountain SELPA

LEA:3673858 BAKER VALLEY UNIFIED

**Pre-School Services 004**

Site name and type of facility providing services to students enrolled in the LEA		Services Provided at this Location
Site Name	Type of Facility	CASEMIS code associated with each service that is provided at the location listed in the left hand column.
6035273 Baker Elementary	10	415

Please ensure that the following are included on this form: (Ages 3-5)

40 Home Instruction/00 - No school	45 Hospital Facility
61-Head Start Program	62- Child Devt. or Child Care
State Preschool Program	64- Private Preschool
65-Extended Day Care Program	11- Public Residential School
10-Public Day School	19-Other Public School/Facilities

SELPA:3601 Desert Mountain SELPA

LEA:3673890 SILVER VALLEY UNIFIED

**Annual Service Report (001)**

Site name and type of facility providing services to students enrolled in the LEA		Services Provided at this Location
Site Name	Type of Facility	CASEMIS code associated with each service that is provided at the location listed in the left hand column.
0111096 Tiefert View Intermediate	10	330   415   450   525   725
3630274 Silver Valley High	10	330   340   415   450   510   515   525   725   820   840   850   890
3631199 Silver Valley Academy	10	330   415   460   525   820   840   850   855   890
3673890 *** Sch Code Not Found ***	10	330   415
6035331 Fort Irwin Elem.	10	330   340   415   450   525
6035406 Newberry Springs Elementary	10	330   415   450
6035455 Yermo Elementary	10	330   415   450   460   515   525
6104681 Fort Irwin Middle	10	330   415   450   460   525
3630282 Calico Continuation High	20	330   890

Please ensure that the following are included on this form: (Ages 6-22)

10-Public Day School School	20-Continuation School
19-Other Public School/Facility	31- Community School
24-Independent Study	15-Special Education Center/Facility
11-Public Residential School	22- Alternative Work Education
56- Charter School (operated AS an LEA	55- Charter School (operated as by an LEA

SELPA:3601 Desert Mountain SELPA

LEA:3673890 SILVER VALLEY UNIFIED

Pre-School Services 004		
Site name and type of facility providing services to students enrolled in the LEA		Services Provided at this Location
Site Name	Type of Facility	CASEMIS code associated with each service that is provided at the location listed in the left hand column.
3673890 *** Sch Code Not Found ***	10	415   450
6035331 Fort Irwin Elem.	10	330   415   450
6035406 Newberry Springs Elementary	10	415
6035455 Yermo Elementary	10	415
6119846 *** Sch Code Not Found ***	10	415
6035406 Newberry Springs Elementary	61	415

Please ensure that the following are included on this form: (Ages 3-5)	
40 Home Instruction/00 - No school	45 Hospital Facility
61-Head Start Program	62- Child Devt. or Child Care
State Preschool Program	64- Private Preschool
65-Extended Day Care Program	11- Public Residential School
10-Public Day School	19-Other Public School/Facilities



SELPA:3601 Desert Mountain SELPA

LEA:3673957 SNOWLINE JOINT UNIFIED

Annual Service Report (001)		
Site name and type of facility providing services to students enrolled in the LEA		Services Provided at this Location
Site Name	Type of Facility	CASEMIS code associated with each service that is provided at the location listed in the left hand column.
0110718 Vista Verde Elementary	10	330   340   415   425   450   525   725
3630233 Serrano High	10	330   340   415   425   450   510   515   525   710   720   725   820   840   850   860   890   900
3630365 Chaparral High (Cont.)	10	330   840
3630589 Desert View Independent (Altern.)	10	330   840
3630720 Eagle Summit Charter	10	330   415   525   710   820   840
6036461 Phelan Elementary	10	330   340   415   425   450   515   525
6037394 Wrightwood Elementary	10	330   340   415   425   450   525   725
6106116 Pinon Mesa Middle	10	330   340   415   425   450   525   535   710   720
6106710 Baldy Mesa Elementary	10	330   340   415   425   450   525   710   720   725
6108260 Pinon Hills Elementary	10	330   340   415   425   450   460   525   535   720   740
6112924 Heritage	10	330   340   415   450   725
6112932 Quail Valley Middle	10	330   340   415   425   450   460   515   525   710   720   740   820
3630365 Chaparral High (Cont.)	20	330   415   525   820   840
3630589 Desert View Independent (Altern.)	24	330   415   425   450   725   740   820
3630233 Serrano High	31	330   415   525   820   840
3630720 Eagle Summit Charter	31	330   415   525   820   840

Please ensure that the following are included on this form: (Ages 6-22)	
10-Public Day School School	20-Continuation School
19-Other Public School/Facility	31- Community School
24-Independent Study	15-Special Education Center/Facility
11-Public Residential School	22- Alternative Work Education
56- Charter School(operated AS an LEA	55- Charter School(operated as by an LEA

SELPA:3601 Desert Mountain SELPA

LEA:3673957 SNOWLINE JOINT UNIFIED

Other Facility (002)		
Site name and type of facility providing services to students enrolled in the LEA		Services Provided at this Location
Site Name	Type of Facility	CASEMIS code associated with each service that is provided at the location listed in the left hand column.
0000001 *** Sch Code Not Found ***	70	330   415   450   510   820   840   890
0000001 *** Sch Code Not Found ***	71	330   520   525   530   545   890
0000001 *** Sch Code Not Found ***	72	330   510   515   520   525   530   545   820   840   890

Please ensure that the following are included on this form: (Ages 6-22)	
30-Juvenile Court	40-Home Instruction
45-Hospital Facility	50-Community College
51-Adult Education Program	70 -Nonpublic Day School
71/72- Nonpublic Residential	79- Nonpublic Agency

SELPA:3601 Desert Mountain SELPA

LEA:3673957 SNOWLINE JOINT UNIFIED

**Pre-School Services 004**

Site name and type of facility providing services to students enrolled in the LEA		Services Provided at this Location
Site Name	Type of Facility	CASEMIS code associated with each service that is provided at the location listed in the left hand column.
0110718 Vista Verde Elementary	10	330   415   450
6036461 Phelan Elementary	10	330   415   425
6106710 Baldy Mesa Elementary	10	415
6108260 Pinon Hills Elementary	10	415
6112924 Heritage	10	415   450   525

Please ensure that the following are included on this form: (Ages 3-5)

40 Home Instruction/00 - No school	45 Hospital Facility
61-Head Start Program	62- Child Devt. or Child Care
State Preschool Program	64- Private Preschool
65-Extended Day Care Program	11- Public Residential School
10-Public Day School	19-Other Public School/Facilities

SELPA:3601 Desert Mountain SELPA

LEA:3675044 HESPERIA UNIFIED

**Annual Service Report (001)**

Site name and type of facility providing services to students enrolled in the LEA		Services Provided at this Location
Site Name	Type of Facility	CASEMIS code associated with each service that is provided at the location listed in the left hand column.
0107805 Cypress Academy	10	330   415   425   450   460   525   710   720
0114090 Mission Crest Elementary	10	330   340   415   425   450   460   525   535   710   720   725   730   900
0114108 Cedar Middle	10	330   340   415   425   450   460   515   525   535   710   720   725
0119107 Krystal School of Science, Math & Technology	10	330   415   450   525   720   725
0119115 Oak Hills High	10	330   340   415   425   435   450   460   525   535   710   715   720   725   730   735   740   820   840   850   860   890   900
3630407 Hesperia High School	10	330   340   415   425   450   460   525   535   710   715   720   725   820   840   850   855   860   870   890
3630472 Mojave High (Cont.)	10	330   820   840
3630746 Sultana High	10	330   340   415   425   450   460   515   525   535   710   720   725   740   820   830   840   850   855   860   865   870   890   900
6035943 Joshua Circle Elementary	10	330   415   425   450   460   525   710   720   900
6035950 Juniper Elementary YR	10	330   340   415   425   436   450   460   525   535   725   730   740   900
6035968 Eucalyptus Elementary	10	330   415   450   525   710   720   725   900
6059547 Hesperia Junior High	10	330   415   425   436   450   460   525   530   710   720
6089643 Mesa Grande Elementary	10	330   340   415   425   435   436   450   460   525   535   725
6100937 Kingston Elem.	10	330   340   415   425   450   460   525   720
6103337 Maple School	10	330   340   415   425   435   450   460   525   535   710   720   725   740   900
6105498 Cottonwood Elementary	10	330   340   415   425   436   450   460   525   535   710   720   725

Please ensure that the following are included on this form: (Ages 6-22)

10-Public Day School School	20-Continuation School
19-Other Public School/Facility	31- Community School
24-Independent Study	15-Special Education Center/Facility
11-Public Residential School	22- Alternative Work Education
56- Charter School (operated AS an LEA	55- Charter School (operated as by an LEA

SELPA:3601 Desert Mountain SELPA

LEA:3675044 HESPERIA UNIFIED

**Annual Service Report (001)**

Site name and type of facility providing services to students enrolled in the LEA		Services Provided at this Location
Site Name	Type of Facility	CASEMIS code associated with each service that is provided at the location listed in the left hand column.
6106454 Lime Street School	10	330   340   415   425   450   460   525   710   720   900
6108112 Hollyvale Elementary	10	330   340   415   425   450   460   525   740
6108120 Carmel Elementary	10	330   340   415   425   450   460   525   710   720   725   740
6109359 Rancho Middle	10	330   340   415   425   450   460   515   525   535   710   720   725   740   860
6111751 Topaz Elementary	10	330   340   415   425   450   515   525   530   535
6114680 Mesquite Trails Elementary	10	330   340   415   425   436   450   460   525   740   860
0115444 Canyon Ridge High	20	330   820   840
3630472 Mojave High (Cont.)	20	330   415   425   450   525   720   820   840   865   890
3630811 Desert Trails High (Alternative)	24	330   415   715   820   840   890
6109359 Rancho Middle	56	330   415

Please ensure that the following are included on this form: (Ages 6-22)

10-Public Day School School	20-Continuation School
19-Other Public School/Facility	31- Community School
24-Independent Study	15-Special Education Center/Facility
11-Public Residential School	22- Alternative Work Education
56- Charter School (operated AS an LEA	55- Charter School (operated as by an LEA

SELPA:3601 Desert Mountain SELPA

LEA:3675044 HESPERIA UNIFIED

**Other Facility (002)**

Site name and type of facility providing services to students enrolled in the LEA		Services Provided at this Location
Site Name	Type of Facility	CASEMIS code associated with each service that is provided at the location listed in the left hand column.
3630407 Hesperia High School	40	330   820   840   860   890
6035950 Juniper Elementary YR	40	330
0000001 *** Sch Code Not Found ***	70	330   340   415   450   510   820   840   890

Please ensure that the following are included on this form: (Ages 6-22)

30-Juvenile Court	40-Home Instruction
45-Hospital Facility	50-Community College
51-Adult Education Program	70 -Nonpublic Day School
71/72- Nonpublic Residential	79- Nonpublic Agency

SELPA:3601 Desert Mountain SELPA

LEA:3675044 HESPERIA UNIFIED

**Pre-School Services 004**

Site name and type of facility providing services to students enrolled in the LEA		Services Provided at this Location
Site Name	Type of Facility	CASEMIS code associated with each service that is provided at the location listed in the left hand column.
0107805 Cypress Academy	10	330   415   450   460
0114090 Mission Crest Elementary	10	330   415   450
0119107 Krystal School of Science, Math & Technology	10	415
0119115 Oak Hills High	10	415
6035943 Joshua Circle Elementary	10	415
6035950 Juniper Elementary YR	10	330   415   725
6035968 Eucalyptus Elementary	10	415
6059547 Hesperia Junior High	10	350   415   450   460
6089643 Mesa Grande Elementary	10	330   415   425   450   460
6100937 Kingston Elem.	10	330   415
6103337 Maple School	10	330   415   450
6105498 Cottonwood Elementary	10	330   415   425   450   460   710   720   725
6106454 Lime Street School	10	330   350   415   425   436   450   460   725   740
6108112 Hollyvale Elementary	10	330   415   450
6108120 Carmel Elementary	10	415
6111751 Topaz Elementary	10	330   415   450

Please ensure that the following are included on this form: (Ages 3-5)

40 Home Instruction/00 - No school	45 Hospital Facility
61-Head Start Program	62- Child Devt. or Child Care
State Preschool Program	64- Private Preschool
65-Extended Day Care Program	11- Public Residential School
10-Public Day School	19-Other Public School/Facilities

SELPA:3601 Desert Mountain SELPA

LEA:3675044 HESPERIA UNIFIED

**Pre-School Services 004**

Site name and type of facility providing services to students enrolled in the LEA		Services Provided at this Location
Site Name	Type of Facility	CASEMIS code associated with each service that is provided at the location listed in the left hand column.
6114680 Mesquite Trails Elementary	10	340   415   450   460   900
6059547 Hesperia Junior High	61	415

Please ensure that the following are included on this form: (Ages 3-5)

40 Home Instruction/00 - No school	45 Hospital Facility
61-Head Start Program	62- Child Devt. or Child Care
State Preschool Program	64- Private Preschool
65-Extended Day Care Program	11- Public Residential School
10-Public Day School	19-Other Public School/Facilities



SELPA:3601 Desert Mountain SELPA

LEA:3675051 LUCERNE VALLEY UNIFIED

**Annual Service Report (001)**

Site name and type of facility providing services to students enrolled in the LEA		Services Provided at this Location
Site Name	Type of Facility	CASEMIS code associated with each service that is provided at the location listed in the left hand column.
3630563 Lucerne Valley High	10	330   340   415   450   460   525   890
6035976 Lucerne Valley Elementary	10	330   415   425   450   460   525   710   720
6106330 Lucerne Valley Middle	10	330   415   710   720
3630696 Mountain View High (Cont.)	20	330   450   720   890

Please ensure that the following are included on this form: (Ages 6-22)

10-Public Day School School	20-Continuation School
19-Other Public School/Facility	31- Community School
24-Independent Study	15-Special Education Center/Facility
11-Public Residential School	22- Alternative Work Education
56- Charter School (operated AS an LEA	55- Charter School (operated as by an LEA

SELPA:3601 Desert Mountain SELPA

LEA:3675051 LUCERNE VALLEY UNIFIED

**Other Facility (002)**

Site name and type of facility providing services to students enrolled in the LEA		Services Provided at this Location
Site Name	Type of Facility	CASEMIS code associated with each service that is provided at the location listed in the left hand column.
3630696 Mountain View High (Cont.)	30	330
0000001 *** Sch Code Not Found ***	72	330   520   525   530   545   820   840

Please ensure that the following are included on this form: (Ages 6-22)

