

California Association of Health and Education Linked Professions,
Joint Powers Authority (CAHELP, JPA)
DESERT MOUNTAIN SELPA STEERING and FINANCE COMMITTEE MEETING
April 21, 2023 – 9:00 a.m.
Desert Mountain Educational Service Center, 17800 Highway 18, Apple Valley CA 92307

AGENDA

TELECONFERENCE LOCATIONS

Health Sciences High School and Middle College – 3910 University Ave, San Diego, CA 92105

Helendale SD – 15350 Riverview Rd, Helendale, CA 92342

Lucerne Valley USD – 8560 Aliento Rd, Lucerne Valley, CA 92356

Needles USD – 1900 Erin Dr, Needles, CA 92363

Trona JUSD – 83600 Trona Rd, Trona, CA 93562

Victor Valley UHSD – 16350 Mojave Dr, Victorville, CA 92395

1.0 CALL TO ORDER

2.0 ROLL CALL

3.0 PUBLIC PARTICIPATION

The public is encouraged to participate in the deliberation of the Desert Mountain SELPA Steering and Finance Committee. Several opportunities are available during the meeting for the Council to receive oral communication regarding the presentations of any items listed on the agenda. Please ask for recognition either before a presentation or after the presentation has been completed. Please complete and submit a “Registration Card to Address the Desert Mountain SELPA Steering and Finance Committee” to the Recording Secretary and adhere to the provisions described therein.

4.0 ADOPTION OF THE AGENDA

4.1 **BE IT RESOLVED** that the April 21, 2023 Desert Mountain SELPA Steering and Finance Committee Meeting Agenda be approved as presented.

5.0 PRESENTATIONS

5.1 2023-24 County Operated Special Education Fee-For-Service Budget

The SBCSS Internal Business Manager will present the 2023-24 County Operated Special Education Fee-For-Service Budget.

6.0 PUBLIC HEARINGS

6.1 Desert Mountain SELPA Annual Budget Plan (**ACTION**)

California Education Code requires that an Annual Budget Plan be approved by the CAHELP JPA Governance Council as part of the Local Plan. The 2023-24 Annual Budget Plan describes the revenues and expenditures for special education for all local education agencies in the Desert Mountain SELPA.

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6.1.1 **BE IT RESOLVED** that the Desert Mountain SELPA 2023-24 Annual Budget Plan be approved as presented.

6.2 Desert Mountain SELPA Annual Service Plan (**ACTION**)

California Education Code requires that an Annual Service Plan be approved by the CAHELP Governance Council as part of the Local Plan. The 2023-24 Annual Service Plan describes all special education services currently provided in the Desert Mountain SELPA broken down by type, location, and level of severity.

6.2.1 **BE IT RESOLVED** that the Desert Mountain SELPA 2023-24 Annual Service Plan be approved as presented.

7.0 INFORMATION/ACTION

7.1 Form D/M 120A Occupational Therapy Referral (**ACTION**)

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

7.1.1 **BE IT RESOLVED** that the Form D/M 120A Occupational Therapy Referral be approved as presented.

7.2 Form D/M 120B Physical Therapy Referral (**ACTION**)

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

7.2.1 **BE IT RESOLVED** that the Form D/M 120A Physical Therapy Referral be approved as presented.

8.0 CONSENT ITEMS

It is recommended that the Steering and Finance Committee consider approving several Agenda items as a Consent list. Consent Items are routine in nature and can be enacted in one motion without further discussion. Consent items may be called up by any Committee Member at the meeting for clarification,

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discussion, or change.

8.1 **BE IT RESOLVED** that the following Consent Item be approved as presented:

8.1.1 Approve the March 24, 2023 Desert Mountain SELPA Steering and Finance Committee Meeting Minutes.

9.0 CHIEF EXECUTIVE OFFICER AND STAFF REPORTS

9.1 Legislative Update

Pam Bender will present a legislative update.

9.2 Learning Recovery Support, Dispute Prevention and Resolution Funds Update

Pam Bender will provide Learning Recovery Support, Dispute Prevention and Resolution Update.

9.3 Alternative Diploma Pathway Update

Pam Bender will provide an Alternative Diploma Pathway update

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

Linda Llamas will present the Desert Mountain Children's Center Client Services monthly reports and update.

9.5 Professional Learning Summary and Update

Heidi Chavez will present the DMSELPA's Professional Learning Summary and update.

9.6 Resolution Support Services Summary and Update

Kathleen Peters will present the DMSELPA's Resolution Support Services Summary and update.

9.7 Compliance Update

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

- SEIS Overview for Directors.

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9.8 Nonpublic School/Nonpublic Agency Update

Peggy Dunn will provide a nonpublic school/nonpublic agency update.

9.9 Prevention and Intervention Update

Deborah Sarkesian will present a Prevention and Intervention update.

10.0 FINANCE COMMITTEE REPORTS

10.1 Proposed 2023-24 Desert Mountain SELPA Budget

Marina Gallegos will present the proposed 2023-24 Desert Mountain SELPA Budget.

10.2 Proposed 2023-24 Desert Mountain SELPA Fee-For-Service Rates

Marina Gallegos will present the proposed 2023-24 Desert Mountain SELPA Fee-For-Service rates.

