

California Association of Health and Education Linked Professions  
Joint Powers Authority (CAHELP JPA)  
**DESERT/MOUNTAIN SELPA STEERING COMMITTEE MEETING**  
*January 18, 2019*  
*Desert Mountain Education Service Center, 17800 Highway 18, Apple Valley CA*

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**AGENDA**

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**1.0 CALL TO ORDER**

- 1.1 Adoption of Agenda – January 18, 2019
- 1.2 Adoption of Minutes – December 14, 2018

**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 PRESENTATIONS**

**4.0 DIRECTORS OF EDUCATION REPORTS**

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

**6.0 CHIEF EXECUTIVE OFFICER’S REPORTS**

- 6.1 Assembly Bill 2657: Use of Restraint and Seclusion for Students in California
- 6.2 Governor’s Budget
- 6.3 Speech Language Pathologist Comparison
- 6.4 School Services of California (SSCAL), Fiscal Report
- 6.5 Behavior Intervention Plan (BIP) At-A-Glance
- 6.6 Program Specialist District/LEA Assignments
- 6.7 Special Circumstance Instructional Assistance (SCIA) Training Interest
- 6.8 English Language Proficiency Assessments for California (ELPAC) Alternative Assessment Training Interest

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**7.0 DIRECTOR'S REPORTS**

7.1 Desert/Mountain Children's Center Client Services Reports

**8.0 PROGRAM MANAGER'S**

8.1 Professional Learning Summary

8.2 Resolution Support Services Summary

8.3 Legislative Update

8.4 Compliance Update

8.5 Nonpublic Schools Update

8.6 D/M SELPA and Charter SELPA Forms

8.7 2018-19 Directors' Trainings

**9.0 BUSINESS DEPARTMENT REPORTS**

**10.0 PROGRAM SPECIALISTS' REPORTS**

**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

**12.0 OTHER**

**13.0 MOTIVATION AND INSPIRATION**

**14.0 ADJOURNMENT**

**NEXT MEETING: FEBRUARY 22, 2019 IN THE DESERT MOUNTAIN  
EDUCATIONAL SERVICE CENTER, APPLE VALLEY**

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**D/M SELPA MEMBERS PRESENT:**

Academy for Academic Excellence and Norton Science & Language Academy – Paul Rosell, Amanda Gormley, Adelanto SD – Kristi Filip, Alicia Johnson, Apple Valley USD – Renee Castillo, David Wheeler, Barstow USD – Derek Delton, Heidi Chavez, Bear Valley USD – Lucinda Newton, SBCSS-D/M Operations – Richard (Rich) Frederick, Excelsior Charter Schools – Marie Silva, Health Sciences High School and Middle College – Julie Kroener (via video conference), Helendale SD – Michael Esposito, Hesperia USD – Teri McCollum, Lucerne Valley – Vici Miller, Oro Grande SD – Nelda Colvin, Silver Valley USD – Cheri Rigdon, Snowline JUSD – Diane Hannett, Trona JUSD – Alan Tsubota, Nicole Yeager, Victor Elementary SD – Tanya Benitez, Victor Valley Union High School District (VVUHSD) – Margaret Akinnusi.

**OTHERS PRESENT:**

Desert View School – Dwight Counsel.

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

Jamie Adkins, Danielle Cote, Lindsey Devor, Peggy Dunn, Adrien Faamausili, Marina Gallegos, Renee Garcia, Jenae Holtz, Kristee Laiva, Kami Murphy, Lisa Nash, Kathleen Peters, Eddie Peterson, Karina Quezada, Daria Raines, Linda Rodriguez, Jennifer Rountree, Veronica Rousseau, Natalie Sedano, Adrienne Shepherd, Myles, Athena Vernon, 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. The Meeting Agenda for December 14, 2018, and the Meeting Minutes for November 9, 2018 were adopted as presented.

**2.0 COMMITTEE MEMBERS COMMENTS/REPORTS**

Jenae Holtz acknowledged Alan Tsubota is retiring and this meeting will be his last.

Adrienne Shepherd-Myles acknowledge Rich Frederick, Matt Fedders, and Margaret Akinnusi for working with their staff on the referral process for students transitioning from school to work.

Vici Miller thanked Eddie Peterson and Karina Quezada for looking out for the best interest of the district and for providing guidance during a recent unique case.

**3.0 PRESENTATIONS**

None.

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### **4.0 DIRECTORS OF EDUCATION REPORTS**

Vici Miller reported that her district is using online speech therapy for grades 2-12. She asked for aide supports to help with the IEPs. She has resources for in-person speech therapy but not for online therapy.

Jenae Holtz said that she will have the speech and language staff at CAHELP develop resources for those supports. She asked committee members to share any resources that they have to her or Jamie Adkins so they can be distributed to all committee members.

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

#### **5.1 Special Education Administrators of County Offices (SEACO) Access Guide**

Rich Frederick reported that in 2017 the Special Education Administrators of County Offices (SEACO) introduced a special education access guide to state standards. He shared that the access guide is on a flash drive and available for purchase at Lakeshore Learning. Rich provided an introduction and summary for the access guide with a PowerPoint included in the meeting materials. Rich also stated that this is not a goal bank unless the full six hours of training has been received to understand the SEACO perspective of using the access guide as a curriculum planning piece. Rich concluded that the access guide is for the moderate/severe population.

After discussion and a strong show of interest, Jenae Holtz agreed that D/M SELPA will organize the training for the LEAs.

### **6.0 CHIEF EXECUTIVE OFFICER'S REPORTS**

Jenae Holtz shared that Glenn Low has officially retired. There is a party being planned for January or February and the directors will be invited.

Jenae reported that she did take the request for speech language pathologist salary alignment to the Governance Council but was instructed to return the request to the directors. The Governance Council said it is preferred for the directors to take the request directly to their superintendents because it is not a Governance level decision. Jenae said she will bring the data to the directors at the January Steering meeting. Jenae encouraged the directors to ask their superintendents to speak with other superintendents. She continued that it has to do with the various bargaining unit agreements and the calendar days worked. Jenae suggested comparing the daily rates of districts to get a clear picture of how the salary schedules compare.

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6.1 AB 2657 Restraint and Seclusion

Jenae Holtz reported that Assembly Bill 2657 Restraint and Seclusions is an expansion on current law to include students in general education. She reminded the directors that as members of D/M SELPA, the LEAs agree not to use mechanical restraints. Jenae stated it is legal for law enforcement to use mechanical restraints on a child on campus but as educators, we will not use mechanical restraints. She continued that the intent of the law it to use other means of intervention, reduce actions and increase reporting. Reporting will now be required for students in general education as well. Jenae proposed the Behavior Emergency Report (BER) that is completed every time a student is secluded or restrained for students in special education continue to be sent to Colette Garland as they occur before being submitted to CDE. She continued she cannot give advice on how to develop a protocol for students in general education but she can give suggestions. Jenae said the BER can be used without the D/M SELPA logo but with the district logo instead and modified for general education. Jenae continued that using the D/M SELPA logo can look as if there is a basis of knowledge that a student might need special education services and that the district failed to appropriately use Child Find, opening up the LEA to due process. Jenae reiterated that the districts are responsible for general education reporting to the CDE.

Danielle Cote recommended if using Crisis Prevention Institute (CPI) Training or Pro-ACT in special education, the LEAs should present using the same for the general education population to the district board for approval. This will ensure the entire district is using the same method. Danielle continued that restraint of more than 15 minutes must be reported to an administrator or law enforcement. She also said that time out is designed for reinforcement, not for a child to be left in an unsupervised area. Danielle stated that locked seclusion is not permitted and even blocking a door and not allowing a child to leave on their own can be considered lock seclusion.

Jenae added that it is important to consider a student's developmental age when considering restraint. The use of restraint is very limited and to only be used when a student is an imminent and severe danger to him/herself or others. Jenae continued that it is important to use de-escalation and positive interventions before using restraint. She encouraged the directors have staff attend CPI training to learn those de-escalation skills and positive interventions.

Danielle continued that in the event of serious property damage, a BER is required even if restraint is not used. She reported that seclusion must always be face to face with the child. Adrien Faamausili stated that reporting to CDE needs to be done immediately. The legislature mandates reports submitted within three months and disaggregated by race or ethnicity, gender, and the type of behavior intervention applied.

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Jenae shared that the D/M SELPA policy will be adjusted to reflect reports being sent to us then we will forward to CDE on behalf of the LEA. The policy change will be brought to the January Steering meeting as at least a draft before going to Governance Council.

Danielle confirmed that the BER and D/M SELPA policy and procedures will be amended to include property damage. It was confirmed that unless a student has an IEP stating the child is in special education, the D/M SELPA BER form should not be used.

Jenae agreed to provide trainings on the BER form once it has been revised. It was suggested for the training to be at a Director's Training when the school psychologists attend then for there to be a short training provided during the late afternoon for teachers.

### 6.2 California System of Support

Jenae Holtz reported that the updated version of the California School Dashboard has been released. California System of Support is about various local, county and state education agencies working together to meet compliance standards as well as improvements for children. She shared that D/M SELPA is involved with the county office of education in helping our districts to look at the areas where D/M SELPA can help the most and where the county office of education can help with supports. Jenae reported that more information will be coming on how the three levels of support will be implemented.

Jenae shared that the CDE published a request for proposal (RFP) for a lead SELPA. She continued that a lead SELPA will be a combination of three individual SELPAs that will take a lead position in giving advice, direction, and supports to all state SELPAs. Jenae said that D/M SELPA did not write for the RFP because our focus is the D/M SELPA and the D/M Charter SELPA and supporting our LEAs.

Jenae also stated that the CDE published a second RFP for SELPA content areas of special expertise. She confirmed that D/M SELPA is writing for the second RFP on our expertise in early intervention and in transitional-age youth for Workability and Transitional Partnership Program. If D/M SELPA is awarded the RFP, it will provide some supportive funding for training other SELPAs in those models that we are often training for free.

### 6.3 California School Dashboard

Jenae Holtz reported that the California School Dashboard Technical Guide, final version was released. She stated that she will email the link so everyone has access. Jenae shared that there is great information about the dashboard, changes that have been made, how calculations are made, and the impacts it has on districts. Jenae summarized the updates

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and changes. She pointed out that the Four-Year Cohort Graduation Rate reflects changes in methodology in compliance with the U.S Department of Education requirements. This change makes it difficult to compare last year to this year so Jenae said she will show where the methodology changes affect the data when she presents it. Jenae also shared that there will be a three by five grid for school districts that have less than 150 students in the count. This will allow a more accurate count for the smaller districts.

Teri McCollum reported that she learned that kindergarten is included in the numbers for chronic absenteeism even though kindergarten is not a required/mandatory grade.

Jenae said that she will bring that that to CDE through the state SELPA. She agreed that it is a big issue because it is not a required grade. Jenae shared that CDE is open to questions and concerns.