30-Juvenile Court	40-Home Instruction
45-Hospital Facility	50-Community College
51-Adult Education Program	70 -Nonpublic Day School
71/72- Nonpublic Residential	79- Nonpublic Agency

SELPA:3601 Desert Mountain SELPA

LEA:3675051 LUCERNE VALLEY UNIFIED

**Pre-School Services 004**

Site name and type of facility providing services to students enrolled in the LEA		Services Provided at this Location
Site Name	Type of Facility	CASEMIS code associated with each service that is provided at the location listed in the left hand column.
6035976 Lucerne Valley Elementary	10	330   415   710   720

Please ensure that the following are included on this form: (Ages 3-5)

40 Home Instruction/00 - No school	45 Hospital Facility
61-Head Start Program	62- Child Devt. or Child Care
State Preschool Program	64- Private Preschool
65-Extended Day Care Program	11- Public Residential School
10-Public Day School	19-Other Public School/Facilities

SELPA:3601 Desert Mountain SELPA

LEA:3675077 APPLE VALLEY UNIFIED

**Annual Service Report (001)**

Site name and type of facility providing services to students enrolled in the LEA		Services Provided at this Location
Site Name	Type of Facility	CASEMIS code associated with each service that is provided at the location listed in the left hand column.
0108423 Vanguard Preparatory	10	330   340   415   460   525   710   720
0110866 Sitting Bull Elementary	10	330   340   415   425   435   450   460   525   535   710   720   740
0122945 Phoenix Academy	10	330   340   415   425   450   515   525   710   720   740
3630423 Apple Valley High	10	330   340   415   425   436   445   450   460   525   535   710   715   720   725   740   820   840   850   860   890
3630894 Granite Hills High	10	330   340   415   425   450   460   510   525   720   725   730   740   820   830   840   850   855   860   890
3675077 *** Sch Code Not Found ***	10	330   415   850   890
6035240 Mariana Elementary	10	330   340   415   425   450   525   720
6035257 Rancho Verde Elementary	10	330   340   415   425   450   460   525   535   725   740
6035265 Yucca Loma Elementary	10	330   340   415   450   460   525   740   900
6037337 Desert Knolls Elementary	10	330   340   415   450   460   525   535
6107346 Sandia Elementary	10	330   340   415   425   450   460   525   535   725
6110605 Rio Vista Elementary	10	330   340   415   450   460   525   535   740
6112825 Sycamore Rocks Elementary	10	330   340   415   450   460   525   535   710   725   730
0122945 Phoenix Academy	15	330   450
6035265 Yucca Loma Elementary	15	330   415
3631009 Apple Valley Alternative Educational Center	24	330

Please ensure that the following are included on this form: (Ages 6-22)	
10-Public Day School School	20-Continuation School
19-Other Public School/Facility	31- Community School
24-Independent Study	15-Special Education Center/Facility
11-Public Residential School	22- Alternative Work Education
56- Charter School (operated AS an LEA	55- Charter School (operated as by an LEA

SELPA:3601 Desert Mountain SELPA

LEA:3675077 APPLE VALLEY UNIFIED

**Annual Service Report (001)**

Site name and type of facility providing services to students enrolled in the LEA		Services Provided at this Location
Site Name	Type of Facility	CASEMIS code associated with each service that is provided at the location listed in the left hand column.
6035240 Mariana Elementary	55	330
0122945 Phoenix Academy	56	330

Please ensure that the following are included on this form: (Ages 6-22)

10-Public Day School School	20-Continuation School
19-Other Public School/Facility	31- Community School
24-Independent Study	15-Special Education Center/Facility
11-Public Residential School	22- Alternative Work Education
56- Charter School (operated AS an LEA	55- Charter School (operated as by an LEA

SELPA:3601 Desert Mountain SELPA

LEA:3675077 APPLE VALLEY UNIFIED

Other Facility (002)		
Site name and type of facility providing services to students enrolled in the LEA		Services Provided at this Location
Site Name	Type of Facility	CASEMIS code associated with each service that is provided at the location listed in the left hand column.
0000001 *** Sch Code Not Found ***	70	330   340   415   425   450   510   515   525   820   840   870   890

Please ensure that the following are included on this form: (Ages 6-22)	
30-Juvenile Court	40-Home Instruction
45-Hospital Facility	50-Community College
51-Adult Education Program	70 -Nonpublic Day School
71/72- Nonpublic Residential	79- Nonpublic Agency

SELPA:3601 Desert Mountain SELPA

LEA:3675077 APPLE VALLEY UNIFIED

**Pre-School Services 004**

Site name and type of facility providing services to students enrolled in the LEA		Services Provided at this Location
Site Name	Type of Facility	CASEMIS code associated with each service that is provided at the location listed in the left hand column.
0108423 Vanguard Preparatory	10	415
0110866 Sitting Bull Elementary	10	330   340   415   425   450   535
0122945 Phoenix Academy	10	330   415
6035240 Mariana Elementary	10	330   415
6035257 Rancho Verde Elementary	10	415
6035265 Yucca Loma Elementary	10	415
6037337 Desert Knolls Elementary	10	415
6107346 Sandia Elementary	10	330   415
6110605 Rio Vista Elementary	10	330   415   450   525
6112825 Sycamore Rocks Elementary	10	330   415

Please ensure that the following are included on this form: (Ages 3-5)

40 Home Instruction/00 - No school	45 Hospital Facility
61-Head Start Program	62- Child Devt. or Child Care
State Preschool Program	64- Private Preschool
65-Extended Day Care Program	11- Public Residential School
10-Public Day School	19-Other Public School/Facilities

SELPA:3601 Desert Mountain SELPA

LEA:3731247 HIGH TECH HIGH

**Annual Service Report (001)**

Site name and type of facility providing services to students enrolled in the LEA		Services Provided at this Location
Site Name	Type of Facility	CASEMIS code associated with each service that is provided at the location listed in the left hand column.
3731247 High Tech High	56	330   415   450   510   525   820   840

Please ensure that the following are included on this form: (Ages 6-22)

10-Public Day School School	20-Continuation School
19-Other Public School/Facility	31- Community School
24-Independent Study	15-Special Education Center/Facility
11-Public Residential School	22- Alternative Work Education
56- Charter School (operated AS an LEA	55- Charter School (operated as by an LEA



SELPA:3601 Desert Mountain SELPA

LEA:6117683 HIGH TECH HIGH EXPLORER

**Annual Service Report (001)**

Site name and type of facility providing services to students enrolled in the LEA		Services Provided at this Location
Site Name	Type of Facility	CASEMIS code associated with each service that is provided at the location listed in the left hand column.
6117683 Explorer Elementary Charter	56	330   340   415   450   510   515   525   530   535   710   720

Please ensure that the following are included on this form: (Ages 6-22)

10-Public Day School School	20-Continuation School
19-Other Public School/Facility	31- Community School
24-Independent Study	15-Special Education Center/Facility
11-Public Residential School	22- Alternative Work Education
56- Charter School(operated AS an LEA	55- Charter School(operated as by an LEA

SELPA:3601 Desert Mountain SELPA

LEA:6117683 HIGH TECH HIGH EXPLORER

**Other Facility (002)**

Site name and type of facility providing services to students enrolled in the LEA		Services Provided at this Location
Site Name	Type of Facility	CASEMIS code associated with each service that is provided at the location listed in the left hand column.
0000001 *** Sch Code Not Found ***	70	330   415   450   725

Please ensure that the following are included on this form: (Ages 6-22)

30-Juvenile Court	40-Home Instruction
45-Hospital Facility	50-Community College
51-Adult Education Program	70 -Nonpublic Day School
71/72- Nonpublic Residential	79- Nonpublic Agency

**Certification of Annual Budget Plan  
 Fiscal Year 2019-20**

<b>1. Check one, as applicable:</b> <input type="checkbox"/> Single District <input checked="" type="checkbox"/> Multiple District <input type="checkbox"/> District/County		
Special Education Local Plan Area (SELPA) Code 3601	SELPA Name Desert/Mountain SELPA	Application Date 3/13/2019
SELPA Address 17800 Highway 18	SELPA City Apple Valley, CA	SELPA Zip code 92307
Name SELPA Director (Print) Jenae Holtz, Chief Executive Officer		SELPA Director's Telephone Number (760) 552-6700
<b>2. Certification by Designated Administrative And Fiscal Agency for This Program          (Responsible Local Agency/Administrative Unit [RLA/AU])</b>		
RLA/AU Name San Bernardino County Superintendent of Schools	Name/Title of RLA/AU Superintendent Ted Alejandre, Superintendent	RLA/AU Telephone Number (909)386-2406
RLA/AU Street Address 601 North E Street	RLA/AU City San Bernardino, CA	RLA/AU Zip code 92415
Date of Governing Board Approval April 17, 2019		

**Certification of Approval of Annual Budget Plan Pursuant to California Education Code  
 Section 56205(b)**

I certify that the Annual Budget Plan was developed according to the SELPA's local plan governance and policy making process. Notice of this public hearing was posted in each school within the SELPA at least 15 days prior to the hearing.

The **Annual Budget Plan** was presented for public hearing on \_\_\_\_\_.

Adopted this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_.

Signed: \_\_\_\_\_  
                     RLA/AU Superintendent

### Annual Budget Plan Fiscal Year 2019-20

The Annual Budget Plan shall identify expected expenditures for all items required by this part as listed below. The Standardized Account Code Structure (SACS) codes provide source information from the local educational agency (LEA) reporting.

	Reference/Label	Instructions	Estimated Totals
A	Funds received in accordance with Chapter 7.2 (commencing with California <i>Education Code</i> [EC] Section 56836) (Special Education Program Funding)	SACS Resource Code 6500 (State), 3300-3499 (Federal) 6512-6535 (General Fund)	82,907,564
B	Administrative costs of the plan	SACS Goal Code 5001 Function 2100	2,821,107
C	Special Education services to pupils with: (1) <b>severe disabilities</b> , and (2) <b>low-incidence disabilities</b>	SACS Goal Code 5710	1,065,605
		SACS Goal Code 5730	7,355,429
		SACS Goal Code 5750	76,377,042
D	Special education services to pupils with <b>non-severe disabilities</b>	SACS Goal Code 5770	102,304,295
E	Supplemental aids and services to meet the individual needs of pupils placed in <b>regular education classrooms</b> and environments	Any SACS Goal Code with SACS Function Code 1130 <sup>1</sup>	1,469,773
F	Regionalized operations and services, and direct instructional support <b>by program specialists</b> in accordance with Article 6 (commencing with Section 56836.23) of Chapter 7.2 (SELPA Program Specialists Funding)	SACS Goal Code 5050	12,427,264
		SACS Goal Code 5060	0
G	The use of <b>property taxes</b> allocated to the special education local plan area pursuant to EC Section 2572	Statement is included in Local Plan	

<sup>1</sup> Function Activity Classification can be found <http://www.cde.ca.gov/be/ag/ag/yr08/mar08item24a6.doc>

For California Department of Education Use Only

Received by the State Superintendent of Public Instruction: Date: \_\_\_\_\_ By: \_\_\_\_\_

***STEERING COMMITTEE SCHEDULE OF MEETINGS 2019-20***

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- August 22, 2019 (Thursday)
- September 20, 2019
- October 18, 2019
- November 8, 2019
- December 13, 2019
- January 17, 2020
- February 21, 2020
- March 20, 2020
- April 17, 2020
- May 15, 2020
- June 19, 2020

Meetings will be held at 8:30 a.m., at the Desert Mountain Educational Service Center, Apple Valley, CA.



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

P 760-552-6700  
F 760-946-0819  
W [www.dmchildrenscenter.org](http://www.dmchildrenscenter.org)

## MEMORANDUM

DATE: April 11, 2019

TO: Special Education Directors

FROM: Linda Llamas, Director *ll*

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SUBJECT: Desert/Mountain Children's Center Client Reports

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

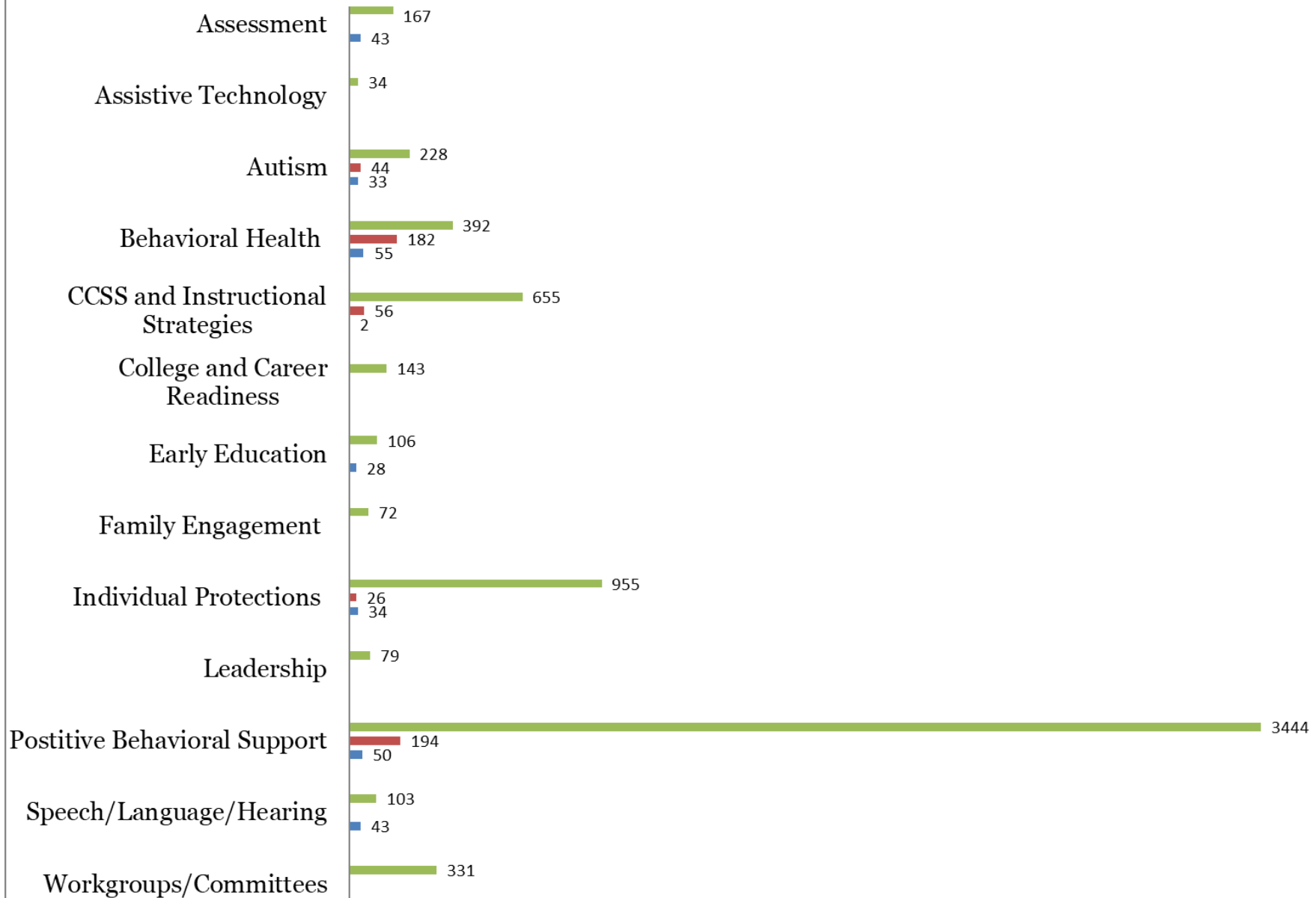
- Screening, Assessment, Referral and Treatment (SART)
- Early Identification Intervention Services (EIIS)
- School-Age Treatment Services (SATS)
- Therapeutic Behavioral Services (TBS)
- Student Assistance Program (SAP)
- Children's Intensive Services (CIS)
- Speech and occupational therapy