10.3 2022-23 Special Education MOE – Projected vs Actual Comparison (SEMAI)

Marina Gallegos will present the 2022-23 SEMAI.

11.0 INFORMATION ITEMS

11.1 2022-23 Personnel Data Reports

11.2 Monthly Audiological Services Reports

11.3 Monthly Occupational & Physical Therapy Services Reports

11.4 Monthly Nonpublic School Placement Report

11.5 Upcoming Professional Learning Opportunities

12.0 STEERING COMMITTEE MEMBERS COMMENTS / REPORTS

13.0 CEO COMMENTS

14.0 MATTERS BROUGHT BY THE PUBLIC

This is the time during the agenda when the Desert Mountain SELPA Steering and Finance Committee is again prepared to receive the comments of the public regarding items on this agenda or any school related

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special education issue. Speakers are requested to give their name and limit their remarks to five minutes.

Persons wishing to make complaints against Desert Mountain SELPA Steering and Finance Committee personnel must have filed an appropriate complaint form prior to the meeting.

When the Desert Mountain SELPA Steering and Finance Committee goes into Closed Session, there will be no further opportunity for general public to address the Council on items under consideration.

15.0 DIRECTORS' TRAINING

Jack B. Clarke, Jr., Partner with Atkinson, Andelson, Loya, Ruud and Romo will provide legal updates.

16.0 ADJOURNMENT

The next regular meeting of the Desert Mountain SELPA Steering and Finance Committee will be held on Friday, April 21, 2023, at 9:00 a.m., at the Desert Mountain Educational Service Center, Aster/Cactus Room, 17800 Highway 18, Apple Valley, CA 92307.

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

San Bernardino County Superintendent of Schools
 Desert Mountain County Operated Special Education Program
 2023-24 FFS Budget Summary
 April 2023

2023-24 Budget Assumptions

- 4% COLA on salary
- Step and Column included in contracted salaries
- 5% increase on Medical, Dental, Vision and Life
- Employer paid statutory rates as follows (increase in PERS and STRS)
 - Medicare: 1.45%, SUI: .20%, Workers Comp: 2.63%
 - STRS: 19.10%, PERS: 27.00%, Alt. Retirement: 2.25%
- Indirect Cost Rate: 8.5%

Certificated FTE

<u>Function</u>	
1100 - Teacher	169.4
1200 - Pupil Support	14.8
1300 - Supervisor/Admin	10.99
Total	195.19

Classified FTE

<u>Function</u>	
2100 - Instructional Aides	331.05
2200 - Pupil Support	33.00
2300/2400 - Clerical & Office Support	29.21
Total	393.26

Total FTE	588.45
------------------	---------------

2023-24 Fee-For-Service Budget	
Total Budgeted Expenditures	\$ 69,511,761
Less Budgeted Offsetting Revenue	\$ 12,997,013
2023-24 Excess Cost	\$ (56,514,748)

2023-24 Proposed Fee-For-Service Rates

RATE	SAI Services >50% - SDC	Related Services DIS	Itinerant	1:1 Aide	Interpreter	Preschool Assessment	Preschool SDC	Early Start
2023-24 Rate	\$ 29,164	\$ 5,727	\$ 6,447	\$ 56,276	\$ 101,739	\$ 2,661	\$ 26,099	-
2022-23 Rate	\$ 29,478	\$ 5,198	\$ 5,825	\$ 53,077	\$ 82,394	\$ 4,126	\$ 23,022	\$ 1,484

Counts Used to Calculate Rate	SAI Services >50% - SDC	Related Services DIS	Itinerant	1:1 Aide	Interpreter	Preschool Assessment	Preschool SDC	Early Start
2023-24 Count	1023	1953	302	118	2	75	250	52
2022-23 Count	895	1810	300	106	7	75	224	60

San Bernardino County Superintendent of Schools

DESERT MOUNTAIN COUNTY OPERATED SPECIAL EDUCATION PROGRAM
 2023-24 LCFF PROJECTED FUNDING PER DISTRICT
 April 2023

	Col. A	Col. B	Col. C	Col. D	Col. E
District	2023-24 Estimated Funded ADA	2023-24 Estimated LCFF Entitlement (add-ons excluded)	AVERAGE REVENUE PER ADA (Col. B/ Col. A)	Estimated 2023-24 ADA	PROJECTED LCFF REVENUE (Col. C X Col. D)
Desert Mountain Region					
Adelanto Elementary	7,338.46	99,455,533	13,552.64	80.62	1,092,614.13
Apple Valley Unified	12,898.07	178,304,554	13,824.13	96.51	1,334,166.47
Baker Valley Unified	120.15	1,756,258	14,617.21	0	-
Barstow Unified	5,958.21	83,244,129	13,971.33	62.11	867,759.42
Bear Valley Unified	2,053.96	27,466,691	13,372.55	10.2	136,400.05
Helendale Elementary	651.05	7,758,333	11,916.65	13.19	157,180.57
Hesperia Unified	21,977.19	295,622,796	13,451.35	93.45	1,257,028.32
Lucerne Valley Unified	995.88	14,925,877	14,987.63	14.72	220,617.86
Needles	1,026.37	14,428,794	14,058.08	32.92	462,792.07
Oro Grande Elementary	87.74	1,267,087	14,441.38	2.25	32,493.11
Silver Valley Unified	1,893.39	23,639,570	12,485.31	4.26	53,187.44
Snowline Jt. Unified	7,556.22	102,606,896	13,579.13	82.49	1,120,142.46
Trona Jt. Unified	262.61	4,007,471	15,260.16	4.63	70,654.55
Victor Elementary	11,451.68	160,998,874	14,058.97	195.67	2,750,919.49
Victor Valley Union High	10,909.17	169,358,489	15,524.42	106.8	1,658,007.59
TOTAL/AVERAGE FOR REGION	85,180.15	\$ 1,184,841,352	\$ 13,940.06	799.82	\$ 11,213,963.52