### 6.4 California's Accountability and Continuous Improvement System

Jenae Holtz summarized the key points of the California's Accountability and Continuous Improvement System. She emphasized the importance of special education representatives being included in the Local Control and Accountability Plan (LCAP) meetings. Jenae continued that the CDE is going to require our local plan to include the LEA LCAPs so the special education voice needs to be represented. Jenae shared that there is also a summary from Association of California School Administrators included in the meeting materials.

## **7.0 DIRECTOR'S REPORTS**

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

Jenae Holtz referred to the individual LEA Open and Closed DMCC Client Services Reports that were provided in the appropriate LEA folders. She asked for any questions or changes be directed to Linda Llamas.

## **8.0 PROGRAM MANAGER'S**

### 8.1 Professional Learning Summary

Jenae Holtz presented the year-to-date Professional Development summary. She stated the individual reports are included in the LEA report folders.

Jenae continued that interviews have taken place for the vacant program manager position with two applicants moving on to second interview. She is hopeful the new program manager to start in February. Jenae provided assurance that she and program specialists are available for questions and assistance.



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### 8.2 Due Process Summary

Kathleen Peters provided a summary of open due process cases. She said that as attorney fees increase, it is exceedingly important to reach out to the parents that are struggling even if they have attorneys.

Jenae Holtz asked for the LEAs to notify our office when expecting issues so support can be provided before attorneys get involved. This will help the students as well.

Kathleen shared that at the Community Advisory Committee meeting, there was discussion about how to reach out to parents at the school and district levels.

Kami Murphy reported that the triage team will soon be fully staffed. She shared that the team will gathering resources for community outreach as well as for children and families to receive mental health and other services.

Kathleen continued by asking for directors to share what type of programs they have in their districts so all of the members are aware of what is in the communities.

Jenae asked to be notified when districts hear of advocates being involved in situations so D/M SELPA can be preventative.

### 8.3 Compliance Update

Peggy Dunn reported the following compliance updates:

- 2017-18 Disproportionality – the documents have been reviewed and the California Department of Education (CDE) was expected to send the final letters to the LEAs the week of December 10 but they have not yet been sent.
- 2017-18 Significant Disproportionality – VVUHSD continues with the process
- 2018-19 Disproportionality – D/M SELPA received a preview of the annual performance indicators. The following LEAs will be part of the monitoring activity for Disproportionality:
  - AAE
  - Adelanto SD
  - AVUSD

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- Baker Valley USD
- Excelsior Charter Schools
- Health Sciences High School
- Helendale SD
- Hesperia USD
- High Tech Middle Media
- Needles USD
- SBC Chula Vista
- SBCSS (all three regions)
- Snowline JUSD
- Trona JUSD
- Victor Elementary SD
- VVUHSD
- HTH Media
- High Tech High
- High Tech International

Peggy stated that there will be more information to come. She said it is likely that CDE will conduct a desk audit through WebIEP with student lists to be sent by CDE to the LEAs to review and confirm. Peggy instructed the members to forward letters and student lists to Colette Garland when they are received so we can assist with WebIEP access.

- 2018-19 Significant Disproportionality – D/M SELPA received a preview of the annual performance indicators. The following LEAs will be part of the monitoring activity for Significant Disproportionality:
  - Apple Valley USD

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- Barstow USD
- VVUHSD
- 2018-19 Data Identified Noncompliance (DINC) – there are no D/M SELPA LEAs in the DINC CDE review.
- 2018-19 Performance Indicator Reviews (PIR) – using 2017-18 Annual Performance Indicators, CASEMIS, and CALPADS data, the following LEAS will be part of the 2018-19 monitoring activity for PIR:
  - Adelanto SD
  - Apple Valley USD
  - Bear Valley USD
  - Excelsior
  - Helendale SD
  - Hesperia USD
  - Lucerne Valley USD
  - Needles USD
  - Snowline JUSD
  - Victor Elementary SD
  - VVUHSD

Peggy shared that the final information will be sent by the CDE and asked that those letters be sent to Colette Garland. She said that program specialists will review the processes to create internal procedures. D/M SELPA will schedule PIR workshops with LEAs and assign program specialists.

Jenae Holtz said that D/M SELPA wants to work with the LEAs and will hold workshops to help write the plans. She continued that Colette works closely with CDE and knows what they expect. Jenae said that all PIRs are required to be reviewed by D/M SELPA.

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- Comprehensive Review (CR) – meetings and trainings with Barstow USD and AVUSD are in progress.
- December 1, 2018 Pupil count – covers 7/1/1/-12/1/18 Current Students and Plan 30 Students. The second revised due date is Friday, December 14, 2018.
- December Duplication Process – After December 1 Pupil Count submission, CDE will review and send out information. Duplication occurs when two or more SELPAs are claiming same student.

Peggy summarized the Performance Indicator Review PowerPoint that was provided with the meeting materials which included details on the California School Dashboard.

Kathleen Peters confirmed that the graduation cohort rate on the California School Dashboard is based on the graduation diploma, not the certificate of completion.

#### 8.4 Nonpublic Schools Update

Peggy Dunn shared that she will be meeting with Dwight Counsel of Desert View School after the December 14, 2018 D/M SELPA Steering Meeting to discuss the possibility of adding an autism class to the high desert area.

#### 8.5 Desert/Mountain SELPA and Charter SELPA Forms

Karina Quezada reported the changes that were made to the CAASPP Testing Matrix. She stated that the next training for CAASP will be provided in January.

Jenae Holtz explained that it is important for the teachers to understand how to use Modifications and Accommodations. Research is showing that teachers are seeing better test scores when students are allowed to use modifications and/or accommodations throughout the year.

Jenae presented the web user log in and password form. She explained the changes that were made. This will ensure the current users have correct permissions without a new form being submitted. The changes were accepted by all member present.

Jenae also presented the IEP At-A-Glance Form. She shared that ESY will be added and the form will auto-populate, including when BIP is checked. The changes were accepted by all member present.

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Kristi Filip requested a BIP At-a-Glance form be created as well because there are so many staff involved in implementing a BIP. Jenae replied that she will talk to Colette Garland about it.

### 8.6 I-MTSS Symposium/Ruby Payne Emotional Poverty Training

Kami Murphy reported that the I-MTSS Symposium will be held on February 1, 2019 at Desert Mountain Educational Service Center with Dr. Laura Riffel presenting on Recharging Your Batteries: Classroom Management. Kami continued that on February 21, 2019 at the National Orange Show Event Center, Dr. Ruby Payne will present on Emotional Poverty in All Demographics. Kami stated the cost for both events \$250.

Kami Murphy encouraged the directors to have their staff register soon because spaces are filling up. She shared that to attend only February 1, 2019 with Dr. Laura Riffel is \$90.00 and to attend only February 21, 2019 with Dr. Ruby Payne is \$225.00.

## **9.0 BUSINESS DEPARTMENT REPORTS**

None.

## **10.0 PROGRAM SPECIALISTS' REPORTS**

### 10.1 California Autism Professional Training and Information Network (CAPTAIN) Resources

Jennifer Rountree reported that there had been a request at a previous meeting for more information on CAPTAIN. She shared that CAPTAIN is a statewide initiative to spread information about autism, evidence-based practices and fidelity. Jennifer continued that there are representatives from various SELPAs, districts, Inland Regional Center, and parents. Jennifer summarized the few brochures and handouts that were provided with the meeting materials. She shared there is an annual conference held in April for regional members to receive training on evidence-based practices. CAPTAIN also provides community outreach with universities and community groups sharing information on autism. CAPTAIN also provides classroom supports and online parent modules. Jennifer shared an administrative checklist for walking through an autism assessment and the environmental set up. The administrative checklist will be emailed to all directors following the meeting.

Jenae Holtz added the administrative checklist supports should also be used in general education classrooms that have students with autism.

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### 10.2 English Language Proficiency Assessments for California (ELPAC) Updates

Karina Quezada reported that at last month's meeting, she provided information regarding ELPAC and the ability of LEAs to exempt students from certain portions of the ELPAC or the entire assessment. She reiterated that the law states there must be an alternative assessment administered in lieu of the ELPAC. Karina said that there are two assessments in California but the CDE does not endorse any specific alternative and leaves the decision to the LEA. She shared that in her research, she found the ALPI (Alternate Language Proficiency Instrument). It was designed in 1998 and revised in 2003 so it does not reflect 2012 standards. The ALPI only includes the listening and speaking portions of the assessments so it does not meet requirements for reading and writing.

Jenae Holtz advised against using the ALPI.

Karina continued that she also found the Ventura County Comprehensive Alternative Language Proficiency Survey (VCCALPS). VCCALPS does include all four of the required portions and was revised in 2017. Karina cautioned that it has to be administered in English as well as in the student's primary language. She also cautioned that it is a survey based on observing the child and not a test. It is recommended that the classroom staff be the administrators of the survey. VCCALPS can be used as the initial assessment, a summative assessment, or for reclassification of a student.

Karina spoke about the English Language Proficiency Assessment Participation Consideration form that was included with the meeting materials. This document is included with the VCCALPS and provided by the CDE. Karina stated that it is a guide to assist the IEP teams discuss if an alternative assessment is to be administered.

Teri McCollum shared that Hesperia USD has been using Student Oral Language Observation Matrix (SOLOM) as an alternate assessment.

Karina replied that SOLOM is not recommended because it is for oral language only. The state does not endorse any alternatives and leave the decision to the IEP team to decide what is alternate is used.

Karina stated that once an alternative assessment has been administered, their ELPAC be updated to reflect that the student has taken alternative assessment.

Karina reminded the directors that the window for administering the California Alternative Assessment (CAA) for science opens January 8, 2019 and continues through the academic year. As of the date of the meeting, the manual and training videos are not yet ready. The CAA for science is now web-based so technology will need to be available to the staff for

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the performance tasks. She suggested the tests be administered as the topics are covered in class so the information is fresh in the students' minds.

**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

**12.0 OTHER**

Jenae Holtz shared a video titled "A Four-Year-Old Superhero".

**13.0 ADJOURNMENT**

**NEXT MEETING: JANUARY 18, 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.*



**CALIFORNIA DEPARTMENT  
OF EDUCATION**

**TOM TORLAKSON**  
STATE SUPERINTENDENT OF  
PUBLIC INSTRUCTION

1430 N STREET, SACRAMENTO, CA 95814-5901 • 916-319-0800 • WWW.CDE.CA.GOV

December 24, 2018

Dear County and District Superintendents, Charter School Administrators, Special Education Local Plan Area Directors, Special Education Administrators of County Offices of Education, Nonpublic School Administrators, State Diagnostic Center Directors, and Local Educational Agency Special Education Directors:

## **New Law Regarding the Use of Restraint and Seclusion for Students in California**

Assembly Bill (AB) 2657, Statutes of 2018, Chapter 998, will go into effect on January 1, 2019. The bill added sections 49005–49006.4 to California’s *Education Code* regarding the use of restraint and seclusion with students receiving both general education and special education. The following information highlights certain passages of the new law, but educators are encouraged to read the entirety of the legislation at [https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill\\_id=201720180AB2657](https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201720180AB2657).