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

# D/M SELPA PROFESSIONAL LEARNING PARTICIPATION SUMMARY

MARCH 2019 - 790 PARTICIPANTS  
6,675 YEAR-TO-DATE PARTICIPANTS

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



**Desert/Mountain SELPA**  
**Resolution Support Services Summary**  
**July 1, 2018 - April 12, 2019**

D = Complaint Dismissed    W = Complaint Withdrawn

DISTRICT												CASE ACTIVITY FOR CURRENT YEAR				
	09/10	10/11	11/12	12/13	13/14	14/15	15/16	16/17	17/18	18/19	Total	D /W	Resolution	Mediation	Settled	Hearing
Adelanto SD	0	2	0	3	6	5.5	2.5	5	3	1	28	0	0	0	1	0
Apple Valley USD	2	1.33	0	0	2	1	1.5	1.5	0	3.5	12.83	0.5	0	0	2	1
Baker USD	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Barstow USD	0	1	0	0	0	0	1	3.5	0	2	7.5	0	0	0	2	0
Bear Valley USD	0	0	1	0	0	0	0	1	2	0	4	0	0	0	0	0
Helendale SD	0	0	0	0	0	0	0	0	1	0	1	0	0	0	0	0
Hesperia USD	2.5	1	5.5	4	3	5	7.5	7	6	6	47.5	1	0	0	5	0
Lucerne Valley USD	0	4	0	1	2	1	1	2	0	1.5	12.5	1	0	0.5	0	0
Needles USD	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Oro Grande SD	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Silver Valley USD	0	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0
Snowline USD	0	0	2	1	1	5	4.5	6.5	2	7.5	29.5	1	0.5	1	5	0
Trona USD	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Victor Elementary SD	1	1	1	1	4.33	3.33	1.83	2.5	6.5	0	22.49	0	0	0		0
Victor Valley Union High SD	2.5	0	2	4	3.33	4.3	7.83	4	4	8	40	1	0	0	7	0
Academy for Academic Excellenc	0	1.33	0	0	4	2	0	1	2	1	11.33	0	0	0	0	1
CA Charter Academy	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Desert/Mountain OPS	0	0.34	0.5	1	1.33	0.83	4.33	3	1.5	3	15.83	0.5	0.5	0	2	0
Excelsior Education Center	0	0	0	0	0	0	0	0	0	0.5	0.5	0	0	0	0.5	0
Explorer Elementary	0	0	0	0	0	0	0	0	1	0	1	0	0	0	0	0
High Tech Elementary P. L.	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0	1	0	0	0	1	0	0
High Tech Middle	0	0	0	0	0	0	0	0	1	0	1	0	0	0	0	0
High Tech High	0	0	2	2	0	1	0	0	0	1	6	0	1	0	0	0
High Tech High International	0	0	0	1	2	0	0	0	0	0	3	0	0	0	0	0
High Tech High Media Arts	0	2	0	0	2	0	0	0	0	0	4	0	0	0	0	0
High Tech Middle Media Arts	0	0	0	0	0	0	0	0	2	0	2	0	0	0	0	0
High Tech High Statewide Benefi	0	1	2	0	2	1	1	3	2	0	12	0	0	0	0	0
<b>SELPA-WIDE TOTALS</b>	<b>8</b>	<b>15</b>	<b>17</b>	<b>18</b>	<b>33</b>	<b>29.96</b>	<b>33</b>	<b>40</b>	<b>34</b>	<b>36</b>	<b>262</b>	<b>5</b>	<b>2</b>	<b>2.5</b>	<b>24.5</b>	<b>2</b>

Districts showing a value of .50 above indicates that the district is a co-respondent with another district.

Districts showing a value of .25 above indicates that the district is a co-respondent with 3 other districts.



**Desert/Mountain SELPA  
Resolution Support Services Activity Summary  
July 1, 2018 – April 12, 2019**

<b>LEA Case Number</b>	<b>Issue(s)</b>	<b>Date Filed</b>	<b>Resolution Scheduled</b>	<b>Mediation Scheduled</b>	<b>Pre-Hearing Conference</b>	<b>Due Process Hearing</b>	<b>Status</b>
1. Apple Valley USD Case No. 2018070020	1. Placement and supports 2. Levels, types, frequency & duration of services 3. Assessments and additional services 4. Denial of FAPE	06/27/18	07/05/18	N/A	08/10/18	08/22/18	8/10/18 – settlement agreement signed - CLOSED
2. Hesperia USD Case No. 2018070273 (Sibling of Case 3)	1. Placement and supports 2. Levels, types, frequency & duration of services 3. Assessments and additional services 4. Denial of FAPE	07/03/18	07/17/18	08/21/18	10/08/18	10/16/18 – 10/18/18	Resolution was held and no settlement was reached; parents and district agreed to attend mediation – settled at mediation - CLOSED
3. Hesperia USD Case No. 2018070287 (Sibling of Case 2)	1. Placement and supports 2. Levels, types, frequency & duration of services 3. Failure to hold annual IEP Team meetings 4. Behavioral assessments and supports 5. Denial of FAPE	07/03/18	07/17/18	08/21/18	09/10/18	09/18/18 – 09/20/18	Resolution was held and no settlement was reached; parents and district agreed to attend mediation – Settled at mediation - CLOSED
4. Apple Valley USD & SBCSS D/M Ops Case No. 2018071093	1. Lack of appropriate progress toward goals 2. Failure to provide BCBA behavior interventionist 3. Denial of FAPE	07/24/18	07/31/18; rescheduled to 08/15/18	N/A	09/07/18	09/19/18	8/15/18 – case withdrawn by parents at resolution – CLOSED

**Desert/Mountain SELPA  
Resolution Support Services Activity Summary  
July 1, 2018 – April 12, 2019**

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Pre-Hearing Conference	Due Process Hearing	Status
5. Hesperia USD & Excelsior Charter School Case No. 2018071045	<ol style="list-style-type: none"> <li>1. Child find; failure to assess</li> <li>2. Failure to assess in all areas of suspected disability/inadequate assessment</li> <li>3. Goals are not meaningful or appropriate</li> <li>4. Program and supports</li> <li>5. Procedural safeguards; denial of parent right to meaningfully participate in education program</li> <li>6. Denial of FAPE</li> </ol>	07/25/18	08/09/18	09/20/18	10/19/18	10/30/18- 11/01/18	All-day resolution was held with parent and advocate (attorney declined to attend); offer of settlement was negotiated/tendered but full settlement has not been reached 09/20/18 – mediation 10/04/18 – settled following mediation with written agreement - CLOSED
6. Hesperia USD Case No. 2018071261	<ol style="list-style-type: none"> <li>1. Program and supports</li> <li>2. Placement</li> <li>3. Failure to assess in all areas of suspected disability</li> <li>4. FBA/ERMHS Assessments</li> <li>5. Speech and language assessment</li> <li>6. Assistive Technology assessment</li> <li>7. Denial of FAPE</li> </ol>	07/31/18	08/13/18	N/A	09/17/18	09/26/18	8/13/18 – case settled at resolution with written agreement – CLOSED

**Desert/Mountain SELPA  
Resolution Support Services Activity Summary  
July 1, 2018 – April 12, 2019**

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Pre-Hearing Conference	Due Process Hearing	Status
7. Hesperia USD Case No. 2018080008	<ol style="list-style-type: none"> <li>1. Failure to conduct triennial assessment</li> <li>2. Failure to assess in all areas of suspected disability</li> <li>3. Supports and services</li> <li>4. Procedural safeguards; denial of parent right to meaningfully participate in education program</li> <li>5. PLPs and goals</li> <li>6. Denial of FAPE</li> </ol>	08/01/18	08/13/18	N/A	09/17/18	09/25/18	Prior to resolution, LEA learned parent had not been a resident of the district nor resided at the address listed in the complaint prior to the end of 17/18 school year; parent had not filed Inter-District Transfer for student or his five siblings. At resolution, parent admitted her address was not within district boundaries and her attorney stopped the resolution in order to address the factual inconsistencies in the complaint – 08/28/18 - withdrawn at resolution - CLOSED
8. Victor Valley UHSD Case No. 2018080981	<ol style="list-style-type: none"> <li>1. Placement and supports</li> <li>2. Assessments and additional supports</li> <li>3. FAPE</li> </ol>	08/23/18 10/26/18	09/05/18	N/A	10/08/18	10/17/18	09/05/18 – resolution meeting 10/04/18 – awaiting NPS placement decision 10/26/18 – still awaiting resolution settlement agreement – delayed due to placement options and death

**Desert/Mountain SELPA  
Resolution Support Services Activity Summary  
July 1, 2018 – April 12, 2019**

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Pre-Hearing Conference	Due Process Hearing	Status
							in the family; settled prior to hearing - CLOSED
9. Apple Valley USD D/M Operations Case No. 2018090014	1. Placement and supports 2. Assessments 3. LRE 4. FAPE	08/31/18	09/13/18	11/30/18		01/29 – 01/31/19	09/13/18 – resolution meeting – agreed to reconvene after NPS visits take place 11/30/18-Mediation held; no settlement reached 01/17/19 – settlement delayed due to fees from \$91,000 to \$11,000; CLOSED
10. Victor Valley UHSD Case No. 2018090033	1. Placement and supports 2. Assessments 3. FAPE	08/31/18	09/28/18		09/28/18	10/12/18	9/28/18 – CLOSED written settlement county provision w/1:1 aide, not stayput; transportation; IEE for SLA & AAC;
11. Apple Valley USD & Victor Valley UHSD Case No. 2018090305	1. Withheld info when failed to offer behavior plan 2. Denied FAPE when failed to address behaviors 3. Deprived of Ed Benefit when failed to provide AAC 4. Denied FAPE – no SLP assessment	09/14/18	10/02/18		03/15/19	03/26 - 03/28/19	Pursuing the waiving of statute of limitations; likely going to hearing; seeking placement 10/26/18 – placement issue 02/12/19 – interim placement 20 days; 03/12/19 – interim placement extended 40 days;

**Desert/Mountain SELPA  
Resolution Support Services Activity Summary  
July 1, 2018 – April 12, 2019**

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Pre-Hearing Conference	Due Process Hearing	Status
12. Victor Valley UHSD Case No. 2018090720	1. Academic struggles; SL deficits; behavior problems	09/18/18	10/02/18	12/06/18		02/05 – 02/07/19	10/26/18 – agreed to requested IEE, parent refused to sign; student expelled May 2018 for assault on teacher; resolution stopped by attorney; settled 01/17/19 psycho ed provided and ERMHS placement agreement; <b>CLOSED</b>
13. Barstow USD Case No. 2018090940	1. Failure to hold IEP pursuant to assessment of 9/28/17 2. Goals not reasonably calculated 3. Failure to conduct ERMHS 4. Denied FAPE with no referral for CAPD	09/25/18	10/22/18	12/10/18	01/04/19	01/15- 01/17/19	10/22/18 – resolution meeting scheduled; matter proceeding to mediation on 12/10/18; <b>CLOSED</b>
14. Apple Valley USD Case No. 2018090891	1. Failure to assess 2. Child Find	09/27/18	10/03/18				10/03/18 – settled at resolution meeting; provide assessment; provide comp. ed. - <b>CLOSED</b>
15. Victor Valley UHSD Case No. 2018090862	1. Denial of FAPE 2. LRE placement	09/25/18	10/10/18		11/09/18	11/20/18	<b>WITHDRAWN - CLOSED</b>
16. Snowline JUSD Case No. 2018100029	1. Appropriate placement and services	09/28/18	10/10/18		11/19/18	11/27/18	10/18/18 – settled at resolution meeting 1. Behavior intervention training 2. NPA at training

**Desert/Mountain SELPA  
Resolution Support Services Activity Summary  
July 1, 2018 – April 12, 2019**

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Pre-Hearing Conference	Due Process Hearing	Status
							3. IEE – FBA – CLOSED
17. Barstow USD Case No. 2018100504	1. Ongoing behavior issues 2. Denial of FAPE	10/09/18	10/23/18	01/10/19		03/05 – 03/07/19	Seeking comp ed IEE – Psycho Ed, FBA BII/BCBA, ERMS; settled at mediation; CLOSED
18. Hesperia USD Case No. 2018100445	1. Child Find 2. Failure to assess in all areas 3. Procedural	10/09/18	Waived	<del>12/12/18</del> 02/11/19	01/18/19 03/22/19	<del>01/29 –</del> <del>01/31/19</del> 04/02- 04/04/19	Mediation timeline waived; mediation held, not settled; 05/26/19 - preparing for hearing
19. Victor Valley UHSD Case No. 2018110333	1. Child find 2. Behavior 3. Declining grades 4. Residential placement	11/08/18	12/3/18	TBD	12/24/18	01/03/19	Student incarcerated; settlement offer pending parent approval; settled 12/14/18; CLOSED
20. Snowline JUSD Case No. 2018110496	1. Manifestation determination dispute & expulsion 2. Extensive discipline history without FBA or ERMHS 3. Counseling & compensatory education	11/13/18	11/19/18	TBD		01/08 – 01/10/19	Expedited dates were dismissed by parent attorney; settled post- resolution; CLOSED
21. Snowline JUSD (district filing against parent) Case No. 2018110911	1. Lack of parent consent to implement IEP 2. Order to implement	11/27/18	N/A	TBD	12/12/18	12/27/18	District has not been able to secure parent consent to implement the student’s IEP and seeks order from OAH; parent has cross-filed against district (see #23 below); CLOSED
22.	1. Failure to assess in all areas 2. Denial of FAPE	11/30/18	12/11/18	TBD	01/18/19	01/24/19	02/05/19 – settled; settlement delayed due to