*Data from the LCFF Calculator v23.2c

*Does not include additional 15% Concentration Grant in calculation

San Bernardino County Superintendent of Schools

Desert Mountain County Operated Special Education Program
2023-24 Proposed Budget
April 2023

			SAI SERVICES > 50% SDC	RELATED SERVICES DIS	ITINERANT	1 TO 1 AIDE SERVICES	INTERPRETER SERVICES	PRESCHOOL ASSESSMENTS	PRESCHOOL SDC	EARLY START	TOTAL	
1												
2	OBJECT	EXPENSE										
3	1000-1999	Certificated Salaries	11,742,994	4,464,251	1,122,286	-	-	130,231	2,155,275	581,858	20,196,895	
4	2000-2999	Classified Salaries	6,295,189	2,218,767	123,256	2,853,636	124,821	-	1,346,550	66,662	13,028,881	
5	3000-3999	Employee Benefits	9,989,569	2,771,136	563,911	2,174,303	76,911	44,912	1,980,383	270,172	17,871,297	
6	4000-4999	Books & Supplies	93,704	23,330	6,600	-	-	-	35,288	3,000	161,922	
7	5000-5999	Services & Other Operating Expenditures	1,542,761	1,643,457	119,778	1,574,562	581	911	238,983	17,620	5,138,653	
8	6000-6999	Capital Outlay	-	-	-	-	-	-	-	-	-	
9												
10		Subtotal	29,664,217	11,120,941	1,935,831	6,602,501	202,313	176,054	5,756,479	939,312	56,397,648	
11		% of subtotal	0.53489	0.20053	0.03491	0.11905	0.00365	0.00317	0.10380	N/A		
12												
13		Allocated Cost	4,024,206	1,508,651	262,612	895,686	27,445	23,883	780,916	145,091	7,668,491	
14		Subtotal 1000-6000 costs	33,688,423	12,629,592	2,198,443	7,498,187	229,758	199,937	6,537,395	1,084,403	64,066,139	
15												
16	7300-7380	Indirect Cost @ 8.5%	2,863,516	1,073,515	186,868	637,346	19,529	16,995	555,679	92,174	5,445,622	
17												
18		TOTAL EXPENSE	36,551,939	13,703,108	2,385,311	8,135,533	249,288	216,932	7,093,073	1,176,577	69,511,761	
19												
20	RESOURCE	OBJECT	REVENUE									
21			LCFF Distribution (based on % of total expense of applicable program)	0.59896	0.22455	0.03909	0.13331	0.00409				
22	6500	8710	Local Control Funding Formula Revenue	6,716,770	2,518,078	438,324	1,494,982	45,809			11,213,964	
23	3315	8182	Federal Preschool						5,146	168,258	173,404	
24	3310	8182	Preschool Local Entitlement Allocation					12,239	400,172		412,411	
25	3385	8182	Part C Early Intervention							37,210	37,210	
26	3385	8590	Infant							98,043	98,043	
27	6510	8311	Infant I-50 Apportionment							1,026,447	1,026,447	
28	6515	8590	Infant Discretionary							35,534	35,534	
29	6500	8311	Contribution for Needles Nursing Services								0	
30	6500	8989	Contribution from Unrestricted	0							0	
31			TOTAL REVENUE:	\$ 6,716,770	\$ 2,518,078	\$ 438,324	\$ 1,494,982	\$ 45,809	\$ 17,385	\$ 568,430	\$ 1,197,234	\$ 12,997,013
32												
33		Excess Cost Per Program		(29,835,169)	(11,185,030)	(1,946,987)	(6,640,550)	(203,479)	(199,547)	(6,524,643)	20,657	(56,514,748)
34												
35		(Estimated Number of Services for 2023-24)		1,023	1,953	302	118	2	75	250	52	
36		2023-24 Proposed Rates		\$ 29,164	\$ 5,727	\$ 6,447	\$ 56,276	\$ 101,739	\$ 2,661	\$ 26,099	\$ -	
37												
38		2022-23 FFS Rates		\$ 29,478	\$ 5,198	\$ 5,825	\$ 53,077	\$ 82,394	\$ 4,126	\$ 23,022	1,484	

LOCAL PLAN

Section D: Annual Budget Plan

SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

2023–24 Local Plan Submission

Local Plan Section D: Annual Budget Plan

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

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

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

TABLE 1

Special Education Projected Revenue Reporting (Items D-1 to D-3)