*Education Code* Section 49005 contains legislative findings and declarations. Subsection (a) says that “While it is appropriate to intervene in an emergency to prevent a student from imminent risk of serious physical self-harm or harm of others, restraint and seclusion are dangerous interventions, with certain known practices posing a great risk to child health and safety.” Subsection (i) confirms “This article is intended to be read to be consistent with, and does not change any requirements, limitations, or protections in, existing law pertaining to students with exceptional needs.”

*Education Code* Section 49005.1 provides a series of definitions pertinent to the law’s implementation. Subsection (a) says “‘Behavioral restraint’ means ‘mechanical restraint’ or ‘physical restraint,’ as defined in this section, used as an intervention when a pupil presents an immediate danger to self or to others.” Subsection (d)(1) defines **mechanical restraint** as “the use of a device or equipment to restrict a pupil’s freedom of movement.” **Physical restraint** is defined as “a personal restriction that immobilizes or reduces the ability of a pupil to move his or her torso, arms, legs, or head freely” (*Education Code* Section 49005.1[f][1]). **Prone restraint** “means the application of a behavioral restraint on a pupil in a facedown position” (*Education Code* Section 49005.1[g]). **Seclusion** is defined as “the involuntary confinement of a pupil alone in a room or area from which the pupil is physically prevented from leaving (*Education Code* Section 49005.1[i]).

The new law says that a pupil “has the right to be free from the use of seclusion and behavioral restraints of any form imposed as a means of coercion, discipline,



convenience, or retaliation by staff" (*Education Code* Section 49005.2). Seclusion or a behavioral restraint may be used "only to control behavior that poses a clear and present danger of serious physical harm to the pupil or others that cannot be immediately prevented by a response that is less restrictive" (*Education Code* Section 49005.4).

Several prohibitions regarding the use of restraint and seclusion are listed in *Education Code* Section 49005.8:

- (a) An educational provider shall not do any of the following:
  - (1) Use seclusion or a behavioral restraint for the purpose of coercion, discipline, convenience, or retaliation.
  - (2) Use locked seclusion, unless it is in a facility otherwise licensed or permitted by state law to use a locked room.
  - (3) Use a physical restraint technique that obstructs a pupil's respiratory airway or impairs the pupil's breathing or respiratory capacity, including techniques in which a staff member places pressure on a pupil's back or places his or her body weight against the pupil's torso or back.
  - (4) Use a behavioral restraint technique that restricts breathing, including, but not limited to, using a pillow, blanket, carpet, mat, or other item to cover a pupil's face.
  - (5) Place a pupil in a facedown position with the pupil's hands held or restrained behind the pupil's back.
  - (6) Use a behavioral restraint for longer than is necessary to contain the behavior that poses a clear and present danger of serious physical harm to the pupil or others.

Educational providers, as defined, must also adhere to new requirements. For example, they "shall keep constant, direct observation of a pupil who is in seclusion, which may be through observation of the pupil through a window, or another barrier, through which the educational provider is able to make direct eye contact with the pupil. The observation required pursuant to this subdivision shall not be through indirect means, including through a security camera or a closed-circuit television" (*Education Code* Section 49005.8[b]).

This section also mandates that an "educational provider shall afford to pupils who are restrained the least restrictive alternative and the maximum freedom of movement, and shall use the least number of restraint points, while ensuring the physical safety of the pupil and others. If prone restraint techniques are used, a staff member shall observe the pupil for any signs of physical distress throughout the use of prone restraint. Whenever possible, the staff member monitoring the pupil shall not be involved in restraining the pupil" (*Education Code* Section 49005.8[c] and [d]).

December 24, 2018

Page 3

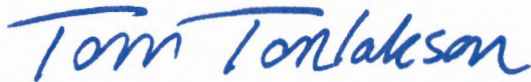
The new law requires local educational agencies to collect and report annually to the California Department of Education data on the number of times and the number of students on which mechanical restraints, physical restraints, and seclusion are used. The data must be disaggregated for students who have Section 504 plans, students who have individualized education programs, and students who do not have either plan. The California Department of Education is mandated to post the data on its Internet website (*Education Code* Section 49006).

Finally, the new law notes that for “an individual with exceptional needs, if a behavioral restraint or seclusion is used, the procedures for follow-up contained in subdivisions (e), (f), (g) and (h) of Section 56521.1 shall also apply” (*Education Code* Section 49006.4). These existing sections of code pertain to behavioral emergency reporting. The existing statute is accessible at

[https://leginfo.legislature.ca.gov/faces/codes\\_displaySection.xhtml?lawCode=EDC&sectionNum=56521.1](https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC&sectionNum=56521.1).

If you have any questions regarding this subject, please contact Allison Smith, Special Education Consultant, Special Education Division, at 916-319-0377 or [asmith@cde.ca.gov](mailto:asmith@cde.ca.gov).

Sincerely,

A handwritten signature in blue ink that reads "Tom Torlakson". The signature is written in a cursive, flowing style.

Tom Torlakson

TT:kw  
2018-08091



## MEMORANDUM

January 11, 2019

1121 L Street

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Suite 1060

•

Sacramento

•

California 95814

•

TEL: 916 . 446 . 7517

•

FAX: 916 . 446 . 2011

•

[www.sscal.com](http://www.sscal.com)

To: Members, Coalition for Adequate Funding for Special Education

From: Michelle McKay Underwood and Debbie Fry  
School Services of California, Inc.

Re: Governor's 2019-20 State Budget Proposal

On Thursday, January 10, 2019, Governor Gavin Newsom unveiled his first proposed State Budget for the upcoming 2019-20 fiscal year. Governor Newsom enjoys a much more positive financial and economic environment at the release of his first State Budget than his predecessor. Governor Newsom inherits a state that is enjoying a strong economy and an historic budget surplus due primarily to the prudent policies of Governor Jerry Brown.

In Governor Newsom's first State Budget proposal we see a continued commitment to the Local Control Funding Formula (LCFF) by providing the statutory cost-of-living adjustment (COLA), but nothing more like we saw during the gap closure years and this year's augmented COLA.

Over the last several years, Proposition 98 has provided significant gains to schools as funding cuts endured through the Great Recession have been restored. Proposition 98 minimum guarantee has declined from the 2018 Budget Act for both 2017-18 and 2018-19 due to lower-than-anticipated average daily attendance (ADA) and a year-over-year decline in General Fund revenue growth from 2017-18 to 2018-19. For 2019-20, the Governor's Budget proposes a Proposition 98 guarantee of \$80.7 billion, an increase of \$2.8 billion year over year.

Statewide, ADA is expected to continue declining—from 5.935 million in 2018-19 to 5.928 million in 2019-20.

The estimated statutory COLA for K-12 education programs in 2019-20 is 3.46%, and is applied to the LCFF base grant targets, as well as other educational programs, including Special Education. The Governor's 2019-20 State Budget proposal includes an increase of \$2 billion in Proposition 98 for the LCFF reflecting the 3.46% COLA. This brings LCFF funding to \$63 billion.

## **Special Education**

Governor Newsom proposes \$576 million (of which \$186 million is one-time) to support expanded services and school readiness supports at local educational agencies (LEAs) with high percentages of both students with disabilities and unduplicated students. These funds would be provided directly to eligible LEAs, which may use the grants to fund supplemental services not currently included in an individualized education program for a student with disabilities and for preventative services that may reduce the need for additional services in future years.

Noting that school districts were most likely to be identified as needing support because of poor performance on outcome indicators for students with disabilities, this funding can also be used to adopt strategies to improve Special Education student outcomes identified through the statewide system of support and/or other activities to build upon or expand local multi-tiered systems of support efforts.

Finally, the Administration intends to pursue policy changes to improve coordination regarding Medi-Cal billing to better leverage available federal funding for medically related Special Education costs.

*The focus on students with disabilities is welcome news from the first State Budget proposal of Governor Newsom. There are many unknowns to this proposal as the Administration is still crafting the details, which will be laid out when trailer bill language is released in the beginning of February. We look forward to working with the Administration and the Legislature to target new Special Education resources where there is greatest need.*

The 3.46% COLA on the Assembly Bill (AB) 602 formula is estimated at \$18.672914, bringing the statewide target to \$558.352514. (This is our best estimate at this time since an official 2018-19 AB 602 Statewide Target Rate has not yet been released by the California Department of Education [CDE].)

## **Early Childhood Education: Child Care, Preschool, and Kindergarten**

Governor Newsom’s first State Budget includes significant new investments in children and young learners as a critical part of his “California for All” vision. Many of his proposals leverage one-time funding as a way to ensure that the state does not overcommit itself while building the essential components of the early care and education (ECE) infrastructure. Governor Newsom’s ECE budget includes the following key investments:

- **Universal Preschool:** The Budget proposes instituting universal preschool for all low-income four-year-olds in California over a three-year period, and includes a first-year investment of \$124.9 million in non-Proposition 98 funding for new full-day preschool slots for community-based providers. The Budget also proposes to shift \$297.1 million in non-LEAs part-day slots from Proposition 98 to the non-Proposition 98 portion of the Budget to enable community-based providers greater flexibility to draw down full-day, full-year funding for state preschool slots. Finally, the Budget proposes to remove a barrier for families to access full-day wraparound services under the State Preschool Program by eliminating the requirement to demonstrate that the need for care stems from employment or postsecondary enrollment.
- **Full-Day Kindergarten:** To incentivize the provision of full-day kindergarten throughout the state for which facilities constraints are viewed as a barrier, the Governor’s Budget invests \$750 million in one-time (non-Proposition 98) funding to build new kindergarten facilities, which LEAs have

identified as the biggest barrier to providing full-day programs. This investment builds upon the 2018 Budget Act’s \$100 million investment for the same purpose and administered by the Office of Public School Construction (OPSC).

- **Birth to Three:** The Governor proposes to spend over \$200 million in state and federal funds on home visiting programs and child developmental and health screenings as a way to bridge the child readiness gap and ensure positive health and life outcomes for all children.
- **Child Care:** The State Budget proposes \$490 million in one-time funding (non-Proposition 98) for child care facilities (\$245 million) and the professional development of child care workers (\$245 million—non-Proposition 98) to improve the overall quality of child care.
- As part of long-term visioning, the Governor proposes to invest \$10 million to develop a child care and universal preschool roadmap for California. The roadmap will address systems capacity issues, workforce development needs, and identify funding options. Additionally, the roadmap may contemplate changes to Transitional Kindergarten due to its intersection with universal preschool. This work will augment California’s federal preschool development grant for which the CDE is conducting state needs analysis.