**Desert/Mountain SELPA  
Resolution Support Services Activity Summary  
July 1, 2018 – April 12, 2019**

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Pre-Hearing Conference	Due Process Hearing	Status
Snowline JUSD/DM Operations Case No. 2018120028	<ul style="list-style-type: none"> <li>a. IEP not specially designed</li> <li>b. Goals not reasonably calculated</li> <li>3. Lack of educational benefit               <ul style="list-style-type: none"> <li>a. All issues not related to DHH</li> </ul> </li> <li>4. Seeking Implementation of complete IEE, ESY services, etc.</li> </ul>						fees from \$99,000 to \$14,000; CLOSED
23. Snowline JUSD/Adelanto Elem SD Case No. 2018120063	<ul style="list-style-type: none"> <li>1. Lack of progress on goals</li> <li>2. Goals repeated year after year</li> <li>3. Violation of classroom care plan</li> <li>4. Hostile environment</li> <li>5. Least restrictive environment</li> <li>6. Seeking 1:1 nurse and NPS</li> </ul>	12/04/18	Waived	Cancelled	04/12/19	04/23/19	Parent cross-filing for #21 above, against both district of residence and current district of service; cases combined; 03/22/19 – settled in IEP - CLOSED
24. Lucerne Valley USD/Sky Mtn Case No. 2018110130	<ul style="list-style-type: none"> <li>1. LRE – Home School Charter vs. SDC placement</li> <li>2. Denial of FAPE</li> <li>3. IEE</li> <li>4. Denial of services</li> <li>5. Transportation</li> </ul>	12/19/18	01/15/19	TBD	02/01/19	02/12/19-02/14/19	12/19/18 – resolution meeting scheduled; Parent has advocate, not attorney. CDE complaint filed. Amended complaint filed to add Lucerne Valley USD who previously held Sky Mtn. Charter; 01/30/19 – parent withdrawal

**Desert/Mountain SELPA  
Resolution Support Services Activity Summary  
July 1, 2018 – April 12, 2019**

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Pre-Hearing Conference	Due Process Hearing	Status
25. Victor Valley UHSD & Adelanto SD 2018120901	1.Failure to provide safe placement 2. Services not provided 3. Procedural violations as a result of extended absence	01/07/19	01/18/19	TBD	02/06/19	02/20/19 – 02/21/19	Settlement pending; 03/26/19 – parent refusing teacher;
26. Lucerne Valley & Colton USD 2019010519	1. Denial of FAPE 2. Failure to assess 3. RTC	01/15/19	Held between Sky Mountain & Colton USD	TBD	<del>03/04/19</del> Rescheduled to 03/29/19	<del>03/12 – 03/14/19</del> Rescheduled to 04/09-04/11-19	The case is against Sky Mountain chartered by Lucerne Valley USD; not our SELPA;
27. Snowline JUSD & D/M Operations Case No. 2019010954	Denial of FAPE: 1. Failure to make progress 2. Failure to provide AAC 3. Failure to perform timely services 4. Delay in providing BCBA	01/24/19	03/13/19		03/11/19	03/19 – 03/21/19	Timeline waived; agreement reached at resolution;
28. Hesperia USD 2019011096	Denial of FAPE 1. MD violation 2. Failure to provide behavior, social skills, and ERMH support 3. Failure to assess for OT, SLP, and transition	01/29/19	02/12/19	02/11/19	02/11/19	02/19 – 02/20/19	Expedited for M.D. issues; settled 02/07/19; CLOSED
29. VUHSD 2019020345	Denial of FAPE 1. Not implementing IEP 2. Not providing home school teacher	02/08/19	02/20/19 03/04/19 continued		03/25/19	04/03 – 04/09/19	03/04/19 agreement reached at resolution; CLOSED



**Desert/Mountain SELPA  
Resolution Support Services Activity Summary  
July 1, 2018 – April 12, 2019**

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Pre-Hearing Conference	Due Process Hearing	Status
30. Snowline JUSD 2019020574	Failure to assess in all areas: 1. ERMHS 2. FBA 3. OT 4. SCIA Denial of FAPE “de minimis benefit”; Child Find August 2017 – September 2018;	02/05/19	02/27/19		03/29/19	04/09 – 04/11/19	Premature filing; resolution held; no agreements; IEP held 02/28/19; parents not agreeing to offer of 1:1; district refusing IEE – filing to defend;
31. VVUHSD 2019020955	Denial of FAPE 1. Failure to provide 1:1 2. Failure to assess for FBA 3. Failure to provide OT, SLP, ITP 4. Failure to provide 3 year assessment 5. Last IEP January 2018	02/25/19	03/12/19		04/15/19	04/23 – 04/25/19	Seeking: IEEs – Psycho Ed, FBA, SLP, OT; agreement reached; settled at resolution of 03/12/19; CLOSED
32. High Tech Elem 2019021048	Denial of FAPE 1. Inadequate placement, support, LRE; 2. Failure to provide supports and services to make progress; 3. Failure to provide SLP 4. Failure to provide behavior support	02/27/19	03/14/19		04/15/19	04/23 – 04/25/19	Reading support; communication system; OT; Comp. education; no agreement on private handwriting tutor, APE, academic coach;

**Desert/Mountain SELPA  
Resolution Support Services Activity Summary  
July 1, 2018 – April 12, 2019**

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Pre-Hearing Conference	Due Process Hearing	Status
33. Academy of Academic Excellence (AAE) 2019020696	Denial of FAPE 1. Child Find 2. Denial of FAPE 3. No provision of: FBA, SLP, 1:1, psycho-ed;	02/19/19	03/05/19		04/08/19	04/16 – 04/18/19	Not settled; offered all except 1:1 “for safety”
34. Snowline JUSD Not Assigned	1. District was preparing to file on parents 2. Parent refusing NPS placement 3. Student expelled	03/2019	-----	-----	-----	-----	Withdrawn by district; expulsion pending 03/14/19; NPS placement
35. High Tech Elem 2019021048	FAPE: 1. Adaptive physical education 2. Behavioral support 3. OT and PT 4. Academic coach 5. SLD 6. ESY	02/27/19	03/14/19		04/15/19	04/23-04/25/19	No agreement at resolution; at issue – service logs, service on minimum day and writing
36. High Tech High SBC Chula Vista 2019030487	1. Find Omar eligible for special education 2. Failure to hold a MD	03/12/19	04/01/19		04/26/19	05/07-05/09/19	

Desert/Mountain SELPA  
Resolution Support Services Legal Expense Summary  
As of April 12, 2019

SCHOOL YEAR	TOTALS
2000-2001	\$39,301.51
2001-2002	\$97,094.90
2002-2003	\$37,695.13
2003-2004	\$100,013.02
2004-2005	\$136,514.09
2005-2006	\$191,605.08
2006-2007	\$140,793.00
2007-2008	\$171,614.04
2008-2009	\$263,390.71
2009-2010	\$114,076.96
2010-2011	\$293,578.50
2011-2012	\$567,958.10
2012-2013	\$321,646.04
2013-2014	\$250,372.65
2014-2015	\$297,277.76
2015-2016	\$204,756.26
2016-2017	\$233,130.03
2017-2018	\$247,459.52
2018-2019	\$210,405.10

# Compliance Updates – DM SELPA #3601

Date: April 2019

## Prong II (April Pupil Count)

- April 1<sup>st</sup> CDE sent SELPA Preview of Prong II
- SELPA sent out student Information to Directors
- CDE to send final Prong II letters with student information and instructions on how to complete, send copy of final letter to SELPA (Colette)
- Inform SELPA (Colette) when completed so that SELPA can review.

## Disproportionality (2017-18)

CDE Contact: Dr. Susan Olsen, CDE FMTA Unit 3, [solsen@cde.ca.gov](mailto:solsen@cde.ca.gov), Phone: 916-319-0491

Approvals:

Adelanto SD	AVUSD	Barstow	Excelsior	Health Sci HS
Hesperia	High Tech Int	HTH Media Arts	HTM Media Arts	Needles
SBCSS (3 regions)	Snowline	Victor Elem	VVUHSD	

## Significant Disproportionality (2017-18)

CDE Contact: Dr. Susan Olsen, CDE FMTA Unit 3, [solsen@cde.ca.gov](mailto:solsen@cde.ca.gov), Phone: 916-319-0491

- VVUHSD – continue process

## Significant Disproportionality (2018-19)

CDE Contact: Dr. Susan Olsen, CDE FMTA Unit 3, [solsen@cde.ca.gov](mailto:solsen@cde.ca.gov), Phone: 916-319-0491

- AVUSD
- Barstow

## Annual Service Plans (ASP)

- Data based on 12/1/18. SELPA to complete and submit on behalf of LEA, SELPA to send copy to LEA

# Performance Indicator Review (PIR)

CDE Contact: Anthony Sotelo, CDE FMTA [asotelo@cde.ca.gov](mailto:asotelo@cde.ca.gov) \* New to DM Charter SELPA\*

- **Assurances Due Friday, April 12<sup>th</sup>**, SELPA will submit fully executed Assurances to CDE with cc to Directors as confirmation
- Next PIR Workshops at DMESC (refer to flyer)
  - **Friday, April 12<sup>th</sup>** from 2:00 – 4:00
  - **Thursday, May 2<sup>nd</sup>** from 1:00 – 4:00 (if needed)
- **PIR PLANS DUE MAY 30<sup>th</sup>** – Please make sure SELPA has a Contact Name and Phone Number in case there are questions while the LEA is on Summer Break
- After SELPA review and final approval, SELPA will submit Plans to CDE

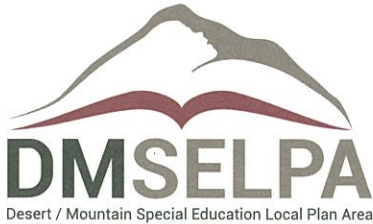
## Personnel Data Reports (PDR)

- Waiting on CDE information
- SELPA memo with due date, Excel Spreadsheet, and Instructions soon
- Data based on 12/1/18. SELPA to distribute Excel spreadsheet for LEA to complete, SELPA to submit to CDE, SELPA to send final copy to LEA

## CASEMIS to CALPADS Training (C2C)

- June 6 and 7 are cancelled, CDE still working on programming specs for Vendors
- SELPA working with CDE to set up training dates
- If dates are unavailable, SELPA and Faucette Micro Systems will provide training in September at the first MIS Users Meeting set for October 4<sup>th</sup>, 2019

7.4 Nonpublic Schools Update  
Verbal report, no materials



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

☎ 760-552-6700  
📠 760-242-5363  
🌐 [www.dmselpa.org](http://www.dmselpa.org)

March 6, 2019

Dear Private School Administrator:

Please accept this invitation to attend an informational planning meeting on Wednesday, April 4, 2019, at 3:00 p.m., at the Desert Mountain Educational Service Center. The purpose of this meeting is to discuss IDEA 2004 requirements and to plan collaboratively to provide support for special education in your schools.

IDEA 2004 requires the district in which the private school is located to be the responsible district to identify and assess children in the private school who are suspected of having a disability. It requires that the district within which the student resides offer a free and appropriate public education (FAPE) to all private school students who have been assessed and found to be eligible for special education services. Districts must consult with the private schools to discuss the special education services that are needed and that can be provided.

Your input and participation in this meeting will be important in making decisions for services that are needed for special education students in the private school setting. Please RSVP your attendance to Cruz Gustafson at [cruz.gustafson@cahelp.org](mailto:cruz.gustafson@cahelp.org) or by calling (760) 955-3551 by Friday, March 29, 2019.

**When: Thursday, April 4, 2019 at 3:00 p.m.**

**Where: Desert Mountain Educational Service Center  
17800 Hwy 18, Apple Valley, CA**

Please feel free to contact me at (760) 955-3551 if you have any questions or suggestions. Thank you in advance for your support.

Sincerely,

Peggy Dunn, Ed.D.  
Program Manager, Desert/Mountain SELPA

PD:cg

Attachments: 1. Parentally Placed Private School Students with Disabilities brochure  
2. SELPA Q&A

cc: Special Education Directors

# A Synthesis of Quantitative Research on Reading Programs for Secondary Students

(By Ariane Baye (Univ. of Liege (Belgium), Cynthia Lake, Amanda Inns, and Robert E. Slavin  
(John Hopkins University); Best Evidence Encyclopedia (BEE) (Jan. 2018))

- Experimental research on secondary reading programs for struggling readers:
  1. Research focused on 69 studies; 51 secondary reading programs
  2. Focused categories of programs researched:
    - One-to-one/small group tutoring
    - Cooperative Learning groups
    - Whole-school approaches
    - Individual approaches
    - Daily extra period of reading
    - Technology
  
- NAEP (National Assessment of Educational Progress) Report:
  1. 34% of 8<sup>th</sup> graders scored at or above proficient (2015)
  2. 37% of 12<sup>th</sup> graders scored at or above proficient (2015)
  3. Mean performance of American 15 yr. old students is 24<sup>th</sup> among all countries (195) - (2016)
  4. Important gaps continue to exist between American demographic groups; scores have been essentially static since 1992 (lowest scores shared among minority groups).
  
- “The New Movement”
  1. Intended to identify and disseminate proven programs
  2. Every Student Succeeds Act (ESSA) – Three main levels of evidence
    - “Strong”, “moderate”, and “promising”
    - Programs must meet one of these levels to qualify for some type of federal funding.
    - US Dept. of Education – Striving Readers Comprehensive Literacy Program – focused on secondary reading.
  
- Study’s conclusion:
  1. *Tutoring programs* and *cooperative learning groups* were effective approaches in secondary reading (consistent with conclusion of previous reviews: Slavin, Cheung, Groff, and Lake (2008); Dietrichson et al. (2017); and Herrera et al. (2016).
  2. *Whole-school approach designs* (w/organizational elements focused on developmental, academic, and structural challenges during 9<sup>th</sup> gr.): ie: **BARR** (Building Assets Reducing Risks) and **TDHS** (Talent Development High School)\*



3. *Writing-focused Approaches*: three highly effective programs impacting students' literacy skills – **ERWC** (Expository Reading Writing Course), **Pathway**, and **SIM** (Strategic Instructional Model).
  4. Review's findings on the least positive effects on secondary reading: additional class period for reading each day, and programs emphasizing technology (however, older tech.-focused programs that did find positive impacts: READ 180, Passport Reading Journeys, Achieve3000, and Accelerated Reader)
- Commonalities between programs with positive outcomes:
    1. Emphasized student motivation
    2. Student-to-student and student-to-teacher rapport.
    3. Included cooperative learning focused on relationships, SEL, and tutoring that provided immediate feedback, and closer teacher-student relationships.
    4. Focused on personalization of instruction (tutoring and tech.-focused programs)
  - Challenges within these programs:

“Understanding how to create replicable, cost-effective strategies that can reliably and meaningfully improve reading outcomes for middle school and high school students.”