D-1. Special Education Revenue by Source

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

Funding Revenue Source	Amount	Percentage of Total Funding
Assembly Bill (AB) 602 State Aid	78,784,204	71.54%
AB 602 Property Taxes	5,554,483	5.04%
Federal IDEA Part B	20,354,833	18.48%
Federal IDEA Part C	135,253	0.12%
State Infant/Toddler	1,061,981	0.96%
State Mental Health	0	0.00%
Federal Mental Health	1,180,337	1.07%
Other Projected Revenue	3,058,041	2.78%
Total Projected Revenue:	110,129,132	100.00%

D-2. "Other Revenue" Source Identification

Identify all revenue identified in the "Other Revenue" category above, by revenue source, that is received by the SELPA specifically for the purpose of special education, including any property taxes allocated to the SELPA pursuant to *EC* Section 2572. *EC* Section 56205(b)(1)(B)

Other revenue includes revenue from Project WorkAbility (resource 6520), DOR Transition Partnership Program (resource 3410), WIOA Youth (resource 5610), CalWorks Subsidized Employment Program (resource 5610), Desert Mountain SELPA staff development workshop registration fees (local), and SSI Program (local).

D-3. Attachment II: Distribution of Projected Special Education Revenue

Section D: Annual Budget Plan

SELPA

Fiscal Year

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

Section D: Annual Budget Plan

SELPA

Fiscal Year

TABLE 2

Total Projected Budget Expenditures by Object Code (Items D-4 to D-6)

D-4. Total Projected Budget by Object Code

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

Object Code	Amount	Percentage of Total Expenditures
Object Code 1000—Certificated Salaries	<input type="text" value="97,719,309"/>	30.52%
Object Code 2000—Classified Salaries	<input type="text" value="63,364,938"/>	19.79%
Object Code 3000—Employee Benefits	<input type="text" value="77,824,353"/>	24.31%
Object Code 4000—Supplies	<input type="text" value="7,712,241"/>	2.41%
Object Code 5000—Services and Operations	<input type="text" value="63,030,330"/>	19.69%
Object Code 6000—Capital Outlay	<input type="text" value="311,014"/>	0.10%
Object Code 7000—Other Outgo and Financing	<input type="text" value="10,231,099"/>	3.20%
Total Projected Expenditures:	320,193,284	100.00%

D-5. Attachment III: Projected Local Educational Agency Expenditures by Object Code

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

D-6. Code 7000—Other Outgo and Financing

Include a description for the expenditures identified under object code 7000:

Object 7000 includes the CDE approved indirect cost rate applied to allowable expenditures and service costs for member charter schools.

Section D: Annual Budget Plan

SELPA

Fiscal Year

TABLE 3

Federal, State, and Local Revenue Summary (Items D-7 to D-8)

D-7. Federal Categorical, State Categorical, and Local Unrestricted Funding

Using the fields below, enter the projected funding by revenue jurisdiction. The "Total Revenue From All Sources" and the "Percentage of Total Funding" fields are automatically calculated.

Revenue Source	Amount	Percentage of Total Funding
Projected State Special Education Revenue	<input type="text" value="85,571,024"/>	26.72%
Projected Federal Revenue	<input type="text" value="24,558,108"/>	7.67%
Local Contribution	<input type="text" value="210,064,152"/>	65.61%
Total Revenue from all Sources:	320,193,284	100.00%

D-8. Attachment IV: Projected Revenue by Federal, State, and Local Funding Source by Local Educational Agency

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

D-9. Special Education Local Plan Area Allocation Plan

- a. Describe the SELPA's allocation plan, including the process or procedure for allocating special education apportionments, including funds allocated to the RLA/AU/responsible person pursuant to *EC* Section 56205(b)(1)(A).

The Desert Mountain SELPA special education revenue distribution model combines CDE certified state AB 602 funding and federal funding to calculate an equalized funding rate. Member LEA certified ADA is multiplied by the equalized rate to calculate LEA apportionments. The allocation plan allows off-the-top adjustments for purchased services, small district protection, program specialists, low incidence, and other governance approved service and support fees. The adjusted apportionment funds are distributed to members. Some funding is retained at the SELPA to increase capacity and improve delivery of services.

- b. YES NO

If the allocation plan specifies that funds will be apportioned to the RLA/AU/AE, or to the SELPA administrator (for single LEA SELPAs), the administrator of the SELPA, upon receipt, distributes the funds in accordance with the method adopted pursuant to *EC* Section 56195.7(i). This allocation plan was approved according to the SELPA's local policymaking

Section D: Annual Budget Plan

SELPA

Fiscal Year

process and is consistent with SELPA's summarized policy statement identified in Local Plan Section B: Governance and Administration item B-4. If the response is "NO," then either Section D should be edited, or Section B must be amended according to the SELPA's adopted policy making process, and resubmitted to the COE and CDE for approval.