### **Systems of Support**

The new Administration is committed to continuing the evolving accountability system that has been implemented as part of the LCFF. With the latest release of the California School Dashboard in December 2018, 374 school districts have been identified for differentiated assistance. The proposed 2019-20 State Budget provides \$20.2 million in additional funding for county offices of education to work with these identified districts as required by statute. These funds will be distributed consistent with the formula adopted in the 2018-19 State Budget.

### **Longitudinal Data System**

Governor Newsom is proposing \$10 million one-time non-Proposition 98 to plan for and develop a longitudinal data system that would connect student data from early education providers, K-12 schools, higher education institutions, employers, other workforce entities, and health and human services agencies. The funding would be used for initial planning purposes and the initial stages of implementation, once an implementation plan is adopted by the Administration and the Legislature.

### **CalSTRS Payments**

Governor Newsom’s proposed State Budget recognizes the growing burden of pension rate increases that LEAs face. A total of \$3 billion in one-time non-Proposition 98 funds will be used to buy down California State Teachers’ Retirement System (CalSTRS) employer contribution rates in 2019-20 and beyond and to reduce employers’ long-term unfunded liability. Based on current assumptions, a \$700 million investment would be used to decrease the statutory CalSTRS employer contributions in 2019-20 of 18.13% to 17.1% and in 2020-21 from 19.1% to 18.1%. The remaining \$2.3 billion would be applied toward employers’ long-term unfunded liability (which is expected to translate to an estimated reduction in the employer contributions beyond 2020-21 of approximately half a percentage point).

The proposed State Budget also includes additional payments to address the state’s share of the CalSTRS liability. In addition to the statutorily required \$3.3 billion state CalSTRS contribution,

\$1.1 billion will go toward the state’s share of the CalSTRS Defined Benefit Program. This is expected to be the first installment of an estimated \$2.9 billion to be paid to CalSTRS through 2022-23.

**Next Steps**

Yesterday’s proposal kicks off the months-long State Budget process. The first legislative hearings on the State Budget—which will inevitably be a very high-level overview—are scheduled for January 17, 2019, in the Senate and January 29, 2019, in the Assembly.

Over the next several months, the Legislature will delve into the proposal and discuss their own funding priorities. Generally, minor policy and funding decisions are made prior to the May Revision, at which time the Governor revises his proposals based on stakeholder feedback and new economic projections. Governor Newsom will negotiate with members of the Legislature and we will likely see many changes to the 2019-20 State Budget before the June 15 constitutional deadline.

District	Days	Step 1	Per Diem	Step II	Per Diem	Step III	Per Diem	Step IV	Per Diem	Step V	Per Diem	Step VI	Per Diem	
<b>Adelanto Elementary</b>	***	BA	51,431	BA + 15 semester units	53,056	BA + 30 semester units	54,733	BA + 45 semester units, or MA + Clear Credential	56,462	BA + 60 semester units, or MA + 15 + Clear Credential	58,246			
<b>Apple Valley Unified</b>	184	BA	48699	BA + 30	264.67	BA + 45	271.45	BA + 70 or MA + 15	278.77	53389	290.16			
<b>Baker Valley USD</b>	contract with Tiny Eye													
<b>Bear Valley USD</b>	185	BA + 15	49,728	49728	268.8	BA + 45 or Ma	289.12	BA + 60 or MA + 15	309.51	BA + 75 (including MA) or MA + 30	329.89			Stipend of \$1,323.39 additional for Ph.D., or Ed.D.
			51,431	53,056		54,733		56,462		58,246				
<b>DM Operations</b>	182/7.25 hours a day	BA	50,051	BA + 15	275.01	BA + 30	296.87	BA + 45	318.76	BA + 60	340.655	BA + 75	362.54	Stipend of \$500 annually for Ph.D., or Ed.D.
<b>DM Operations</b>	197/7.25 hours a day	BA	54,176	BA + 15	275.01	BA + 30	296.88	BA + 45	318.76	BA + 60	340.64	BA + 75	362.53	Stipend of \$500 annually for Ph.D., or Ed.D.
<b>Helendale SD</b>	contract?													
<b>Hesperia USD</b>	184	Emergency		Intern		BA		BA + 45		MA or BA + 66		MA + 15 or Earned Doctorate		





# The FISCAL REPORT an informational update

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Volume 39

For Publication Date: January 11, 2019

No. 1

## **Charter Schools Are Subject to the Brown Act, Public Records Act, Political Reform Act, and Conflict of Interest Laws Per the Attorney General**

Since the inception of charter schools, there have been questions as to whether charter schools are subject to the same public-integrity statutes that apply to traditional school districts, including laws pertaining to conflicts of interest, open meetings, and public access to records. Depending on who you ask—both within and outside of charter school circles—a different response will be heard. Many have believed strongly that the Education Code provides charter schools with an exemption (commonly referred to as the “mega-waiver”) to these requirements that govern traditional school districts. However, others believe that, while some statutory exemption was granted, it did not exempt charter schools from those laws requiring transparency for agencies that control public dollars.

Over the years, numerous bills have made their way through the legislative process—some unsuccessful and others vetoed by the sitting governor. Most of these bills have argued that they are necessary simply to *clarify* existing law. On December 27, 2018, Attorney General Xavier Becerra provided clarity to this issue by publishing [Opinion No. 11-201](#) in response to a request submitted by Stacey L. Montgomery, the District Attorney for Lassen County.

District Attorney Montgomery asked the following four questions:

1. Are a California charter school and its governing body subject to the Ralph M. Brown Act and the California Public Records Act?
2. Is a California charter school’s governing body subject to Government Code Section (G.C.) 1090?
3. Is a California charter school’s governing body subject to the Political Reform Act of 1974?
4. Are the books and records of California charter schools subject to review and inspection by a grand jury?

Attorney General Becerra’s opinion concludes that charter schools are subject to the Ralph M. Brown Act, the California Public Records Act, G.C. 1090, and the Political Reform Act of 1974. The analysis included within the opinion makes it clear that charter schools are public schools and that “governing officials of charter schools are themselves officers of public schools to the same extent as members of other boards of education of public school districts.” The fact that a private corporation runs a charter schools does not restrict the public’s right to transparency, as “it is the charter school that is part of the public school system, regardless of its governance structure. If a corporate charter school loses its charter, the corporation may continue in existence, but it ceases to be a charter school.”

With regards to the first question regarding the Brown Act and the California Public Records Act, the opinion finds that charter schools are school districts or other local public agencies within the meaning of these two laws and are therefore subject to both. In addition, these laws are not just laws governing school districts, but laws of general application governing all local agencies and therefore apply to charter schools, despite the existence of the mega-waiver.

With regards to the second question concerning G.C. 1090 and conflicts of interest, which generally prohibits public officials from participating in making government contracts in which they have a vested

interest, the opinion finds that G.C. 1090 applies to charter schools because their governing boards are deemed to be “officers of public schools to the same extent as members of other boards of education of public schools.”

As it pertains to the third question regarding the Political Reform Act, the opinion finds the Political Reform Act defines public officials governed by the Political Reform Act to be “every member, officer, employee or consultant of a state or local government agency.” And goes on to define a local government agency as a “county, city or district of any kind including school district, ...” Further, in 1998 when the Legislature amended the Charter Schools Act to permit nonprofit corporations to operate charter schools, the general counsel for the Fair Political Practices Commission—which is responsible for enforcing the conflict-of-interest provisions of the Political Reform Act—issued an Advice Letter concluding that board members of a charter school’s nonprofit corporation were subject to the Political Reform Act’s conflict-of-interest provisions.

Lastly, in addressing the fourth question regarding the books and records of a charter school being subject to grand jury review and inspection, the opinion finds that materials of charter schools chartered by either a local school district or a county board of education are subject to grand jury review. The basis of this conclusion is that the books and records of local school districts and county boards of education are subject to grand jury review. As charters school are chartered by and operate on behalf of local school districts and county boards of education, their records are also subject to grand jury review. However, there is no authority for a grand jury to examine the books and records of a state agency; therefore, the books and records of a charter school chartered directly by the State Board of Education are not subject to grand jury review and inspection.

This opinion provides much needed clarity to these issues, which have been up for debate since the Charter Schools Act was passed. However, we at School Services of California, Inc., would not be surprised if legislation is still introduced to make it explicitly clear in statute that charter schools are subject to these public-integrity statutes instead of simply relying on an Attorney General opinion.

—*Brianna García*

posted 01/04/2019

6.5 Behavior Intervention Plan (BIP) At-A-Glance  
Verbal report, no materials



## Program Specialist Primary District Contact 2018-2019

<p style="text-align: center;"><b>Danielle Côté</b> Board Certified Behavior Analyst, Multi-Tiered Systems of Support- Behavior</p> <p>Direct line (760) 955-3584 Support: Jennifer Holbrook (760) 955-3559</p> <ul style="list-style-type: none"> <li>• <b>Academy for Academic Excellence</b></li> <li>• <b>Hesperia USD</b></li> <li>• <b>Norton Science and Language Academy</b></li> </ul>	<p style="text-align: center;"><b>Adrien Faamausili</b> Co-Teaching, Multi-Tiered Systems of Support- Academic and Behavior</p> <p>Direct line (760) 955-3583 Support: Julie Wheeler (760) 955-3592</p> <ul style="list-style-type: none"> <li>• <b>Desert Trails Prep Academy</b></li> <li>• <b>Helendale SD</b></li> <li>• <b>Julia Lee Charter School</b></li> <li>• <b>Laverne Elem Prep Academy</b></li> <li>• <b>Lucerne Valley USD</b></li> <li>• <b>Victor Elementary SD</b></li> </ul>	<p style="text-align: center;"><b>Bonnie Garcia</b> Education and Multi-Cultural Settings, Multi-Tiered Systems of Support- Academic</p> <p>Direct line (760) 955-3572 Support: Cory Lopez (760) 955-3625</p> <ul style="list-style-type: none"> <li>• <b>Baker Valley USD</b></li> <li>• <b>Bear Valley USD</b></li> <li>• <b>Health Sciences High &amp; Middle College</b></li> <li>• <b>Snowline JUSD</b></li> <li>• <b>VVUHSD</b></li> </ul>
<p style="text-align: center;"><b>Renée Garcia</b> Educational Psychology, Multi-Tiered Systems of Support- Academic and Behavior</p> <p>Direct line (760) 955-3586 Support: Judy Loera (760) 955-3573</p> <ul style="list-style-type: none"> <li>• <b>Adelanto Elementary SD</b></li> <li>• <b>Barstow USD</b></li> <li>• <b>Encore Charter Schools</b></li> </ul>	<p style="text-align: center;"><b>Sheila Parisian</b> Assistive Technology, Resolution Support and Services, Multi-Tiered Systems of Support-Academic and Behavior</p> <p>Direct line (760) 955-3567 Support: Judy Loera (760) 955-3573</p>	<p style="text-align: center;"><b>Karina Quezada</b> Assessments, Alternative Dispute Resolution, Multi-Tiered Systems of Support- Academic</p> <p>Direct line (760) 955-3567 Support: Cruz Gustafson (760) 955-3551</p> <ul style="list-style-type: none"> <li>• <b>Ballington Academy</b></li> <li>• <b>Bright Futures Academy</b></li> <li>• <b>Desert View NPS</b></li> <li>• <b>Frosting NPS</b></li> <li>• <b>High Tech High</b></li> <li>• <b>Oro Grande SD</b></li> </ul>
<p style="text-align: center;"><b>Linda Rodriguez</b> Co-Teaching, Inclusion, Multi-Tiered Systems of Support- Academic</p> <p>Direct line (760) 955-3681 Support: Judy Loera (760) 955-3573</p> <ul style="list-style-type: none"> <li>• <b>Aveson Charter Schools</b></li> <li>• <b>Excelsior Charter Schools</b></li> <li>• <b>Odyssey Charter Schools</b></li> <li>• <b>Trona JUSD</b></li> <li>• <b>VVUHSD</b></li> </ul>	<p style="text-align: center;"><b>Jennifer Rountree</b> Autism, Multi-Tiered Systems of Support- Behavior</p> <p>Direct line (760) 955-3585 Support: Julie Wheeler (760) 955-3592</p> <ul style="list-style-type: none"> <li>• <b>Apple Valley USD</b></li> <li>• <b>Pasadena Rosebud</b></li> <li>• <b>Silver Valley USD</b></li> <li>• <b>Taylion Academy</b></li> </ul>	<p style="text-align: center;"><b>Veronica Rousseau</b> Early Childhood Trauma Informed Care Multi-Tiered Systems of Support- Early Childhood Academic</p> <p>Direct line (760) 955-3587 Support: April Hatcher (760) 955-3581</p> <ul style="list-style-type: none"> <li>• <b>Allegiance STEAM</b></li> <li>• <b>D/M Operations</b></li> <li>• <b>Needles USD</b></li> <li>• <b>Pathways to College</b></li> </ul>