VIDEO:

<https://www.youtube.com/watch?v=a0op1QVf2PM>





## Striving Readers Comprehensive Literacy Plan STATE PROFILE

### California

#### Team Name

California State Literacy Team

#### Responsible Agency

California Department of Education

#### Team Membership

<b>Membership Types and Numbers</b>	
<i>A State that receives a Striving Readers Comprehensive Literacy formula grant establishes a Literacy Team comprised of individuals with expertise in literacy development and education for children birth to school entry; kindergarten through grade 5; grades 6 through 8; and grades 8 through 12. Provide the name of the Comprehensive Literacy Team members for each age /grade category and type of expertise.</i>	
Birth-school entry	Marilyn Astore, Whitcomb Hayslip, Judy Sanchez, Marlene Zepeda
K-5 <sup>th</sup> Grade	Aida Molina, Glen Thomas, Nancy Brynelson, Stephanie Burrus, Sandra Ceja, Kathy Harris, Daly Jordon-Koch
6 <sup>th</sup> grade - 12 <sup>th</sup> grade	James Orihuela, Diane Innes, Felicity Swerdlow, Dawnelle Knight
Managing/implementing literacy programs	Sandra Ceja, Gretchen Laue, Kou Vang, Nancy Kotkosky, Jim Morris
Evaluation of literacy programs	Michael Kamil, Gretchen Laue, Diane Hagger
Planning and implementing Response-to-Intervention	Diane Hagger, Sandra Ceja, Kou Vang
Screening and performance measurement	Diane Hagger, Diane Innes, Michael Kamil
Validated interventions and instruction for struggling readers, English learners and students with disabilities	Kenji Hakuta, Carla Herrera, Gisela O'Brien, Diane Hagger, Norma Baker, Stephanie Burrus
Professional development for principals, teachers and coaches	Gretchen Laue, Michael Kamil, Norma Baker, Michael Romero, Kou Vang, Sandra Ceja
Teacher preparation and State licensure/accreditation in literacy development and instruction	Nancy Brynelson, Kenji Hakuta
Other members and/or experts required	Bessie Condos, Aida Molina, Zella Knight

Add more rows if needed.

#### Applicable Standards

Birth – School Entry	Kindergarten – 5 <sup>th</sup> Grade	6 <sup>th</sup> Grade – 12 <sup>th</sup> Grade
CA Preschool Learning Foundations	CA Content Standards	CA Content Standards
CA Infant Toddler Learning and Development Foundations	Common Core State Standards with CA Additions	Common Core State Standards with CA Additions
CA Infant and Toddler	English-Language Development	English-Language Development

Curriculum Framework	Standards for California Public Schools Kindergarten Through Grade Twelve	Standards for California Public Schools Kindergarten Through Grade Twelve
CA Preschool Curriculum Framework	Reading/Language Arts Framework for California Public Schools	Reading/Language Arts Framework for California Public Schools
Preschool English Learners Resource Guide		
Guidelines for Early Learning in Child Care Home Settings		

Add more rows if needed.

## Team Activities

<b>Proposed Implementation Plans</b>		
<i>The following analysis reflects only priorities cited as program requirements in the Striving Readers Comprehensive Literacy Program State Formula Grant Application. Also include any additional priorities addressed as part of a broader plan. (Reference page numbers for each priority in your Plan)</i>		
<b>U.S. Department of Education Priorities</b>	<b>Satisfied</b>	<b>Details in the Literacy Plan</b>
Address the literacy needs and improve the learning outcomes of children from birth through Grade 12	✓	<ul style="list-style-type: none"> <li>The goal of California's Striving Reader Comprehensive Literacy Plan is to provide every child with the instruction and support to achieve advanced literacy skills that traverse academic disciplines and translate into meaningful personal, social, civic, and economic outcomes (6)</li> </ul>
Address the literary needs and improve the learning outcomes of disadvantaged students, such as students who are English Language Learners (ELL) and students with disabilities	✓	<ul style="list-style-type: none"> <li>For school-age children, California's plan places a particular focus on underachieving students: English learners, African American and Hispanic students, students with disabilities, and socioeconomically disadvantaged students (6)</li> </ul>
Include the use of clear content standards in the areas of pre-literacy, reading, and writing. Also use curriculum and instructional material that align with State standards	✓	<ul style="list-style-type: none"> <li>The 2010 development of ITLDF, PLF, and CCCS provide a foundation for the development of a comprehensive and coordinated state literacy plan (6)</li> </ul>
Enable more data-based decision-making	✓	<ul style="list-style-type: none"> <li>The California State Literacy Plan includes the use of data and analysis of the data in determining whether children have met benchmarks and objectives (35)</li> </ul>
Provide evidence-based teacher preparation and professional development	✓	<ul style="list-style-type: none"> <li>Through initiatives teachers and administrators have been given the opportunities to study their practice and deepen their content and pedagogical knowledge in professional learning communities (27)</li> </ul>

Use coherent assessment and screening systems that are aligned with State standards	✓	<ul style="list-style-type: none"> <li>California's K-12 assessment and accountability system is aligned to support the implementation of the state-adopted academic content standards and to meet state and federal reporting and accountability requirements. At the center of the state assessment and accountability system is the State Assessment and Reporting System (STAR), which is composed of several testing programs designed to monitor the academic progress and proficiency of students in the K-12 education system in core subjects (35)</li> </ul>
Implement targeted interventions	✓	<ul style="list-style-type: none"> <li>California's literacy plan will be implemented using a Response to Instruction and Intervention (RTI2) structure, focusing on effective tiered instruction that emphasizes good first teaching in every grade and content area, early screening and identification of literacy and language needs, and differentiated instruction and intervention when necessary to develop the language and literacy skills of all students (5)</li> </ul>
Propose use of technology to address student learning challenges	✓	<ul style="list-style-type: none"> <li>Effective Use of Technology in integrated into each of the four framework components (7)</li> </ul>

<b>Action Plans</b> <i>(List major implementation activities; include page numbers where activities are referenced in Comprehensive Literacy Plan)</i>
<p>Page 5</p> <ul style="list-style-type: none"> <li>Align and fully implement California's ITLDF, PLF, and CCSS using the newly adopted Common Core State Standards</li> <li>Provide standards-aligned curricula and research-based instructional strategies designed to meet the individualized needs of all students</li> <li>Implement screening and early diagnosis, effective first teaching, and instructional interventions by utilizing the RTI2 model</li> <li>Expand school and district use of data in order to inform instruction and improve California's accountability system</li> <li>Provide intensive professional development for teachers and administrators focusing on the language and literacy needs of children, infancy through grade twelve, in order to increase the effectiveness of instruction</li> <li>Engage parents, families, and communities in comprehensive approaches to literacy and language development</li> <li>Increase the use of technology by teachers and students as necessary to provide equitable access to high-quality learning opportunities</li> </ul>

Add more rows if needed.

**Leadership and Sustainability**

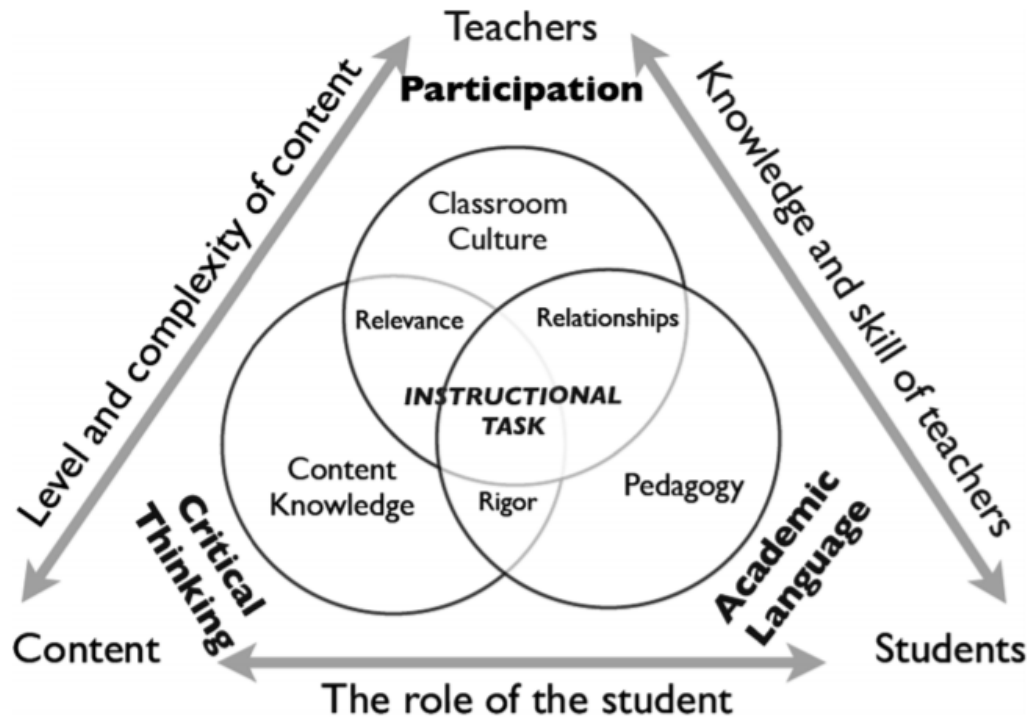
*(Activities leadership teams undertake to develop and sustain implementation of their SRCL Comprehensive Literacy Plans. Examples include collaborative partnerships, communication strategies for sharing information with partners, and shared tasks among the leaders.)*

- Engage parents, families, and communities in comprehensive approaches to literacy and language development (5)

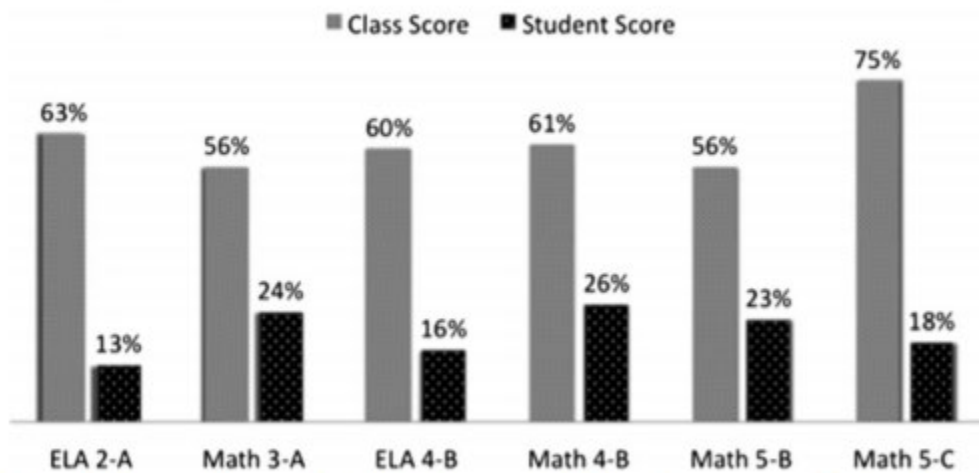
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**State Comprehensive Literacy Plan Website**

<http://www.cde.ca.gov/pd/ca/rl/srclhomepage.asp>



**Whole Class vs. Individual Levels of Engagement**



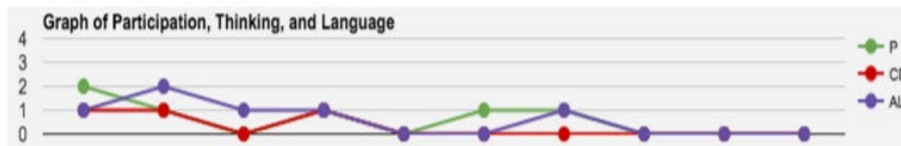
**Fig. 3** Comparison of whole class vs. individual engagement for students A (first two sets of bars), B (next three sets of bars), and C (last set of bars)

## CASE STUDY:

Student A is a 7-year old male who began the study as a second grader and completed the study as a third grader. He was observed in his 2nd grade English/language arts (ELA) class in June and his 3rd grade math class in September. Student A received special education and related services due to a specific learning disability and speech and language impairment. His current IEP specified 15 h per week in the general education classroom. He also received 17 h/year of speech, 20 h/year of mental health-related services, and 36 h/year of behavior intervention. Reading, writing, mathematics, communication, and social/emotional/behavioral skills were all areas of concern. He is Hispanic but is not an English learner. Student A often shuts down or runs away when learning is difficult. He has a behavior support plan to ensure the team is well-prepared to appropriately respond when his behaviors escalate or when his behavior interferes with learning.

- In his ELA class, he was present and engaged at the beginning of the lesson, but was not able to complete the task like the other students. The lesson began with students trying to identify whether a diagram represented a spider or an insect. The teacher asked the class to share their thinking with their partner. Student A and his partner both agreed that the diagram represented an insect. They were pointing and talking together about the diagram. After the discussion, many students raised their hands to share. One student said, "We know it's an insect because it has six legs, three body parts, and antennae." Student A kept on calling out and the teacher ignored him, trying to give him a signal to raise his hand. Another student added, "It's an insect because it has antennae, an abdomen, six legs, and a head." Student A became more frustrated and continued to call out. When the teacher reprimanded him, he got angry and left to group. The class encouraged him to come back so he did and sat quietly next to his partner. The teacher gave the class one more diagram to discuss, the whiptail scorpion. After discussing with their partners, the teacher invited the class to share their ideas. She called on student A first. "We think it's not an insect." The teacher asked, "What is your evidence?" Student A whispered to his partner, "Why do we think it?" His partner whispered back, "It doesn't have 3 body parts." Student A repeated the information for the class and then the teacher asked if there was anything else. Student A's partner said, "It has pinchers. It doesn't have antennae or three body parts." Student A added, "It just has claws."
- As the teacher explained the class's writing work, student A continued to call out and interrupt the discussion. The teacher quietly asked student A to go to his seat and draw an insect by himself. Student A complied and the para-educator (Ms. P) sat with him. The teacher continued to teach the class, and student A continued to go up to the teacher and ask her questions. The teacher told him that he needed to wait and that Ms. P could help him. Ms. P helped him stay at his seat and draw. As soon as the teacher dismissed the class to work, student A ran to her with a post-it note and asked her how to spell the word "butterfly." The teacher wrote it on the post-it note and then student A went back to his desk to write. He had a hard time finding a pencil, and when he finally did, he found that it needed to be sharpened. When he went to sharpen it, he grabbed a pair of scissors and was running to his seat. Ms. P told him not to run, and he got angry and left the class. She followed him around while he collected pebbles and twigs from the planters. Finally, she got him to return to the class and copy the word butterfly onto his paper.
- All of the students, except student A were able to draft a paragraph about insects.