Section D: Annual Budget Plan

SELPA

Fiscal Year

TABLE 4

Special Education Local Plan Area Expenditures (Items D-10 to D-11)

D-10. Regionalized Operations Budget

Using the fields below, identify the total operating expenditures projected for the SELPA, exclusively. Expenditure line items are according SACS object codes. Include the projected amount budgeted for the SELPA's exclusive use. The "Percent of Total" expenses is automatically calculated. NOTE: Table 4 does not include district LEA, charter LEA, or COE LEA expenditures, there is no Attachment to be completed for Table 4.

Accounting Categories and Codes	Amount	Percentage of Total
Object Code 1000—Certificated Salaries	<input type="text" value="1,088,234"/>	41.02%
Object Code 2000—Classified Salaries	<input type="text" value="342,735"/>	12.92%
Object Code 3000—Employee Benefits	<input type="text" value="554,473"/>	20.90%
Object Code 4000—Supplies	<input type="text" value="78,465"/>	2.96%
Object Code 5000—Services and Operations	<input type="text" value="381,323"/>	14.37%
Object Code 6000—Capital Outlay	<input type="text" value="0"/>	0.00%
Object Code 7000—Other Outgo and Financing	<input type="text" value="207,845"/>	7.83%
Total Projected Operating Expenditures:	2,653,075	100.00%

D-11. Object Code 7000 --Other Outgo and Financing Description

Include a description of the expenditures identified under "Object Code 7000—Other Outgo and Financing" by SACS codes. See Local Plan Guidelines for examples of possible entries.

Object 7000 includes the CDE approved indirect cost rate applied to allowable expenditures.

SELPA

Fiscal Year

TABLE 5

Supplemental Aids and Services and Students with Low Incidence Disabilities (D-12 to D-15)

The standardized account code structure (SACS), goal 5760 is defined as "Special Education, Ages 5–22." Students with a low incidence (LI) disability are classified severely disabled. The LEA may elect to have locally defined goals to separate low-incidence disabilities from other severe disabilities to identify these costs locally.

D-12. Defined Goals for Students with LI Disabilities

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

YES NO

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

D-13. Total Projected Expenditures for Supplemental Aids and Services in the Regular Classroom and for Students with LI Disabilities

Enter the projected expenditures budgeted for Supplemental Aids and Services (SAS) disabilities in the regular education classroom.

D-14. Total Projected Expenditures for Students with LI Disabilities

Enter the total projected expenditures budgeted for students with LI disabilities.

D-15. Attachment V: Projected Expenditures by LEA for SAS Provided to Students with Exceptional Needs in the Regular Classroom and Students with LI Disabilities

Using the current CDE-approved template provided for Attachment V, enter the SELPA's projected funding allocations to each LEA for the provision of SAS to students with exceptional needs placed in the regular classroom setting and for those who are identified with LI disabilities. Information included in this table must be consistent with revenues identified in Section D, Table 5.

Special Education Local Plan Area (SELPA) Local Plan

SELPA

Fiscal Year

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



California Department of Education
Special Education Division
2023–24 Local Plan Annual Submission

Local Plan Section E: Annual Service Plan

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

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

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

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

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

- 330–Specialized Academic Instruction/
Specially Designed Instruction

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Based on the needs of the child, coordinated by LEA and various service providers.

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

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

Through the IFSP process, short-term care given in-home or out-of-home, which temporarily relieves families of the ongoing responsibility for specialized care for the child with a disability. (note: only for infants and toddlers from birth through 2 but under 3).

340—Intensive Individual Instruction

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

IEP team determination that student requires additional support for all or part of the day to meet his or her IEP goals.

350—Individual and Small Group Instruction

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

Instruction delivered one-to-one or in a small group as specified in an IEP enabling the individual(s) to participate effectively in the total school program.

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

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

Language and speech services provide remedial intervention for eligible individuals with

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

425–Adapted Physical Education

Service is Not Currently Provided

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

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

435–Health and Nursing: Specialized
Physical Health Care

Service is Not Currently Provided

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

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

436–Health and Nursing: Other

Service is Not Currently Provided

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

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

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

445–Assistive Technology

Service is Not Currently Provided

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

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

450–Occupational Therapy

Service is Not Currently Provided

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

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

460–Physical Therapy

Service is Not Currently Provided

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

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

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adaptations to the student's environment and curriculum, selected therapeutic techniques and activities, and consultation and collaborative interventions with staff and parents.

510–Individual Counseling

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

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

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

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

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

520–Parent Counseling *Service is Not Currently Provided*

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

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

525–Social Worker *Service is Not Currently Provided*

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

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

530–Psychological

Service is Not Currently Provided

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

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

535–Behavior Intervention

Service is Not Currently Provided

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

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

540–Day Treatment

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

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

545–Residential Treatment

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

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

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

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

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

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

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

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

- 715—Interpreter *Service is Not Currently Provided*

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

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

- 720—Audiological *Service is Not Currently Provided*

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

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

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725–Specialized Vision

Service is Not Currently Provided

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

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

730–Orientation and Mobility

Service is Not Currently Provided

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

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

735–Braille Transcription

Service is Not Currently Provided

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

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

740–Specialized Orthopedic

Service is Not Currently Provided

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

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

745–Reading

Service is Not Currently Provided

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

750–Note Taking

Service is Not Currently Provided

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

755–Transcription

Service is Not Currently Provided

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

760–Recreation Service, Including
Therapeutic Recreation

Service is Not Currently Provided

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

820–College Awareness

Service is Not Currently Provided

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

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

Service is Not Currently Provided

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

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

840–Career Awareness

Service is Not Currently Provided

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

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

850–Work Experience Education

Service is Not Currently Provided

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

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

855–Job Coaching

Service is Not Currently Provided

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

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

860–Mentoring

Service is Not Currently Provided

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

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

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

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

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

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

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

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

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

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

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

- 900–Other Related Service

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

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Description of the "Other Related Service"