6.7 Special Circumstance Instructional Assistance (SCIA) Training Interest  
Verbal report, no materials

## Appendix B1:

### Participation Criteria Checklist for Alternate Assessments

To assist an IEP team in determining whether or student should use alternate assessments, the criteria below may be considered. If the answer to one or more of the criteria is “Disagree,” the team should consider administering the CELDT to the student with the use of any necessary test variations, accommodations, and or modifications.

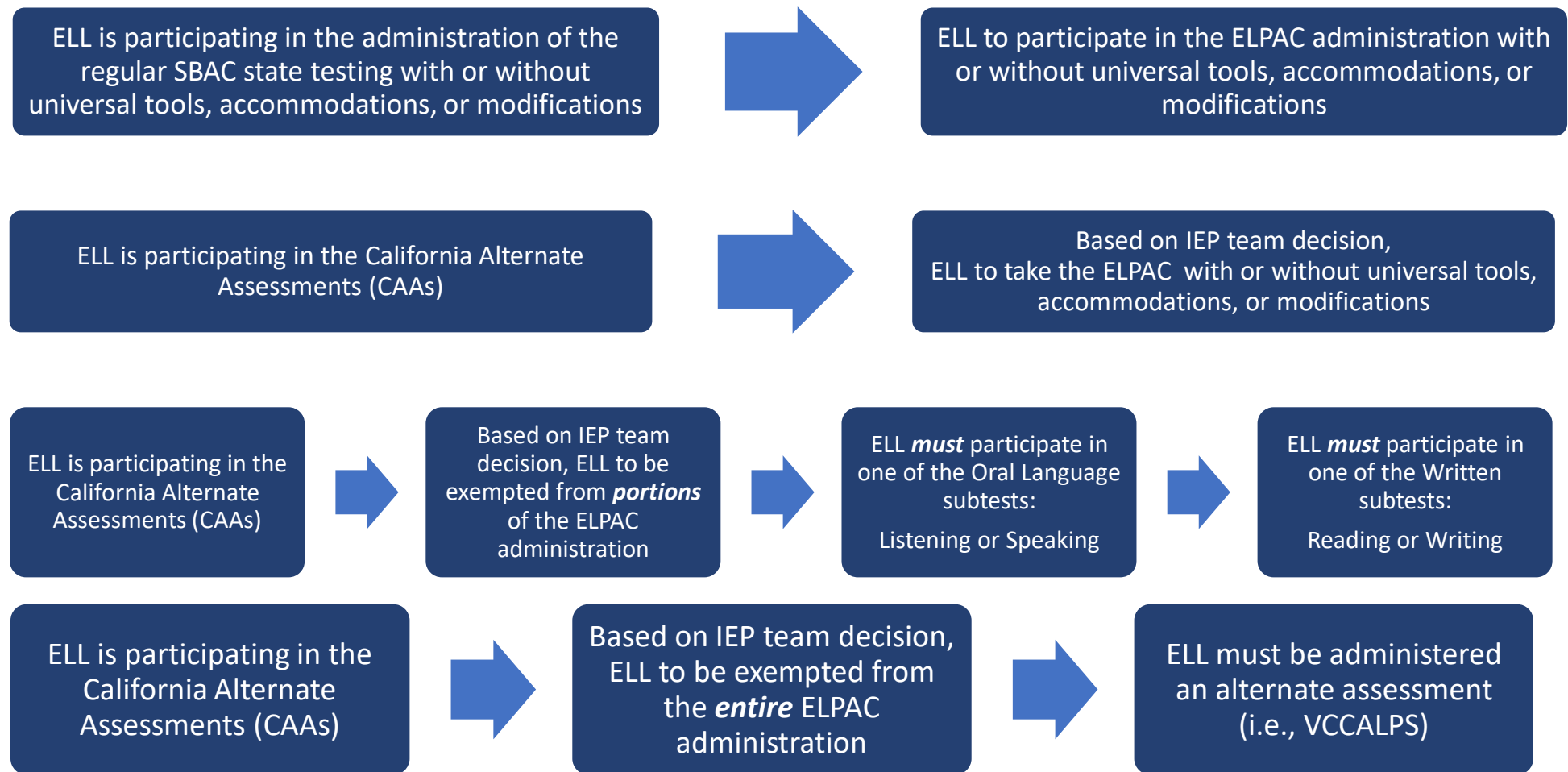
#### Circle “Agree” or “Disagree” for each item:

- |                               |   |
|-------------------------------|---|
| <b>Agree 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 environments.  |
| <b>Agree 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 his/her nondisabled peers; however, the student’s learning objectives and expected outcomes focus on the functional applications of the general curriculum. |
| <b>Agree Disagree</b>         | The student cannot take the CELDT even with test variations, accommodations, and/or modifications.  |
| <b>Agree Disagree</b>         | The decision to participate in an alternate assessment is not based on the amount of time during which the student is receiving special education services.   |
| <b>Agree Disagree</b>         | The decision to participate in an alternate assessment is not based on excessive or extended absences.  |
| <b>Agree Disagree</b>         | The decision to participate in an alternate assessment is not based on language, cultural, or economic differences.   |
| <b>Agree Disagree</b>         | The decision to participate in an alternate assessment is not based on visual, auditory, and/or motor disabilities.   |
| <b>Agree Disagree</b>         | The decision to participate in an alternate assessment is not based primarily on a specific categorical program.  |
| <b>Agree Disagree</b><br>team | The decision for using an alternate assessment is an IEP decision rather than an administrative decision.   |

## English Language Proficiency Assessments Decision Tree for Students with Disabilities

The California Department Education and Federal laws require that all English Language Learners (ELLs) with disabilities participate in the state's English Language Proficiency (ELP) assessment: ELLs participate in the state ELP assessment in the following ways, as determined by their IEP team:

- In the regular state ELP assessment without universal tools, designated supports, and accommodations
- In the regular state ELP assessment with universal tools, designated supports, and accommodations determined by the IEP team or Section 504 team
- In an alternate assessment aligned with the state's ELD standards, if the IEP determines that the student is unable to participate in the regular ELP assessment with or without universal tools, designated supports, and accommodations





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: January 13, 2019

TO: Special Education Directors

FROM: Linda Llamas, Director *LL*

---

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)