- While student A was excited and engaged in the discussion at the beginning of the lesson and had access to a highly supportive partner, he had difficulty following agreed-upon rules for interacting appropriately without interrupting and/or dominating. Despite having one-on-one assistance from a para-educator, student A was unable to remain engaged with the class or to complete the assigned task. Except at the beginning of the lesson, his participation never exceeded level 1, which means he was off task for the majority of each 5-min lesson segment. Although the cognitive demand of the task in which the class engaged varied between levels 1, 2, and 3, with much of the independent work time remaining at level 3, student A remained consistently at levels 0 or 1 except in segment 2 when he engaged in the discussion with the class and his partner. In fact, he was so engaged in that one lesson segment that he asked for assistance from his partner so he could provide evidence for his idea. Academic language was at level 2 at that point, but dropped down to 0 or 1 throughout the remainder of the lesson (see Fig. 5).



**Fig. 5** Measures of participation, cognitive demand, and academic language for student A during ELA class. All variables were measured at 0 for the last three lesson segments



Ventura County Special Education Local Plan Area (SELPA)  
Emily Mostovoy-Luna, Assistant Superintendent

[www.vcselpa.org](http://www.vcselpa.org)



Ventura County  
Comprehensive Alternate  
Language Proficiency Survey  
for Students with  
Moderate-Severe Disabilities  
(VCCALPS)

Adapted with permission from the  
Orange County Office of Education  
Alternate Language Proficiency Instrument (ALPI)

2018

Contact: Joanna V. Della Gatta, Director,  
Technical Support & Transition  
805-437-1560

## Introduction/Purpose

This survey instrument may be used to assess language proficiency of students with disabilities characterized as moderate or severe. It is for students who, because of their disability, cannot access all or part of the ELPAC, and is designed for students who participate in the California Alternate Assessment (CAA). It assesses in all areas required by the California Department of Education, including listening, speaking, reading, and writing. It establishes levels in both the primary language as well as English. If unsure about which English Language Development assessment a student will best respond to, the IEP team may utilize the English Language Proficiency Assessment Participation Consideration worksheet.

Because students with moderate or severe developmental and intellectual disabilities usually have delays in the areas of general language development and cognition, it often is difficult to establish the level of English language proficiency. Therefore, an analysis of proficiency in English as compared to proficiency in the primary language becomes very informative.

The information from this survey can be used to determine whether the student is considered to be an 'English Learner' (EL) or a student with disabilities in language and cognition, across languages. Students who are considered to be ELs will receive targeted instruction in ELD, including vocabulary, syntax, grammar, functions and conventions unique to the English language (academic and conversational). Students who are considered to be delayed in any language will receive targeted instruction in general development of language and communication.

Students who are ELs will have at least one IEP goal that addresses English Language Development. All IEP goals must be linguistically appropriate, which means they are at the appropriate EL level. Special consideration must be given to the language of instruction (English or primary language). IEP teams for ELs will include persons with expertise in second language acquisition who understand how to differentiate between limited English proficiency and a disability.

For our students with moderate-severe disabilities, this may mean that they will be taught to make simple requests or express needs first in the primary language, or, that instructions for functional skill activities are given in both English as well as the primary language, or in the primary language only.

The VCCALPS can also be used to assist in reclassifying a student to Fully English Proficient (RFEP) who has formerly been considered an EL. For students who perform at low levels, have similar error patterns, or errors similar to other students with similar disabilities in both English and the primary language, the IEP team may recommend to the district English Language Development (ELD) department that the low proficiency level in English is due to the disability. Although the IEP team may make the recommendation, the final decision about reclassification lies with the ELD Department, with input from parent(s).

For four years following reclassification, students will continue to receive support and monitoring of their English language development.

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

Student \_\_\_\_\_

---

## English Language Proficiency Assessment Participation Consideration

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Alternate assessments provide an alternate means to measure the English language proficiency of students with disabilities whose individualized education program (IEP) teams have determined that they are unable to participate in the ELPAC even with universal tools, designated supports or accommodations. In order to aid an IEP team in its determination of whether a student should use alternate assessments, the following may be considered:

Circle "Agree" or "Disagree" for each item:

- |              |                 |  |
|--------------|-----------------|--|
| <b>Agree</b> | <b>Disagree</b> | The student requires extensive instruction in multiple settings to acquire, maintain, and generalize skills necessary for application in school, work, home, and community environment.  |
| <b>Agree</b> | <b>Disagree</b> | The student demonstrates academic/cognitive ability and adaptive behavior that require substantial adjustments to the general curriculum. The student may participate in many of the same activities as their non-disabled peers; however, their learning objectives and expected outcomes focus on the functional applications of the general curriculum. |
| <b>Agree</b> | <b>Disagree</b> | The student cannot address the performance level assessed in the ELPAC, even with accommodations.  |
| <b>Agree</b> | <b>Disagree</b> | The decision to participate in the alternate assessment is <b>not</b> based on the amount of time the student is receiving special education services.   |
| <b>Agree</b> | <b>Disagree</b> | The decision to participate in the alternate assessment is <b>not</b> based on excessive or extended absences.   |
| <b>Agree</b> | <b>Disagree</b> | The decision to participate in the alternate assessment is <b>not</b> based on language, cultural, or economic difference.   |
| <b>Agree</b> | <b>Disagree</b> | The decision to participate in the alternate assessment is <b>not</b> based on the deafness/blindness, visual, auditory, and/or motor disabilities.  |
| <b>Agree</b> | <b>Disagree</b> | The decision to participate in the alternate assessment is <b>not</b> primarily based on a specific categorical label.   |
| <b>Agree</b> | <b>Disagree</b> | The decision for alternate assessment is an IEP team decision, rather than an administrative decision.   |

If the answer to any of the statements is "Disagree", the team should consider including the student in the ELPAC with the use of any necessary accommodations. Specify whether the student will be assessed using the alternate in all domains or which domain(s) of the ELPAC the alternate assessment(s) is replacing.

IEP Team Decision: \_\_\_\_\_ is eligible for participating in the ELPAC.

All domains OR Indicate the domain(s) the student will participate in the ELPAC     Listening     Speaking     Reading     Writing

IEP Team Decision: \_\_\_\_\_ is **not** eligible for participating in the ELPAC.

Fecha: \_\_\_\_\_

Estudiante: \_\_\_\_\_

---

## Consideración para la Participación en la Evaluación del Nivel de Competencia del Idioma Inglés

---

Las evaluaciones alternas proveen medios para medir la competencia del nivel del idioma inglés de los estudiantes con discapacidades, los cuales han sido determinados por el equipo que desarrolla su Programa de Educación Individualizado (por sus siglas en inglés IEP), que no pueden participar en la evaluación ELPAC incluso utilizando herramientas universales, apoyos o modificaciones. Para poder asistir al equipo que desarrolla el Programa de Educación Individualizado a que determine si un estudiante debe utilizar evaluaciones alternas, se debe considerar lo siguiente:

**Circule “De acuerdo” o “En desacuerdo”:**

<b>De Acuerdo</b>	<b>En desacuerdo</b>	El/la estudiante requiere enseñanza extensa en ambientes múltiples para adquirir, mantener y generalizar las habilidades necesarias para que sean aplicadas en la escuela, el trabajo, el hogar y en la comunidad.
<b>De Acuerdo</b>	<b>En desacuerdo</b>	El/la estudiante demuestra habilidades académicas/cognitivas y conducta adaptiva que requieren ajustes sustanciales al plan de estudios general. El/la estudiante puede participar en muchas de las mismas actividades de los compañeros no discapacitados, sin embargo, sus objetivos de aprendizaje y resultados esperados se enfocan en las aplicaciones funcionales del plan de estudios general.
<b>De acuerdo</b>	<b>En desacuerdo</b>	El/la estudiante no puede demostrar los niveles de rendimiento evaluados por ELPAC, incluso con acomodos.
<b>De acuerdo</b>	<b>En desacuerdo</b>	La decisión para participar en la evaluación alterna <b>no</b> se basa en la cantidad de tiempo que el/la estudiante recibe servicios de educación especial.
<b>De acuerdo</b>	<b>En desacuerdo</b>	La decisión para participar en la evaluación alterna <b>no</b> se basa en las ausencias excesivas o extendidas.
<b>De acuerdo</b>	<b>En desacuerdo</b>	La decisión para participar en la evaluación alterna <b>no</b> se basa en las diferencias de idioma, de cultura ni económicas.
<b>De acuerdo</b>	<b>En desacuerdo</b>	La decisión para participar en la evaluación alterna <b>no</b> se basa en discapacidades de sordera/ceguera, visual, auditiva y/o motriz.
<b>De acuerdo</b>	<b>En desacuerdo</b>	La decisión para participar en la evaluación alterna <b>no</b> se basa primordialmente en estar categorizado en un nivel en específico.
<b>De acuerdo</b>	<b>En desacuerdo</b>	La decisión para participar en la evaluación alterna es una decisión del equipo que diseña el Programa de Educación Individualizado (IEP) y no una decisión administrativa.

Si la respuesta a alguna de las declaraciones anteriores fue “En desacuerdo”, el equipo debe considerar incluir al estudiante en la evaluación ELPAC con la utilización de los acomodos necesarios. Especifique si el/la estudiante será evaluado/a utilizando la evaluación alterna en todas las áreas o qué área(s) de la evaluación ELPAC la evaluación alterna está reemplazando.

Decisión del equipo IEP: \_\_\_\_\_ es elegible para participar en la evaluación ELPAC.

[ ] Todas las áreas o indique en qué áreas el/la estudiante participará en la evaluación ELPAC [ ] Escuchar [ ] Hablar [ ] Lectura [ ] Escritura

Decisión del equipo IEP: \_\_\_\_\_ **no** es elegible para participar en la evaluación ELPAC.

## Instructions

This instrument should be used in a similar manner as the ELPAC, and must be used for all students with a language other than English in questions #1-#3 on the Home Language Survey. (Question #4 is discretionary for the districts).

**WHEN:** For all students entering school, the assessment should be administered within the first 30 days of enrollment. It should be readministered annually during the testing window for ELPAC.

**HOW/WHO:** The listening, reading and writing portions of the assessment are to be administered in multiple sessions in short lengths of time as tolerated by the student. Because there is a great deal of overlap in the content of the items in English and primary language, it is suggested that those sections be administered in random order, with at least an hour between sessions. They should be administered by classroom staff who know the student well, to assure maximum performance.

The speaking session should be completed by those who know the student well, at minimum the teacher and primary caregiver.

Some sections require that directions and/or prompts be given in the primary language, so a person who is fluent in that language is required.

The assessor is advised to use the least intrusive prompting or adaptations necessary to obtain a response from the student. If he/she is capable of pointing, speaking, etc, they should be required to do so. If not, eye gaze, head nod, or indicating yes/no to adult model will suffice.

For each section, jot down the items or words the student correctly responds to or performs. Circle the number which best correlates with performance, place in points column and total the number of points per page.

Record totals from each page on the Summary Sheet, which will indicate levels in each area to be used for decision making and planning.

In 2007-18 school year, the ELPAC will be given in the spring of 2018 as a summative assessment. Subsequently, the ELPAC will be given as both the initial and the summative assessment.

Student \_\_\_\_\_

Date \_\_\_\_\_

Administrator \_\_\_\_\_

### Listening – English

#### VCCALPS

**Listening:** Provide oral requests in **English** only. Describe responses on lines provided, then circle the score which best applies and record in points column. It is permissible to score items based on extensive observation in classroom settings, in addition to responses in the testing situation.

**In response to English, the student:**

**Points**

1. Responds to commands (record highest level obtained):

\_\_\_\_\_  
\_\_\_\_\_

1 part command with light physical prompt (1 pt.) 1 part with visual prompt (2 pts.)  
1 part, no visual (3 pts.) 2 part, visual (4 pts.) 2 part, no visual. (5 pts.)

[0-5]

2. Identifies body parts using student's response mode by pointing, eye gaze, using AAC or indicating yes/no to adult model. (May use pictures or have student point to self.) (list):

\_\_\_\_\_  
\_\_\_\_\_

0      1 (1 pt.)      2 (2 pts.)      3 (3 pts.)      4 (4 pts.)      5+ (5 pts.)

[0-5]

3. Identifies family members/familiar people, using student's response mode by pointing, eye gaze, using AAC or indicating yes/no to adult model. (May use people or pictures.) (list):

\_\_\_\_\_

0      1 (1 pt.)      2-3 (2 pts.)      4-5 (3 pts.)      6-7 (4 pts.)      8+ (5 pts.)

[0-5]

4. Identifies foods/food items using student's response mode by pointing, eye gaze, using AAC or indicating yes/no to adult model (list):

\_\_\_\_\_

0      1 (1 pt.)      2-3 (2 pts.)      4-5 (3 pts.)      6-7 (4 pts.)      8+ (5 pts.)

[0-5]

**Total Listening Points (English) \_\_\_\_\_ [0-20]**

**Listening/English**

Student \_\_\_\_\_

Date \_\_\_\_\_

Administrator \_\_\_\_\_

### Listening – Primary Language

#### VCCALPS

**Listening:** Provide oral requests in **primary language** only. Describe responses on lines provided, then circle the score which best applies and record in points column. It is permissible to score items based on extensive observation in classroom settings, in addition to responses in the testing situation.

**In response to the primary language, the student:**

**Points**

1. Responds to commands (record highest level obtained):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

1 part command with light physical prompt (1 pt.) 1 part with visual prompt (2 pts.)  
1 part, no visual (3 pts.) 2 part, visual (4 pts.) 2 part, no visual. (5 pts.)

[0-5]

2. Identifies body parts using student's response mode by pointing, eye gaze, using AAC or indicating yes/no to adult model. (May use pictures or have student point to self.) (list):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

0 1 (1 pt.) 2 (2 pts.) 3 (3 pts.) 4 (4 pts.) 5+ (5 pts.)