Qualifications of the Provider Delivering "Other Related Service"



Description of the "Other Related Service"

Qualifications of the Provider Delivering "Other Related Service"

Special Education Local Plan Area (SELPA) Local Plan

SELPA

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LOCAL PLAN
Attachments
SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

2023–24 Local Plan Submission

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Attachment I

SELPA:

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Attachment I—Local Educational Agency Listing

Participating Local Educational Agency Identification

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

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

To Add or Delete Rows:

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

LEA Membership Changes:

If an LEA was previously reported to the CDE in fiscal year 2021–22 or 2022–23 and there is a change in SELPA membership, **DO NOT DELETE** the entry. Instead, under the "LEA Status" column, select the drop-down menu and choose the applicable status option for the LEA membership change.

SELPA County/District/School Codes

- If a SELPA does not have a CDS code, then the associated fields should be left blank. NOTE: If a CDS code section begins with a "0," the zero will not appear in the user's entry.
- If a SELPA does not have a complete CDS code, then leave the associated district and school code blank.
- If a SELPA is not a charter LEA, then leave the associated charter code blank.

Attachment I

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Add or Delete Row	List	County Code xx	District Code xxxxx	School Code xxxxxxx	Charter Code (if applicable) xxxx	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Special Education Director First Name	Special Education Director Last Name	Phone (xxx) xxx-xxxx	Email	LEA Status
	1	36	75077	3631207		Academy for Academic Excellence	Marcelo	Congo	(760) 946-5414	mcongo@lcer.org	Previously Reported
	2	36	67587			Adelanto Elementary	Michael	Baird	(760) 246-8691	michael_baiard@aesd.net	Previously Reported
	3	36	75077			Apple Valley Unified	David	Wheeler	(760) 246-8691	david_wheeler@avusd.org	Previously Reported
	4	36	73858			Baker Valley Unified	Cecil	Edwards	(760) 733-4567	cecil_edwards@baker.k12.ca.us	Previously Reported
	5	36	67611			Barstow Unified	Heather	Reid	(760) 255-6006	heather_reid@busdk12.com	Previously Reported
	6	36	67637			Bear Valley Unified	Lucinda	Newton	(909) 866-4631	lucinda_newton@bearvalleyusd.org	Previously Reported
	7	36	67934	3630761		Excelsior Charter School	Marie	Silva	(760) 245-4262	maries@excelsior.com	Previously Reported
	8	33	10330	137869		Excelsior Charter School Corona-Norco	Marie	Silva	(760) 245-4262	maries@excelsior.com	Previously Reported
	9	37	68338	114462		Health Sciences High and Middle College	Bryan	Dale	(619) 528-9070	bdale@hshmc.org	Previously Reported
	10	36	67736			Helendale Elementary	Michael	Esposito	(760) 952-1180	mesposito.helendale.scd.com	Previously Reported
	11	36	75044			Hesperia Unified	Eric	Land	(760) 244-4411	eric.land@hesperiausd.org	Previously Reported
	12	36	75051			Lucerne Valley Unified	Vici	Miller	(760) 248-6108	vici_miller@lucernevalleyusd.org	Previously Reported

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Add or Delete Row	List	County Code xx	District Code xxxxx	School Code xxxxxxx	Charter Code (if applicable) xxxx	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Special Education Director First Name	Special Education Director Last Name	Phone (xxx) xxx-xxxx	Email	LEA Status
	13	36	67801			Needles Unified	Jamie	Wiesner	(760) 326-3891	jamie_wiesner@needlesusd.org	<input type="text" value="Previously Reported"/>
	14	36	10363	115808		Norton Science and Engineering	Marcelo	Congo	(909) 386-2300	mcongo@lcer.org	<input type="text" value="Previously Reported"/>
	15	36	67827			Oro Grande Elementary	Scott	Heitman	(760) 243-5884	scott_heitman@orogrande.org	<input type="text" value="Previously Reported"/>
	16	36	73890			Silver Valley Unified	Cheri	Rigdon	(760) 254-2916	crigdon@svusdk12.net	<input type="text" value="Previously Reported"/>
	17	36	73957			Snowline Joint Unified	Pam	DeRenard	(760) 868-5817	pam_derenard@snowlineschools.co	<input type="text" value="Previously Reported"/>
	18	36	67892			Trona Joint Unified	Nicole	Yeager	(760) 372-2861	nyeager@tjUSD.net	<input type="text" value="Previously Reported"/>
	19	36	67918			Victor Elementary	Tanya	Benitez	(760) 245-1691	tbenitez@vesd.net	<input type="text" value="Previously Reported"/>
	20	36	67934			Victor Valley Union High	Margaret	Akinnusi	(760) 955-3201	makinnusi@vvhdsd.org	<input type="text" value="Previously Reported"/>
	21	36	10363			Desert Mountain County Operated Programs and DM SELPA	Pamela	Bender	(760) 955-3555	pamela.bender@cahelp.org	<input type="text" value="Previously Reported"/>