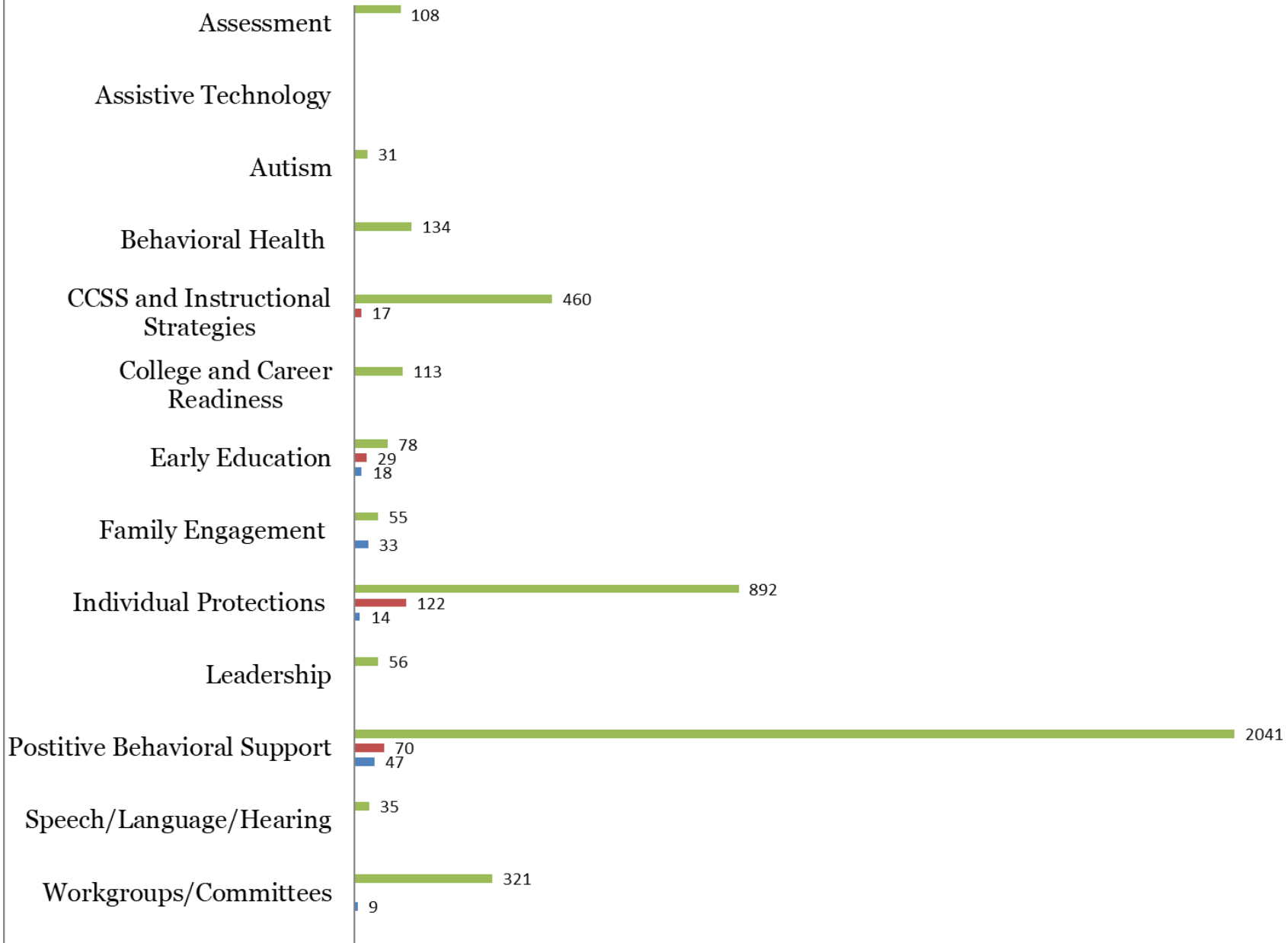


# D/M SELPA PROFESSIONAL LEARNING PARTICIPATION SUMMARY

DECEMBER 2018 - 359 PARTICIPANTS

4,324 YEAR-TO-DATE PARTICIPANTS

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





**Desert/Mountain Charter SELPA  
Due Process Activity Summary  
July 1, 2018 – January 18, 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. Ballington Academy for the Arts & Sciences Case No. 2018090779	1. Child Find: Failure to assess 2. Denial of FAPE	09/19/18	10/09/18		11/02/18	11/14/18	10/09/18 - resolution meeting scheduled 10/09/18 - settled at resolution - CLOSED
2. Ballington Academy for the Arts & Sciences Case No. 2018090777	1. Not appropriately assessed in all areas of suspected disability 2. Did not offer goals 3. Did not offer services in all areas of suspected disability 4. Did not address behavior needs 5. Placement 6. Incomplete IEP team 7. Inappropriate OT exit 8. Denial of FAPE	09/19/18	10/09/18		11/02/18	11/15/18	10/09/18 - resolution meeting scheduled 10/09/18 - settled at resolution – CLOSED
3. LaVerne Elem Prep Academy Case No. 2018100445	1. Child Find between 2011 and 2018 2. Failure to assess in all areas of suspected disability SLP, OT, FBA, AT, health, ERMS 3. Violation of procedural safeguards 4. Failure to design appropriate program 5. No PWN for refusal of OT exam	10/09/18	WAIVED	12/12/18 CANCELLED	01/18/19	01/29 – 01/31/19	Resolution meeting waived; mediation date calendared; Mediation cancelled due to parent refusal.

**Desert/Mountain Charter SELPA  
Due Process Activity Summary  
July 1, 2018 – January 18, 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>
	6. Impeded parent participation by not providing timely records 7. Denial of FAPE						
4. Aveson School of Leaders/Aveson Global Leadership Academy/Aveson Charter Schools Case No. 2018100905	1. DHH 2. Denial of FAPE 3. Predetermined IEP 4. Failure to assess in all areas 5. Nonpublic school placement	10/18/18	10/25/18	12/19/18	02/01/19	02/12-02/14/19	10/25/18 - resolution meeting cancelled; parties agreed to hold mediation; parent and student temporarily living out-of-state settled at mediation; costs of NPS placement shared with Pasadena USD
5. Aveson Global Leadership Academy Case No. 2018110119	1. Challenge to assessments a. OT assessment b. Speech and language assessment c. Psycho-educational assessment d. FBA e. ERMHS 2. Failure to assess a. Vision b. Social Skills 3. Child find 4. Nonpublic school placement	11/02/18	01/04/19	TBD	12/21/18	12/27/18	01/04/19 - resolution meeting held; no agreement; parent seeking NPS reimbursement

Desert /Mountain Charter SELPA  
Legal Expense Summary  
As of January 18, 2019

SCHOOL YEAR	TOTAL
2000-2001	\$ -
2001-2002	\$ -
2002-2003	\$ -
2003-2004	\$ -
2004-2005	\$ -
2005-2006	\$ -
2006-2007	\$ -
2007-2008	\$ -
2008-2009	\$ -
2009-2010	\$ -
2010-2011	\$ -
2011-2012	\$ -
2012-2013	\$ -
2013-2014	\$ -
2014-2015	\$ -
2015-2016	\$ 7,378.00
2016-2017	\$ 33,886.61
2017-2018	\$ 70,994.67
2018-2019	\$ 27,291.50

**Desert/Mountain SELPA**  
**Due Process Summary**  
**July 1, 2018 - January 18, 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	0.5	27.5	0	0.5	0	0	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	2	0	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	5	46.5	1	0	0.5	3.5	0
Lucerne Valley USD	0	4	0	1	2	1	1	2	0	1	12	0	1	0	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	4	26	0	2	1	1	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	0
Victor Valley Union High SD	2.5	0	2	4	3.33	4.3	7.83	4	4	5.5	37.46	1	0	2	1	1.5
Academy for Academic Excellenc	0	1.33	0	0	4	2	0	1	2	0	10.33	0	0	0	0	0
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	1.5	14.33	0.5	0.5	0	0	0.5
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	0	0	0	0	0	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	0	5	0	0	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>23.5</b>	<b>251.44</b>	<b>3</b>	<b>4</b>	<b>5.5</b>	<b>8</b>	<b>3</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  
Due Process Activity Summary  
July 1, 2018 – January 18, 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  
Due Process Activity Summary  
July 1, 2018 – January 18, 2019**

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Pre-Hearing Conference	Due Process Hearing	Status
<p style="text-align: center;">5. Hesperia USD &amp; Excelsior Charter School Case No. 2018071045</p>	<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	<p>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</p>
<p style="text-align: center;">6. Hesperia USD Case No. 2018071261</p>	<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	<p>8/13/18 – case settled at resolution with written agreement – CLOSED</p>



**Desert/Mountain SELPA  
Due Process Activity Summary  
July 1, 2018 – January 18, 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  
Due Process Activity Summary  
July 1, 2018 – January 18, 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
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		12/28/18	01/08 – 01/10/19	Pursuing the waiving of statute of limitations; likely going to hearing; seeking placement 10/26/18 – placement issue
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

**Desert/Mountain SELPA  
Due Process Activity Summary  
July 1, 2018 – January 18, 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>
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
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. - CLOSED
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	WITHDRAWN - CLOSED
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 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
18. Hesperia USD Case No. 2018100445	1. Child Find 2. Failure to assess in all areas 3. Procedural	10/09/18	Waived	12/12/18	01/18/19	01/29 – 01/31/19	

**Desert/Mountain SELPA  
Due Process Activity Summary  
July 1, 2018 – January 18, 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>
19. Victor Valley UHSD Case No. 2018110333	<ol style="list-style-type: none"> <li>1. Child find</li> <li>2. Behavior</li> <li>3. Declining grades</li> <li>4. Residential placement</li> </ol>	11/08/18	12/3/18	TBD	12/24/18	01/03/19	Student incarcerated; settlement offer pending parent approval
20. Snowline JUSD Case No. 2018110496	<ol style="list-style-type: none"> <li>1. Manifestation determination dispute &amp; expulsion</li> <li>2. Extensive discipline history without FBA or ERMHS</li> <li>3. Counseling &amp; compensatory education</li> </ol>	11/13/18	11/19/18	TBD		01/08 – 01/10/19	Expedited dates were dismissed by parent attorney; matter to proceed to mediation when scheduled
21. Snowline JUSD (district filing against parent) Case No. 2018110911	<ol style="list-style-type: none"> <li>1. Lack of parent consent to implement IEP</li> <li>2. Order to implement</li> </ol>	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)
22. Snowline JUSD/SBCSS DM Operations Case No. 2018120028	<ol style="list-style-type: none"> <li>1. Failure to assess in all areas</li> <li>2. Denial of FAPE               <ol style="list-style-type: none"> <li>a. IEP not specially designed</li> <li>b. Goals not reasonably calculated</li> </ol> </li> <li>3. Lack of educational benefit               <ol style="list-style-type: none"> <li>a. All issues not related to DHH</li> </ol> </li> </ol>	11/30/18	12/11/18	TBD	01/18/19	01/24/19	Resolution meeting is pending.

**Desert/Mountain SELPA  
Due Process Activity Summary  
July 1, 2018 – January 18, 2019**

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Pre-Hearing Conference	Due Process Hearing	Status
	4. Seeking Implementation of complete IEE, ESY services, etc.						
23. Snowline JUSD/Adelanto Elem SD Case No. 2018120063	1. Lack of progress on goals 2. Goals repeated year after year 3. Violation of classroom care plan 4. Hostile environment 5. Least restrictive environment 6. Seeking 1:1 nurse and NPS	12/04/18	TBD	TBD	TBD	TBD	Parent cross-filing for #21 above, against both district of residence and current district of service
24. Lucerne Valley USD/Sky Mtn Case No. 2018110130	1. LRE – Home School Charter vs. SDC placement 2. Denial of FAPE 3. IEE 4. Denial of services 5. Transportation	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

Desert /Mountain SELPA  
Legal Expense Summary  
As of January 18, 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	\$118,314.04



Foster Youth Education – January 2019 Legislative Report (<http://leginfo.legislature.ca.gov>)

Measure	Topic	Status	Brief Summary	Group Position
<a href="#">AB 8</a>	Pupil health: mental health professionals.	12/4/2018-From printer. May be heard in committee January 3.	Would require, on or before December 31, 2022, a school of a school district or county office of education and a charter school to have at least one mental health professional, as defined, for every 600 pupils generally accessible to pupils on campus during school hours. The bill would require, on or before December 31, 2022, a school of a school district or county office of education and a charter school with fewer than 600 pupils to have at least one mental health professional generally accessible to pupils on campus during school hours, to employ at least one mental health professional to serve multiple schools.	
<a href="#">AB 16</a>	Homeless children and youths: reporting.	12/4/2018-From printer. May be heard in committee January 3.	Would require a local educational agency to ensure that each school within the local educational agency identifies all homeless children and youths enrolled at the school, and would also require the local educational agency to annually report to the department the number of homeless children and youths enrolled. By imposing additional duties on local educational agencies, the bill would impose a state-mandated local program.	
<a href="#">AB 177</a>	Election day holiday.	1/9/2019-Read first time. To print.	Current law designates specific days as holidays in this state. Current law designates holidays on which community colleges and public schools are required to close. Current law entitles state employees, with specified exceptions, to be given time off with pay for specified holidays. Existing law designates optional bank holidays. This bill would add the day on which a statewide general election is held, which is the first Tuesday after the first Monday in November of any even-numbered year, to these lists of holidays. The bill would require community colleges and public schools to close on any day on which a statewide general election is held. The bill would require that state employees, with specified exceptions, be given time off with pay for days on which a statewide general election is held.	