[0-5]

3. Identifies family members/familiar people, using student's response mode by pointing, eye gaze, using AAC or indicating yes/no to adult model. (May use people or pictures.) (list):

\_\_\_\_\_

0 1 (1 pt.) 2-3 (2 pts.) 4-5 (3 pts.) 6-7 (4 pts.) 8+ (5 pts.)

[0-5]

4. Identifies foods/food items using student's response mode by pointing, eye gaze, using AAC or indicating yes/no to adult model (list):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

0 1 (1 pt.) 2-3 (2 pts.) 4-5 (3 pts.) 6-7 (4 pts.) 8+ (5 pts.)

[0-5]

**Total Listening Points (Primary) \_\_\_\_\_ [0-20]**

**Listening/Primary Language**

Student \_\_\_\_\_

Date \_\_\_\_\_

Administrator \_\_\_\_\_

### Escuchar – Idioma Primario

#### VCCALPS

**Escuchar:** Pide lo que necesita oralmente en su **idioma primario** solamente. Describa las respuestas en los renglones, después circule las calificaciones que apliquen y registre los puntajes en la columna que dice puntos. Está permitido que se califiquen áreas basándose en observación extensa en el salón de clases, además de las respuestas obtenidas al momento de la evaluación.

**Respondiendo en su idioma, el estudiante:**

**Puntos**

1. Responde a comandos (registre los niveles más altos que se obtuvieron)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

1 parte del comando, poca ayuda física (1 pt.) 1 parte con ayuda visual (2 pts.)  
1 parte, no visuales (3 pts.) 2 partes, con visual (4 pts.) 2 partes, no visual (5 pts.)

[0-5]

2. Identifica partes del cuerpo, usando los modos de respuesta del estudiante al apuntar, con la mirada, utilizando métodos de comunicación aumentativos alternativos o indicando sí/no cuando un adulto le modela. (Se pueden usar imágenes o que el estudiante se apunte a sí mismo) (lista):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

0 1 (1 pt.) 2 (2 pts.) 3 (3 pts.) 4 (4 pts.) 5+ (5 pts.)

[0-5]

3. Identifica a los miembros de la familia/gente que conoce, usando los modos de respuesta del estudiante al apuntar, con la mirada, utilizando métodos de comunicación aumentativos alternativos o indicando sí/no cuando un adulto le modela. (Se pueden usar fotos de personas) (lista):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

0 1 (1 pt.) 2-3 (2 pts.) 4-5 (3 pts.) 6-7 (4 pts.) 8+ (5 pts.)

[0-5]

4. Identifica comidas/ cosas que se comen, usando los modos de respuesta del estudiante al apuntar, con la mirada, utilizando métodos de comunicación aumentativos alternativos o indicando sí/no cuando un adulto le modela (lista):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

0 1 (1 pt.) 2-3 (2 pts.) 4-5 (3 pts.) 6-7 (4 pts.) 8+ (5 pts.)

[0-5]

**Escuchar Puntos Totales (Primario)**

\_\_\_\_\_ **[0-20]**



Student \_\_\_\_\_

Date \_\_\_\_\_

Administrator \_\_\_\_\_

### Speaking – English

#### VCCALPS

**Speaking:** Use input from people who know the student (parents, siblings, teachers). Describe on lines provided, then circle the score which best applies and record in the points column.

**In English:**

**Points**

1. Student indicates need for assistance (i.e., more of an item, toileting needs, physical help, negations, etc.)(describe):

\_\_\_\_\_

Not at all (0pts)	Gestures(1 pt)	Vocalizations (2pts)	Word (3 pts)
Phrase (4 pts)	Sentence (5pts)		

\_\_\_\_\_  
[0-5]

2. Student uses words in English (list): \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

0	1-5(1 pt.)	6-10(2 pts.)	11-15(3 pts.)	16-20(4 pts.)	21+(5 pts.)
---	------------	--------------	---------------	---------------	-------------

\_\_\_\_\_  
[0-5]

3. Student uses phrases in English (may not be semantically correct)(list):

\_\_\_\_\_

\_\_\_\_\_

0	2 word phrase (2 pt.)	3 word phrase (3 pts.)	4 word phrase (4 pts.)
5 word phrase or more (5 pts.)			

\_\_\_\_\_  
[0-5]

4. Student uses complete sentences in English (list): \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

0	1 sentence (1 pt.)	2 sentences (2 pts.)	3 sentences (3 pts.)
4 sentences (4 pts.)		5 sentences or more (5 pts.)	

\_\_\_\_\_  
[0-5]

**NOTE:** *If student uses an augmentative communication system, records words or phrases used in English (if any).*

**Total Speaking Points (English) \_\_\_\_\_ [0-20]**

**Speaking/English**

Student \_\_\_\_\_

Date \_\_\_\_\_

Administrator \_\_\_\_\_

### Speaking – Primary Language

#### VCCALPS

**Speaking:** Use input from people who know the student (parents, siblings, teachers). Describe on lines provided, then circle the score which best applies and record in the points column.

**In the primary language:**

**Points**

- 1. Student indicates need for assistance (i.e., more of an item, toileting needs, physical help, negations, etc.)(describe):

\_\_\_\_\_

\_\_\_\_\_

Not at all (0pts)	Gestures(1 pt)	Vocalizations (2pts)	Word (primary language)(3 pts)	[0-5]
Phrase (primary language)(4 pts)	Sentence (primary language)(5pts)			

- 2. Student uses words in primary language (list): \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

0	1-5(1 pt.)	6-10(2 pts.)	11-15(3 pts.)	16-20(4 pts.)	21+(5 pts.)	[0-5]
---	------------	--------------	---------------	---------------	-------------	-------

- 3. Student uses phrases in primary language (may not be semantically correct) (list): \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

0	2 word phrase (2 pt.)	3 word phrase (3 pts.)	4 word phrase (4 pts.)	[0-5]
5 word phrase or more (5 pts.)				

- 4. Student uses complete sentences in primary language (may not be semantically correct) (list): \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

0	1 sentence (1 pt.)	2 sentences (2 pts.)	3 sentences (3 pts.)	[0-5]
4 sentences (4 pts.)		5 sentences or more (5 pts.)		

NOTE: If student uses an augmentative communication system, records words or phrases used in the primary language (if any).

**Total Speaking Points (Primary) \_\_\_\_\_ [0-20]**

**Speaking/Primary Language**

Student \_\_\_\_\_

Date \_\_\_\_\_

Administrator \_\_\_\_\_

### Hablar – Idioma Primario

### VCCALPS

**Hablar:** Utilice la opinión de las personas que conocen al estudiante (los padres, hermanos, maestros). Describa las respuestas en los renglones, después circule las calificaciones que apliquen y registre los puntajes en la columna que dice puntos.

**En el idioma primario:**

**Puntos**

1. El/la estudiante indica que necesita ayuda (por ejemplo, pedir más de un objeto, con sus necesidades de ir al baño, ayuda física, cuando se le niega algo, etc.) (describa):

\_\_\_\_\_

Para nada (0 pts.) Gestos(1 pt.) Vocalizaciones (2 pts.) Palabra (idioma primario)(3 pts.)  
 Frase (idioma primario)(4 pts.) Oración (idioma primario)(5 pts.)

\_\_\_\_\_  
[0-5]

2. El/la estudiante usa palabras en su idioma primario (lista): \_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

0 1-5(1 pt.) 6-10(2 pts.) 11-15(3 pts.) 16-20(4 pts.) 21+(5 pts.)

\_\_\_\_\_  
[0-5]

3. El/la estudiante usa frases en su idioma primario (quizás no sean semánticamente correctas) (lista): \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

0 Frase de 2 palabras (2 pts.) Frase de 3 palabras (3 pts.) Frase de 4 palabras (4 pts.)  
 Fase de 5 palabras o más (5 pts.)

\_\_\_\_\_  
[0-5]

4. El/la estudiante utiliza oraciones completas en su idioma primario (Quizás no sean semánticamente correctas) (lista): \_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

0 1 oración (1 pt.) 2 oraciones (2 pts.) 3 oraciones (3 pts.)  
 4 oraciones (4 pts.) 5 oraciones o más (5 pts.)

\_\_\_\_\_  
[0-5]

NOTA: Si el/la estudiante utiliza un sistema de comunicación aumentativo, grabe palabras o frases usadas en el idioma primario (si existen algunas).

**Hablar Puntos Totales (Primario) \_\_\_\_\_ [0-20]**

**Speaking/Primary Language**

Student \_\_\_\_\_

Date \_\_\_\_\_

Administrator \_\_\_\_\_

**Reading – English**

**VCCALPS**

**Reading:** Present all text in English. Present directions in both English and primary language. Describe responses on lines provided, then circle the score which best applies and record in the points column. It is permissible to score items based on extensive observation in classroom settings, in addition to responses in the testing situation.

- 1. Matches letter, character or word in English when presented with field of two (letter, characters, words) in English. Indicate using student response mode by pointing, eye gaze, using AAC or indicating yes/no to adult model. Present at least 10 trials (list):

\_\_\_\_\_

\_\_\_\_\_

0    2 correct (1 pt.)    4 correct (2 pts.)    6 correct (3pts)    8 correct (4pts)    10 correct (5 pts.)    [0-5]

- 2. Indicates sounds of letters/meaning of characters in English alphabet (making sound or indicating yes/no to adult model) (ie, "What sound does this make?") (list):

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

0    1-5(1 pt.)    6-10(2 pts.)    11-15(3 pts.)    16-20(4 pts.)    21-25(5 pts.)    [0-5]

- 3. When presented with two words in English indicates correct choice when read aloud (pointing or eye gaze). Present at least 5 trials (list):

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

0    1 correct (1 pt.)    2 correct (2 pts.)    3 correct (3 pts.)    4 correct (4 pts.)    5 correct (5 pts.)    [0-5]

- 4. Reads sight words in English (list):

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

0    1-5(1 pt.)    6-10(2 pts.)    11-15(3 pts.)    16-20(4 pts.)    21-25(5 pts.)    [0-5]

**Total Reading Points (English) \_\_\_\_\_ [0-20]**

**Reading/English**

**Reading – Primary Language**

**VCCALPS**

**Reading:** Present student with text in primary language. Present directions in both English and primary language. Describe responses on lines provided, then circle the score which best applies and record in the points column. It is permissible to score items based on extensive observation in classroom settings, in addition to responses in the testing situation.

- 1. Matches letter, character or word in primary language when presented with field of two (letter, characters, words) in primary language. Indicate using student response mode by pointing, eye gaze, using AAC or indicating yes/no to adult model. Present at least 10 trials (list):

\_\_\_\_\_

\_\_\_\_\_

0    2 correct (1 pt.)    4 correct (2 pts.)    6 correct (3pts)    8 correct (4pts)    10 correct (5 pts.)    [0-5]

- 2. Indicates sounds of letters/meaning of characters in primary language alphabet (making sound or indicating yes/no to adult model) (ie, "What sound does this make?") (list):

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

0    1-5(1 pt.)    6-10(2 pts.)    11-15(3 pts.)    16-20(4 pts.)    21-25(5 pts.)    [0-5]

- 3. When presented with two words in primary language indicates correct choice when read aloud (pointing or eye gaze). Present at least 5 trials (list):

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

0    1 correct (1 pt.)    2 correct (2 pts.)    3 correct (3 pts.)    4 correct (4 pts.)    5 correct (5 pts.)    [0-5]

- 4. Reads sight words in primary language (list):

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

0    1-5(1 pt.)    6-10(2 pts.)    11-15(3 pts.)    16-20(4 pts.)    21-25(5 pts.)    [0-5]

**Total Reading Points (Primary) \_\_\_\_\_ [0-20]**

**Reading/Primary Language**

**Lectura– Idioma Primario**

**VCCALPS**

**Leer:** Preséntele al estudiante un texto en su idioma primario. Dé instrucciones en ambos el inglés y el idioma primario. Describa las respuestas en los renglones, después circule las calificaciones que apliquen y registre los puntajes en la columna que dice puntos. Está permitido que se califiquen áreas basándose en observación extensa en el salón de clases, además de las respuestas obtenidas al momento de la evaluación.

**Puntos**

- 1. Reconoce las letras, el personaje o palabra en su idioma primario cuando se le presenta un campo de dos opciones (letras, personajes, palabras) en su idioma primario. Indique usando los modos de respuesta del estudiante al apuntar, con la mirada, utilizando métodos de comunicación aumentativos alternativos o indicando sí/no cuando un adulto le modela. Presente cuando menos 10 intentos (lista):

\_\_\_\_\_

\_\_\_\_\_

0 2 correctos (1 pt.) 4 correctos (2 pts.) 6 correctos (3pts) 8 correctos (4pts) 10 correctos (5 pts.) [0-5]

- 2. Indica los sonidos de las letras o ruidos de los personajes, con sonidos del alfabeto de su idioma primario (haciendo sonidos/ruidos o indicando sí/no cuando le modela un adulto) (por ejemplo: "¿Qué sonido/ruido hace eso?)" (lista):

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

0 1-5(1 pt.) 6-10(2 pts.) 11-15(3 pts.) 16-20(4 pts.) 21-25(5 pts.) [0-5]

- 3. Cuando se le presenta con dos palabras en su idioma primario, indica la opción correcta cuando se le lee en voz alta (apuntando o con la mirada) Presente cuando menos 5 intentos. (lista):

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

0 1 correcto (1 pt.) 2 correctos (2 pts.) 3 correctos (3 pts.) 4 correctos (4 pts.) 5 correctos(5 pts.) [0-5]

- 4. Lee palabras visuales (que al verlas sabe lo que dicen) en su idioma primario (lista):

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

0 1-5(1 pt.) 6-10(2 pts.) 11-15(3 pts.) 16-20(4 pts.) 21-25(5 pts.) [0-5]

**Lectura Puntos Totales (Primario) \_\_\_\_\_ [0-20]**

Student \_\_\_\_\_

Date \_\_\_\_\_

Administrator \_\_\_\_\_

**Writing – English**

**VCCALPS**

**Writing:** Present student with directions in both primary language and English. Describe responses on lines provided, then circle the score which best applies and record in the points column. It is permissible to score items based on extensive observation in classroom settings, in addition to responses in the testing situation.

1. Using letters, conveys meaning by printing/typing/stamping.

\_\_\_\_\_  
\_\_\_\_\_

(Record most common prompt level)

0 words (0pts)

2 words (2pts)

3 word phrases (4pts)

1 word (1pt)

2 word phrases (3pts)

Sentence (5pts)

[0-5]

2. Traces/copies/types letters/characters in English when presented with model (present at least ten) (list):

\_\_\_\_\_  
\_\_\_\_\_

(Record most common prompt level)

Hand over hand-all letters (0pts)

Hand over hand 4 or less letters (2pts)

Verbal Prompts (4pts)

Hand over hand 5 or more letters (1pt)

Intermittent physical prompts, all letters (3pts)

Independent (5pts)

[0-5]

3. Prints letters from model minimally legibly when shown briefly and then removed (list):

\_\_\_\_\_  
\_\_\_\_\_

(Record most common prompt level)

Hand over hand-all letters (0pts)

Hand over hand 4 or less letters (2pts)

Verbal Prompts (4pts)

Hand over hand 5 or more letters (1pt)

Intermittent physical prompts, all letters (3pts)

Independent (5pts)

[0-5]

4. Prints/types/stamps alphabet letters/characters/words in English when read aloud and/or using letters/characters/words of students' choice (list):

\_\_\_\_\_  
\_\_\_\_\_

0

1-5(1 pt.)

6-10(2 pts.)

11-15(3 pts.)

16-20(4 pts.)

21-25(5 pts.)

[0-5]

**Total Writing Points (Primary)**

\_\_\_\_\_ **[0-20]**

**Writing/English**

Student \_\_\_\_\_

Date \_\_\_\_\_

Administrator \_\_\_\_\_

**Writing – Primary Language**

**VCCALPS**

**Writing:** Present student with directions in primary language and English. Describe responses on lines provided, then circle the score which best applies and record in the points column. It is permissible to score items based on extensive observation in classroom settings, in addition to responses in the testing situation.

1. Using letters, conveys meaning by printing/typing/stamping.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

(Record most common prompt level)		[0-5]
0 words (0pts)	1 word (1pt)	
2 words (2pts)	2 word phrases (3pts)	
3 word phrases (4pts)	Sentence (5pts)	

2. Traces/copies/types letters/characters in primary language when presented with model (present at least ten- include any letters unique to primary language) (list):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

(Record most common prompt level)		[0-5]
Hand over hand-all letters (0pts)	Hand over hand 5 or more letters (1pt)	
Hand over hand 4 or less letters (2pts)	Intermittent physical prompts, all letters (3pts)	
Verbal Prompts (4pts)	Independent (5pts)	

3. Prints letters from model minimally legibly when shown briefly and then removed (list):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

(Record most common prompt level)		[0-5]
Hand over hand-all letters (0pts)	Hand over hand 5 or more letters (1pt)	
Hand over hand 4 or less letters (2pts)	Intermittent physical prompts, all letters (3pts)	
Verbal Prompts (4pts)	Independent (5pts)	

4. Prints/types/stamps alphabet letters/characters/words in primary language when read aloud and/or using letters/characters/words of students' choice (list):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

0	1-5(1 pt.)	6-10(2 pts.)	11-15(3 pts.)	16-20(4 pts.)	21-25(5 pts.)	[0-5]
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**Total Writing Points (Primary) \_\_\_\_\_ [0-20]**

**Writing /Primary Language**



Student \_\_\_\_\_

Date \_\_\_\_\_

Administrator \_\_\_\_\_

**Escritura – Idioma Primario**

**VCCALPS**

**Escritura:** Preséntele al estudiante instrucciones en su idioma primario y en inglés. Describa las respuestas en los renglones, después circule las calificaciones que apliquen y registre los puntajes en la columna que dice puntos. Está permitido que se califiquen áreas basándose en observación extensa en el salón de clases, además de las respuestas obtenidas al momento de la evaluación.

**Puntos**

1. Usando letras, da el significado al escribir/ mecanografiar/estampar.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

(Registre el nivel de ayuda más común)

[0-5]

0 palabras (0 pts.)

1 palabra (1 pt.)

2 palabras (2 pts.)

Frases de 2 palabras (3 pts.)

Frases de 3 palabras (4 pts.)

Oraciones (5 pts.)

2. Traza/copia/mecanografía letras/caracteres en su idioma primario cuando se le presenta un modelo (presente cuando menos 10- incluya cualquier letra exclusiva del idioma primario) (lista):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

(Registre el nivel de ayuda más común)

[0-5]

Mano sobre mano-todas las letras (0pts.)

Mano sobre mano 5 letras o más (1pt.)

Mano sobre mano 4 letras o menos (2pts.)

Ayuda física intermitente, todas las letras (3pts.)

Ayuda verbal (4pts.)

Independiente (5pts.)

3. Escribe letras de un modelo mínimamente legible, cuando se le enseña brevemente y luego se le retira (lista):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

(Registre el nivel de ayuda más común)

[0-5]

Mano sobre mano todas las letras (0pts.)

Mano sobre mano 5 letras o más (1pt.)

Mano sobre mano 4 letras o menos (2pts.)

Ayuda física intermitente, todas las letras (3pts.)

Ayuda verbal (4pts.)

Independiente (5pts.)

4. Escribe/mecanografía/estampa las letras del alfabeto/caracteres/palabras en su idioma primario cuando se le lee en voz alta y/o al usar letras/caracteres/palabras que escoge el estudiante.(lista):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

0 1-5(1 pt.)

6-10(2 pts.)

11-15(3 pts.)

16-20(4 pts.)

21-25(5 pts.)

[0-5]

**Escritura Puntos Totales (Primario) \_\_\_\_\_ [0-20]**

**Writing /Primary Language**

## Summary Sheet

### Ventura County Comprehensive Alternate Language Proficiency Survey for Students with Moderate/Severe Disabilities (VCCALPS)

Student Name \_\_\_\_\_ DOB \_\_\_\_\_ District \_\_\_\_\_ School \_\_\_\_\_

Administered by \_\_\_\_\_ Title \_\_\_\_\_ Date \_\_\_\_\_

Language (other than English) on Home Language Survey \_\_\_\_\_ (Primary Language)

#### Listening 20 possible

Primary \_\_\_\_\_  
Score \_\_\_\_\_ Level \_\_\_\_\_

English \_\_\_\_\_  
Score \_\_\_\_\_ Level \_\_\_\_\_

#### Speaking 20 possible

Primary \_\_\_\_\_  
Score \_\_\_\_\_ Level \_\_\_\_\_

English \_\_\_\_\_  
Score \_\_\_\_\_ Level \_\_\_\_\_

#### Reading 20 possible

Primary \_\_\_\_\_  
Score \_\_\_\_\_ Level \_\_\_\_\_

English \_\_\_\_\_  
Score \_\_\_\_\_ Level \_\_\_\_\_

#### Writing 20 possible

Primary \_\_\_\_\_  
Score \_\_\_\_\_ Level \_\_\_\_\_

English \_\_\_\_\_  
Score \_\_\_\_\_ Level \_\_\_\_\_

Levels for each area:  
0-6 – Beginning  
7-14 – Somewhat Developed  
15-17 – Moderately Developed  
18-20 – Well Developed

Beginning = Emerging  
Somewhat/Moderately Developed =  
Expanding  
Well Developed = Bridging

**Overall Level Primary Language** \_\_\_\_\_

**Overall Level English** \_\_\_\_\_

Overall Levels:  
0-24 – 1 Beginning  
25-56 – 2 Somewhat Developed  
57-68 – 3 Moderately Developed  
69-80 – 4 Well Developed



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

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## MEMORANDUM

DATE: March 20, 2019  
TO: Special Education Directors and MIS Contacts  
FROM: Colette Garland, MIS Support Analyst  
SUBJECT: Desired Results Access Project (DRDP) – Spring 2019

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The Desired Results Access Project supports special educators, administrators, and families in implementing the California Department of Education's Desired Results Developmental Profile (DRDP (2015)) for:


All infants and toddlers with Individualized Family Service Plans (IFSPs) who are reported in the CASEMIS system; and all preschool-age children (3-5 year olds not enrolled in transitional kindergarten or kindergarten) who have Individualized Education Programs (IEPs). The Spring 2019 DRDP will be based on observations made between April 1<sup>st</sup> and May 31<sup>st</sup>.

Data entry is now completed by the Assessor directly into the DRAccess Reports portal at <https://Draccess.reports.org> for the Spring 2019 DRDP reporting period. This electronic collection of data will allow for our Assessors to access reports based on student data in a more timely manner and allow for a more accurate student plan moving forward. The rating assessments to be used are the DRDP 2015 Preschool Fundamental View and the DRDP 2015 Infant/Toddler View.

The SELPA is responsible for certifying and submitting the completed data to the California Department of Education (CDE). In order to meet the deadline, Assessors must enter the DRDP data directly into the <https://DRAccessReports.org> portal no later than **Friday, June 7, 2019**. For additional information on DRDP, please visit [www.draccess.org](http://www.draccess.org).

If you have any questions, please feel free to contact me at (760) 955-3565 or via email at [colette.garland@cahelp.org](mailto:colette.garland@cahelp.org).

# MEMORANDUM

**DATE:** April 12, 2019  
**TO:** Directors of Special Education  
**FROM:** Kathleen Peters, Program Manager   
**SUBJECT:** Occupational and Physical Therapy Reports

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Attached are the occupational and physical therapy *Referral Status, and Current Students Direct Services* reports by district.


If you have any questions concerning either report, please contact me at (760) 955-3568 at [kathleen.peters@cahelp.org](mailto:kathleen.peters@cahelp.org).



California Association of Health & Education Linked Professions  
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## MEMORANDUM

Date: April 4, 2019  
To: Directors of Special Education  
From: Jenae Holtz, Chief Executive Officer   

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**Subject: Audiological Service Reports**

Attached are the Audiological Service Reports for the month of March 2019 by district.

If you have any questions concerning these reports, please contact Linda Rodriguez, Program Specialist at (760) 955-3681 or via email at [linda.rodriguez@cahelp.org](mailto:linda.rodriguez@cahelp.org).

Desert Mountain SELPA  
2018-2019 Non-Public School Placement Report

	January				February				March				April				May				June							
	District Placed	Residential Placed	LCI/Foster Placed	TOTAL	District Placed	Residential Placed	LCI/Foster Placed	TOTAL	District Placed	Residential Placed	LCI/Foster Placed	TOTAL	District Placed	Residential Placed	LCI/Foster Placed	TOTAL	District Placed	Residential Placed	LCI/Foster Placed	TOTAL	District Placed	Residential Placed	LCI/Foster Placed	TOTAL				
Adelanto	6		3	9	6		3	9	7		3	10	8		3	11												
Apple Valley	11		7	18	13		7	20	14		10	24	15		11	26												
Baker																												
Barstow	1	2		3	3	2		5	4	2		6	4	1		5												
Bear Valley		3		3		2		2		1		1		1		1												
Helendale																												
Hesperia	8	1		9	7	1		8	7	1		8	9	1		10												
High Tech High																												
Lucerne Valley		1		1						1		1		1		1												
Needles																												
Oro Grande																												
Silver Valley																												
Snowline	9	6		15	8	5		13	8	5		13	10	4		14												
Trona																												
Victor Elem	4	1		5	7	1		8	7			7	8			8												
VVUHSD	17	4		21	19	4		23	19	5		24	22	5		27												
<b>TOTALS</b>	<b>56</b>	<b>18</b>	<b>10</b>	<b>84</b>	<b>63</b>	<b>15</b>	<b>10</b>	<b>88</b>	<b>66</b>	<b>15</b>	<b>13</b>	<b>94</b>	<b>76</b>	<b>13</b>	<b>15</b>	<b>103</b>												
2017-18 TOTALS	32	17	5	54	30	16	5	51	33	16	6	55	30	17	5	51	21	17	6	44	23	17	5	45				
2016-17 TOTALS	88	21	15	124	79	20	13	112	79	17	14	110	87	17	14	118	90	19	14	123	90	21	14	125				
2015-16 TOTALS	89	25	15	129	86	23	13	122	90	25	17	132	88	21	20	129	93	21	16	130	89	25	15	129				

## Upcoming Trainings

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Date/Time	Event	Location
4/15/2019 8:30 AM - 4:00 PM	IMSE ComPrehensive Orton-Gillingham	DMESC
4/17/2019 1:00 PM - 4:00 PM	WEBIEP AFTERNOON SESSION	DMESC
4/17/2019 8:30 AM - 11:30 A	WEBIEP MORNING SESSION	DMESC
4/18/2019 8:30 AM - 3:30 PM	WHY TRY? LEVEL 2	DCESC
4/23/2019 5:30 PM - 7:30 PM	11TH ANNUAL TRANSITION RESOURCE FAIR	DMESC
4/25/2019 8:30 AM - 3:30 PM	PBIS TEAM WORKGROUP	DMESC
4/25/2019 1:30 PM - 3:30 PM	PROMOTE PROCESS AFTERNOON SESSION	DMESC
4/25/2019 9:00 AM - 11:00 A	PROMOTE PROCESS COURSE MORNING SESSION	DMESC
4/30/2019 8:30 AM - 2:00 PM	IMPLEMENTING CULTURALLY RESPONSIVE SYSTEMS AND PRACTICES	DMESC
4/30/2019 12:30 PM - 3:30 PM	SCHOOL PYSCHOLOGISTS COMMITTEE MEETING	DMESC

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For more information, visit the CAHELP Staff Development calendar ([url: www.cahelp.org/calendar](http://www.cahelp.org/calendar))  
17800 Highway 18, Apple Valley, California 92307  
(760) 552-6700 Office \* (760) 242-5363 Fax

## Upcoming Trainings

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Date/Time	Event	Location
5/1/2019 8:30 AM - 3:30 PM	NONVIOLENT CRISIS INTERVENTION TRAINING (CPI)	DMESC
5/1/2019 1:00 PM - 4:00 PM	WEBIEP AFTERNOON SESSION	DMESC
5/1/2019 8:30 AM - 11:30 A	WEBIEP MORNING SESSION	DMESC
5/3/2019 1:30 PM - 3:30 PM	EARLY CHILDHOOD PROFESSIONAL LEARNING COLLABORATIVE GROUP	DMESC
5/3/2019 9:00 AM - 3:00 PM	MANAGEMENT INFORMATION SYSTEM (MIS) USERS' MEETING	DMESC
5/9/2019 5:00 PM - 7:00 PM	COMMUNITY ADVISORY COMMITTEE	DMESC
5/15/2019 1:00 PM - 4:00 PM	WEBIEP AFTERNOON SESSION	DMESC
5/15/2019 8:30 AM - 11:30 A	WEBIEP MORNING SESSION	DMESC
5/24/2019 12:30 PM - 3:30 PM	MANAGING BURNOUT, COMPASSION FATIGUE, VICARIOUS TRAUMA, AND RESILIENCE	DMESC
5/31/2019 2:30 PM - 4:00 PM	WEBIEP SPANISH TRANSLATORS' WORKGROUP	DMESC

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