Special Education State Indicators Alignment to LCAP Indicators and Dashboard Metrics

Special Education State Indicators	DINC	PIR	DISPRO	SIG DIS	COMP REVIEW	LCAP Priority #	DASH-BOARD
<b>Indicator 1 - Graduation 4-Year Rate</b>		✓			✓	5	✓
<b>Indicator 2 - Dropout 4-Year Rate (&lt;11.72%)</b>		✓			✓	5	
<b>Indicator 3 - Statewide Assessment</b>							
% Participated (ELA >95%, Math >95%)		✓			✓	7, 8	
ELA Proficiency		✓			✓	4	✓
Math Proficiency		✓			✓	4	✓
<b>Indicator 4 - Suspension/Expulsion</b>							
A. Overall (<2.76%)		✓			✓	6	✓
B. Race/Ethnic			✓	✓	✓	6	✓
<b>Indicator 5 - LRE</b>							
A. Inside of regular class 80% or more of day (>51.2%)		✓	✓	✓	✓	1,7	✓
B. Inside of regular class less than 40% of day (<22.6%)		✓	✓	✓	✓	1,7	✓
C. Separate Facility (<4.0%)		✓	✓	✓	✓	1, 2, 7	✓
<b>Indicator 6 - Preschool LRE</b>		✓					
A. Regular Program (>43.8%)		✓			✓	7	
B. Separate (<32.4%)		✓			✓	7	
<b>Indicator 7 - Preschool Assessments</b>						7	
<b>Indicator 8 - Parent Involvement (&gt;92.0%)</b>		✓			✓	3	✓
<b>Indicator 9 - Racial/Ethnic Disproportionality</b>			✓	✓	✓	1, 2, 4, 7	✓
<b>Indicator 10 - Disability Disproportionality (varies by disability)</b>			✓	✓	✓	1, 2, 4, 7	
<b>Indicator 11 - Eligibility Evaluation (100%)</b>	✓				✓		
<b>Indicator 12 - Part C to B Transition (100%) SELPA calculation</b>	✓				✓		
<b>Indicator 13 - Secondary Transition Goals/Services (100%)</b>	✓				✓		
<b>Indicator 14 - Post School</b>							
A. Higher Education (>56.3%)		✓			✓	4	✓
B. Higher Education or Competitively Employed (>76.4%)		✓			✓	4	✓
C. Any Post-Secondary Education or Employed (>85.0%)		✓			✓		✓
<b>Indicator 15 - Resolution Session</b>					✓		
<b>Indicator 16 - Mediation</b>					✓		
<b>Indicator 17 - State Systemic Improvement Plan</b>							
Timely Corrections					✓		
Timely and Complete Reporting					✓		
Audit Findings					✓		
English Learners - CASEMIS						2	✓
FOSTER - CALPADS						10	✓
POVERTY - CALPADS						8	✓

KEY	LCAP Priorities	Dashboard Indicators
DINC: Data Identified Non-Compliance	Priority 1: Basic Services	High School Graduation Rate
PIR: Performance Indicator Report	Priority 2: Implementation of CCSS	Academic Performance
DISPRO: Disproportionate Representation	Priority 3: Parental Involvement	Suspension Rate
SIG DIS: Significant Disproportionality	Priority 4: Student Achievement	English Learner Progress
COMP REVIEW: Comprehensive Review	Priority 5: Student Engagement	Preparation for College/Career
LCAP Priority #: Local Control Accountability Plan Priority Number	Priority 6: School Climate	Chronic Absenteeism
DASHBOARD: Dashboard State and Local Indicators	Priority 7: Course Access	Basic Conditions
	Priority 8: Other Student Outcomes	Parental Involvement/Engagement
	Priority 9: Expelled Pupils (COE)	School Climate Surveys
	Priority 10: Foster Youth	Implementation of Academic Standards



8.5 Nonpublic Schools Update  
Verbal report, no materials



**IEP AT A GLANCE**  
**C O N F I D E N T I A L**

Last Name: _____	First Name: _____	Birthdate: _____	Grade: _____	Age: _____	Today's Date: _____
Attending School: _____	Student ID #: _____	SSID #: _____	Next Annual Review Date: _____	Next Triennial Date: _____	
Parent/Guardian/Surrogate: _____	Home Ph #: _____	Work Ph #: _____	Emg. Ph #: _____		
Case Manager: _____	Case Manager E-mail Address: _____	Primary Disability: _____	Secondary Disability: _____		

**SPECIAL EDUCATION AND RELATED SERVICES**

	SERVICE (CODE NO.)**	PROVIDER	LOCATION OF SERVICE (CODE NO.)	PROJECTED START DATE	PROJECTED END DATE	FREQUENCY (CODE NO.)	DURATION (MINUTES PER FREQUENCY)
Primary	<input type="checkbox"/> Indiv. <input type="checkbox"/> Group						
2	<input type="checkbox"/> Indiv. <input type="checkbox"/> Group						
3	<input type="checkbox"/> Indiv. <input type="checkbox"/> Group						
4	<input type="checkbox"/> Indiv. <input type="checkbox"/> Group						
5	<input type="checkbox"/> Indiv. <input type="checkbox"/> Group						
6	<input type="checkbox"/> Indiv. <input type="checkbox"/> Group						
7	<input type="checkbox"/> Indiv. <input type="checkbox"/> Group						
8	<input type="checkbox"/> Indiv. <input type="checkbox"/> Group						
9	<input type="checkbox"/> Indiv. <input type="checkbox"/> Group						
10	<input type="checkbox"/> Indiv. <input type="checkbox"/> Group						
11	<input type="checkbox"/> Indiv. <input type="checkbox"/> Group						
12	<input type="checkbox"/> Indiv. <input type="checkbox"/> Group						
13	<input type="checkbox"/> Indiv. <input type="checkbox"/> Group						
14	<input type="checkbox"/> Indiv. <input type="checkbox"/> Group						
15	<input type="checkbox"/> Indiv. <input type="checkbox"/> Group						
16	<input type="checkbox"/> Indiv. <input type="checkbox"/> Group						
17	<input type="checkbox"/> Indiv. <input type="checkbox"/> Group						
18	<input type="checkbox"/> Indiv. <input type="checkbox"/> Group						

\*\* NOTE: Programs and services will be provided according to where the student is in attendance and consistent with the LEA of service calendar and scheduled services, excluding holidays, vacations, and non-instructional days unless otherwise specified.

Student Name: \_\_\_\_\_ DOB: \_\_\_\_\_ Student ID #: \_\_\_\_\_

# IEP AT A GLANCE

## EXTENDED SCHOOL YEAR (ESY) SERVICES

	SERVICE (CODE NO.)**	PROVIDER	LOCATION OF SERVICE (CODE NO.)	PROJECTED START DATE	PROJECTED END DATE	FREQUENCY (CODE NO.)	DURATION (MINUTES PER FREQUENCY)
Primary	<input type="checkbox"/> Indiv. <input type="checkbox"/> Group						
2	<input type="checkbox"/> Indiv. <input type="checkbox"/> Group						
3	<input type="checkbox"/> Indiv. <input type="checkbox"/> Group						
4	<input type="checkbox"/> Indiv. <input type="checkbox"/> Group						
5	<input type="checkbox"/> Indiv. <input type="checkbox"/> Group						
6	<input type="checkbox"/> Indiv. <input type="checkbox"/> Group						
7	<input type="checkbox"/> Indiv. <input type="checkbox"/> Group						
8	<input type="checkbox"/> Indiv. <input type="checkbox"/> Group						
9	<input type="checkbox"/> Indiv. <input type="checkbox"/> Group						
10	<input type="checkbox"/> Indiv. <input type="checkbox"/> Group						
11	<input type="checkbox"/> Indiv. <input type="checkbox"/> Group						
12	<input type="checkbox"/> Indiv. <input type="checkbox"/> Group						
13	<input type="checkbox"/> Indiv. <input type="checkbox"/> Group						
14	<input type="checkbox"/> Indiv. <input type="checkbox"/> Group						
15	<input type="checkbox"/> Indiv. <input type="checkbox"/> Group						

\*\* NOTE: Programs and services will be provided according to where the student is in attendance and consistent with the LEA of service calendar and scheduled services, excluding holidays, vacations, and non-instructional days unless otherwise specified.

**COMMENTS:**

**OFFER OF FREE APPROPRIATE PUBLIC EDUCATION (FAPE):**

Student Name: \_\_\_\_\_ DOB: \_\_\_\_\_ Student ID #: \_\_\_\_\_

# IEP AT A GLANCE

BEHAVIOR: BIP ATTACHED:

HEALTH CONCERNS:

## PERFORMANCE LEVELS/STATEMENT OF NEED(S)

Area	Baseline	Annual Goal

Student Name: \_\_\_\_\_ DOB: \_\_\_\_\_ Student ID #: \_\_\_\_\_

# IEP AT A GLANCE

## TRANSITION GOALS

Area	Baseline	Post-Secondary Goal	Annual Goal

## SUPPLEMENTARY AIDS AND SUPPORTS

	Support	Personnel or Student	Location	Frequency	Duration (Minutes per frequency)
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					



## **SPECIAL EDUCATION DIRECTORS' TRAININGS**

**Upcoming Training Information:** Special education directors will participate in trainings focusing on areas of need or interest in the area of special education research, programs, or legal compliance. All meetings will be held at the Desert Mountain Educational Service Center.

**Contact:** April Hatcher at (760) 955-3581 or by e-mail at [April.hatcher@cahelp.org](mailto:April.hatcher@cahelp.org)

Kaori Hartzler at (760) 843-3982 ext. 200 or by e-mail at [kaori.hartzler@cahelp.org](mailto:kaori.hartzler@cahelp.org)

**Dates:** **October 12, 2018-** The Truth about Transgender and Suicide  
presented by: Cheryl Babb, Behavioral Health Counselor Supervisor


**November 9, 2018-** Overview of The Resilience Breakthrough  
presented by: Christian Moore, Why Try Founder, Author, Speaker, and  
Social Worker

**February 22, 2019-** How NOT to go to Due Process  
presented by: Jack Clarke, Esq. Partner with the law firm of Best, Best &  
Krieger

**April 12, 2019-** School to Work Services for Youth  
presented by: Adrienne Shepherd, Program Manager

**Registration:** To register for the trainings, contact Kaori Hartzler at (760) 843-3982 ext. 200 or via e-mail at [kaori.hartzler@cahelp.org](mailto:kaori.hartzler@cahelp.org)

# MEMORANDUM

**DATE:** January 18, 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  
17800 Highway 18  
Apple Valley, CA 92307-1219

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

## MEMORANDUM

Date: January 10, 2019  
To: Directors of Special Education  
From: Jenae Holtz, Chief Executive Officer *jh*  

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**Subject: Audiological Service Reports**

Attached are the Audiological Service Reports for the month of December 2018 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.rodriquez@cahelp.org](mailto:linda.rodriquez@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																				
Apple Valley	11		7	18																				
Baker																								
Barstow	1	2		3																				
Bear Valley		3		3																				
Helendale																								
Hesperia	8	1		9																				
High Tech High																								
Lucerne Valley		1		1																				
Needles																								
Oro Grande																								
Silver Valley																								
Snowline	9	6		15																				
Trona																								
Victor Elem	4	1		5																				
VVUHSD	17	4		21																				
<b>TOTALS</b>	<b>56</b>	<b>18</b>	<b>10</b>	<b>84</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

<b>Date/Time</b>	<b>Event</b>	<b>Location</b>
1/22/2019 8:30 AM - 12:30 PM	1:1 PARAPROFESSIONAL ASSISTANCE: DETERMINING THE NEED & WORKING EFFECTIVELY WITH ONE	DMESC
1/22/2019 8:30 AM - 3:30 PM	EC PBIS BOOTCAMP	DMESC
1/22/2019 2:00 PM - 4:00 PM	INTERCONNECTING SYSTEMS OF MENTAL HEALTH SUPPORTS AND PBIS OVERVIEW	DMESC
1/22/2019 10:00 A - 1:00 PM	STRATEGIES FOR POSITIVE PARENTING	DMESC
1/23/2019 8:00 AM - 4:00 PM	BASIC RESTORATIVE PRACTICES	DMESC
1/24/2019 8:30 AM - 3:30 AM	THE PARAPROFESSIONAL SUPPORTING THE CLASSROOM	DMESC
1/25/2019 1:30 PM - 3:30 PM	EARLY CHILDHOOD PROFESSIONAL LEARNING COLLABORATIVE GROUP	DMESC
1/25/2019 12:30 PM - 3:30 PM	EMOTIONAL INTELLIGENCE	DMESC
1/25/2019 8:30 AM - 3:30 PM	WHY TRY? LEVEL 1	DMESC
1/30/2019 8:00 AM - 11:00 A	ASQ 3 AND ASQ SE2	DMESC

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

<b>Date/Time</b>	<b>Event</b>	<b>Location</b>
1/30/2019 12:30 PM - 3:30 PM	ASQ 3 AND ASQ SE2	DMESC
1/30/2019 8:30 AM - 11:30 A	WEBIEP MORNING SESSION	DMESC
1/31/2019 8:30 AM - 2:30 PM	MANAGING THOSE LITTLE RASCALS	AVUSD
1/31/2019 1:00 PM - 4:00 PM	SLP COLLABORATION GROUP	
2/1/2019 8:00 AM - 4:00 PM	IMTSS SYMPOSIUM	DMESC
2/1/2019 8:00 AM - 4:00 PM	I-MTSS SYMPOSIUM AND DR. RUBY PAYNE	DMESC
2/5/2019 8:30 AM - 3:30 PM	DYSLEXIA: ASSESSMENTS AND ACADEMICS	DMESC
2/5/2019 8:30 AM - 3:30 PM	NONVIOLENT CRISIS INTERVENTION TRAINING (CPI)	DMESC
2/6/2019 1:00 PM - 4:00 PM	WEBIEP AFTERNOON SESSION	DMESC
2/6/2019 8:30 AM - 11:30 A	WEBIEP MORNING SESSION	DMESC

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## Upcoming Trainings

<b>Date/Time</b>	<b>Event</b>	<b>Location</b>
2/7/2019 8:30 AM - 3:30 PM	AUTISM SPECTRUM DISORDER AND BEHAVIOR	YUCCA ROOM
2/7/2019 8:30 AM - 4:00 PM	MANAGING SCHOOL CRISIS: FROM THEORY TO APPLICATION	DMESC
2/7/2019 8:00 AM - 3:30 PM	TRANSITION PLANNING FOR ALL STUDENTS	VV ANNEX, TRAINING RM 1 & 2
2/8/2019 2:00 PM - 4:00 PM	WRITING LEGALLY COMPLIANT IEP NOTES	DMESC
2/12/2019 8:30 AM - 12:30 PM	CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS (CAASPP)	DMESC
2/12/2019 8:30 AM - 3:30 PM	THE PARAPROFESSIONAL SUPPORTING BEHAVIOR	DMESC
2/13/2019 12:30 PM - 3:30 PM	Social Skills Training: An Evidence-Based Practice for Individuals with Autism	DMESC
2/13/2019 1:00 PM - 4:00 PM	WEBIEP AFTERNOON SESSION	DMESC
2/13/2019 8:30 AM - 11:30 A	WEBIEP MORNING SESSION	DMESC
2/20/2019 8:30 AM - 3:30 PM	CO-TEACHING: THE POWER OF TWO	

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## Upcoming Trainings

<b>Date/Time</b>	<b>Event</b>	<b>Location</b>
2/20/2019 8:30 AM - 11:30 A	EARLY CHILDHOOD ENVIRONMENTS: DESIGNING EFFECTIVE CLASSROOMS FOR ALL STUDENTS	DMESC
2/21/2019 5:00 PM - 7:00 PM	COMMUNITY ADVISORY COMMITTEE	DMESC
2/21/2019 8:00 AM - 4:00 PM	EMOTIONAL POVERTY	NATIONAL ORANGE SHOW
2/22/2019 10:00 A - 2:00 PM	SCHOOL PSYCHOLOGISTS COMMITTEE MEETING	DMESC
2/22/2019 8:30 AM - 3:30 PM	STEERING AND SPECIAL EDUCATION DIRECTORS' TRAINING	DMESC
2/26/2019 8:00 AM - 3:30 PM	HOW DOES YOUR ENGINE RUN?	DMESC
2/26/2019 8:30 AM - 3:30 PM	THE ROLE OF UNIVERSAL SCREENING IN TIERED SYSTEMS OF SUPPORT	DMESC
2/27/2019 10:00 A - 1:00 PM	A PARENT'S GUIDE TO SUPPORTING AN INDIVIDUAL WITH AUTISM	DMESC
2/28/2019 12:30 PM - 3:30 PM	VISUAL SUPPORTS: EDUCATING ALL STUDENTS	DMESC
3/6/2019 1:00 PM - 4:00 PM	WEBIEP AFERNOON SESSION	DMESC

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## Upcoming Trainings

<b>Date/Time</b>	<b>Event</b>	<b>Location</b>
3/6/2019 8:30 AM - 11:30 A	WEBIEP MORNING SESSION	DMESC
3/7/2019 3:00 PM - 5:00 PM	PRIVATE SCHOOLS MEETING	DMESC
3/7/2019 1:00 PM - 4:00 PM	SLP COLLABORATION GROUP	
3/12/2019 12:30 PM - 3:30 PM	PBIS REINFORCEMENTS IN THE INCLUSIVE CLASSROOM	DMESC
3/12/2019 8:30 AM - 11:30 A	CALIFORNIA ALTERNATE ASSESSMENT (CAA) MORNING SESSION	DMESC
3/12/2019 1:00 PM - 4:00 PM	CALIFORNIA ALTERNATIVE ASSESSMENT (CAA) AFTERNOON SESSION	DMESC
3/13/2019 8:30 AM - 11:30 A	EARLY CHILDHOOD DAILY SCHEDULES AND VISUAL SUPPORTS	DMESC
3/13/2019 8:30 AM - 3:30 PM	IEP FORMS AND FACTS	DMESC
3/14/2019 12:30 PM - 3:30 PM	PROMPTING	DMESC
3/15/2019 2:30 PM - 4:00 PM	SPANISH TRANSLATORS' WORKGROUP	DMESC

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## Upcoming Trainings

<b>Date/Time</b>	<b>Event</b>	<b>Location</b>
3/19/2019 8:30 AM - 3:00 PM	MEANINGFUL PARENT PARTICIPATION	DMESC
3/19/2019 8:30 AM - 3:30 PM	NONVIOLENT CRISIS INTERVENTION TRAINING (CPI)	DMESC
3/20/2019 1:00 PM - 4:00 PM	WEBIEP AFTERNOON SESSION	DMESC
3/20/2019 8:30 AM - 11:30 A	WEBIEP MORNING SESSION	DMESC
3/21/2019 8:30 AM - 3:30 PM	BSP THROUGH THE PBIS LENS	DMESC
3/21/2019 3:00 PM - 5:00 PM	SUPPORTING AND UNDERSTANDING CHILDREN FROM ADVERSE BACKGROUNDS	DMESC
3/21/2019 8:30 AM - 3:30 PM	TRAUMA, TOXIC STRESS, BEHAVIOR, AND THE DEVELOPING BRAIN AND ADVERSE BACKGROUNDS	DMESC
3/22/2019 8:30 AM - 3:30 PM	WHY TRY? LEVEL 2	DCESC
3/27/2019 12:30 PM - 4:00 PM	PBIS TOT TRAINING PREP	DMESC
3/28/2019 12:30 PM - 3:30 PM	REINFORCEMENT	DMESC

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## Upcoming Trainings

<b>Date/Time</b>	<b>Event</b>	<b>Location</b>
3/28/2019 8:00 AM - 4:00 PM	RESTORATIVE CONFERENCES	DMESC
4/2/2019 8:30 AM - 3:30 PM	PBIS SUSTAINABILITY NETWORK	DMESC
4/3/2019 8:30 AM - 3:30 PM	NONVIOLENT CRISIS INTERVENTION TRAINING (CPI)	DMESC
4/3/2019 1:00 PM - 4:00 PM	WEBIEP AFTERNOON SESSION	DMESC
4/3/2019 8:30 AM - 11:30 A	WEBIEP MORNING SESSION	DMESC
4/4/2019 2:00 PM - 4:00 PM	PBIS CREATING A RESPONSIVE CLASSROOM	DMESC
4/11/2019 8:30 AM - 3:30 PM	AUTISM FOR PARAPROFESSIONALS: BEHAVIOR, COMMUNICATION, AND SOCIAL UNDERSTANDING	DMESC
4/12/2019 12:30 PM - 3:30 PM	EARLY CHILDHOOD CLASSROOM STRATEGIES FOR EFFECTIVE LARGE GROUP (CIRCLE-TIME) INSTRUCTION	DMESC
4/12/2019 8:30 AM - 3:30 PM	STEERING AND SPECIAL EDUCATION DIRECTORS' TRAINING	DMESC
4/15/2019 8:30 AM - 4:00 PM	IMSE ComPrehensive Orton-Gillingham	DMESC

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## Upcoming Trainings

<b>Date/Time</b>	<b>Event</b>	<b>Location</b>
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
4/23/2019 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
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

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## Upcoming Trainings

<b>Date/Time</b>	<b>Event</b>	<b>Location</b>
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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