Attachment II

SELPA: Desert Mountain 3601

Fiscal Year: 2023–24

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

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

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

Attachment II

SELPA:

Fiscal Year:

Attachment II—Projected Special Education Revenue by Local Educational Agency

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

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Assembly Bill (AB) 602 State Aid	AB 602 Property Tax	Federal IDEA Part C	Federal IDEA Part B	State Infant/ Toddler	State Mental Health	Federal Mental Health	Other Revenue	Subtotal
1	Academy for Academic Excellence	1,093,393	0	0	214,213	0	0	0	0	1,307,606
2	Adelanto Elementary	(1,589,528)	0	0	1,326,326	0	0	0	0	-263,202
3	Apple Valley Unified	213,514	0	0	2,353,424	0	0	0	0	2,566,938
4	Baker Valley Unified	142,245	0	0	20,523	0	0	0	0	162,768
5	Barstow Unified	(1,238,853)	0	0	1,270,861	0	0	0	0	32,008
6	Bear Valley Unified	(145,391)	0	0	358,365	0	0	0	0	212,974
7	Excelsior Charter School	1,704,163	0	0	441,253	0	0	0	0	2,145,416
8	Excelsior Charter School Corona-Norco	105,031	0	0	24,372	0	0	0	0	129,403

Attachment II

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List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Assembly Bill (AB) 602 State Aid	AB 602 Property Tax	Federal IDEA Part C	Federal IDEA Part B	State Infant/ Toddler	State Mental Health	Federal Mental Health	Other Revenue	Subtotal
9	Health Sciences High and Middle College	393,771	0	0	129,554	0	0	0	0	523,325
10	Helendale Elementary	203,330	0	0	178,297	0	0	0	0	381,627
11	Hesperia Unified	5,292,283	0	0	3,999,174	0	0	0	0	9,291,457
12	Lucerne Valley Unified	210,271	0	0	178,785	0	0	0	0	389,056
13	Needles Unified	243,199	0	0	209,082	0	0	0	0	452,281
14	Norton Science and Engineering	714,957	0	0	198,821	0	0	0	0	913,778
15	Oro Grande Elementary	4,436,076	0	0	817,088	0	0	0	0	5,253,164
16	Silver Valley Unified	1,326,949	0	0	438,484	0	0	0	0	1,765,433
17	Snowline Joint Unified	(977,271)	0	0	1,482,022	0	0	0	0	504,751
18	Trona Joint Unified	153,319	0	0	74,397	0	0	0	0	227,716

Attachment II

SELPA:

Fiscal Year:

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Assembly Bill (AB) 602 State Aid	AB 602 Property Tax	Federal IDEA Part C	Federal IDEA Part B	State Infant/ Toddler	State Mental Health	Federal Mental Health	Other Revenue	Subtotal
19	Victor Elementary	(3,788,196)	0	0	1,976,079	0	0	0	0	-1,812,117
20	Victor Valley Union High	244,706	0	0	2,249,879	0	0	0	0	2,494,585
21	Desert Mountain County Operated Programs and DM SELPA	70,046,236	5,554,483	135,253	2,413,834	1,061,981	0	1,180,337	3,058,041	83,450,165
Totals:		78,784,204	5,554,483	135,253	20,354,833	1,061,981	0	1,180,337	3,058,041	110,129,132

Attachment III

SELPA: Desert Mountain 3601

Fiscal Year: 2023–24

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

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

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	1000 Certificated Salaries	2000 Classified Salaries	3000 Employee Benefits	4000 Supplies	5000 Services and Operations	6000 Capital Outlay	7000 Other Outgo and Financing	Subtotal
1	Academy for Academic Excellence	671,708	302,282	350,769	18,092	57,908	0	270,310	1,671,069
2	Adelanto Elementary	5,921,345	4,196,921	5,525,250	527,063	3,644,681	0	0	19,815,261
3	Apple Valley Unified	8,339,997	7,451,791	9,433,817	133,980	5,271,854	15,167	7,684	30,654,290
4	Baker Valley Unified	73,552	27,907	39,699	1,000	72,548	0	0	214,706
5	Barstow Unified	3,901,591	2,294,712	2,805,526	62,693	5,861,634	0	0	14,926,156
6	Bear Valley Unified	1,721,342	673,900	892,964	59,830	413,525	0	0	3,761,561
7	Excelsior Charter School	898,776	148,942	434,634	82,627	581,217	0	0	2,146,196
8	Excelsior Charter School Corona-Norco	52,745	11,222	30,072	8,125	27,239	0	0	129,403
9	Health Sciences High and Middle College	335,422	187,333	113,721	300	20,702	0	0	657,478

Attachment III

SELPA:

Fiscal Year:

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	1000 Certificated Salaries	2000 Classified Salaries	3000 Employee Benefits	4000 Supplies	5000 Services and Operations	6000 Capital Outlay	7000 Other Outgo and Financing	Subtotal
10	Helendale Elementary	565,513	268,757	345,138	41,622	176,938	0	0	1,397,968
11	Hesperia Unified	20,166,416	9,242,717	11,368,669	4,148,147	14,106,644	0	71,663	59,104,256
12	Lucerne Valley Unified	616,817	483,407	428,695	4,045	586,134	0	105,705	2,224,803
13	Needles Unified	644,074	173,232	280,724	15,000	13,752	0	0	1,126,782
14	Norton Science and Engineering	696,517	160,146	313,175	11,500	31,000	0	270,310	1,482,648
15	Oro Grande Elementary	2,423,624	460,357	1,353,434	35,108	524,889	0	360,329	5,157,742
16	Silver Valley Unified	1,858,744	718,903	1,223,722	46,609	975,247	0	0	4,823,225
17	Snowline Joint Unified	7,690,507	3,388,100	3,951,938	542,152	2,009,313	0	142,464	17,724,474
18	Trona Joint Unified	90,939	109,984	138,899	33,999	88,091	0	0	461,913
19	Victor Elementary	7,574,243	2,801,877	6,040,450	186,842	4,396,901	233,852	22,335	21,256,500
20	Victor Valley Union High	9,478,299	5,450,736	8,087,292	508,596	5,460,795	5,995	120,308	29,112,021

Attachment III

SELPA:

Fiscal Year:

List	LEA Official Name (District, Charter, COE, JPA, <i>and</i> SELPA)	1000 Certificated Salaries	2000 Classified Salaries	3000 Employee Benefits	4000 Supplies	5000 Services and Operations	6000 Capital Outlay	7000 Other Outgo and Financing	Subtotal
21	Desert Mountain County Operated Programs and DM SELPA	23,997,137	24,811,711	24,665,765	1,244,911	18,709,317	56,000	8,859,991	102,344,832
Totals:		97,719,309	63,364,938	77,824,353	7,712,241	63,030,330	311,014	10,231,099	320,193,284

Attachment IV

SELPA:

Fiscal Year:

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

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

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Federal Revenue	Percent of Total Federal Revenue	State Revenue	Percent of Total State Revenue	Local Revenue	Total Federal and State Funding
1	Academy for Academic Excellence	214,213	0.87%	1,093,393	1.28%	0	1,307,606
2	Adelanto Elementary	1,326,326	5.40%	(1,589,528)	-1.86%	0	-263,202
3	Apple Valley Unified	2,353,424	9.58%	213,514	0.25%	0	2,566,938
4	Baker Valley Unified	20,523	0.08%	142,245	0.17%	0	162,768
5	Barstow Unified	1,270,861	5.17%	(1,238,853)	-1.45%	0	32,008
6	Bear Valley Unified	358,365	1.46%	(145,391)	-0.17%	0	212,974
7	Excelsior Charter School	441,253	1.80%	1,704,163	1.99%	0	2,145,416
8	Excelsior Charter School Corona-Norco	24,372	0.10%	105,031	0.12%	0	129,403
9	Health Sciences High and Middle College	129,554	0.53%	393,771	0.46%	0	523,325

Attachment IV

SELPA:

Fiscal Year:

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Federal Revenue	Percent of Total Federal Revenue	State Revenue	Percent of Total State Revenue	Local Revenue	Total Federal and State Funding
10	Helendale Elementary	178,297	0.73%	203,330	0.24%	0	381,627
11	Hesperia Unified	3,999,174	16.28%	5,292,283	6.19%	0	9,291,457
12	Lucerne Valley Unified	178,785	0.73%	210,271	0.25%	0	389,056
13	Needles Unified	209,082	0.85%	243,199	0.28%	0	452,281
14	Norton Science and Engineering	198,821	0.81%	714,957	0.84%	0	913,778
15	Oro Grande Elementary	817,088	3.33%	4,436,076	5.19%	0	5,253,164
16	Silver Valley Unified	438,484	1.79%	1,326,949	1.55%	0	1,765,433
17	Snowline Joint Unified	1,482,022	6.03%	(977,271)	-1.14%	0	504,751
18	Trona Joint Unified	74,397	0.30%	153,319	0.18%	0	227,716
19	Victor Elementary	1,976,079	8.05%	(3,788,196)	-4.43%	0	-1,812,117
20	Victor Valley Union High	2,249,879	9.16%	244,706	0.29%	0	2,494,585

Attachment IV

SELPA:

Fiscal Year:

List	LEA Official Name (District, Charter, COE, JPA, <i>and</i> SELPA)	Federal Revenue	Percent of Total Federal Revenue	State Revenue	Percent of Total State Revenue	Local Revenue	Total Federal and State Funding
21	Desert Mountain County Operated Programs and DM SELPA	6,617,109	26.94%	76,764,805	89.78%	68,251	83,381,914
Totals:		24,558,108	100.00%	85,502,773	100.00%	68,251	110,060,881

Attachment V

SELPA:

Fiscal Year:

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

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

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Total Projected Expenditures by LEA SAS in the Regular Classroom	Total Projected Expenditures by LEA for LI
1	Academy for Academic Excellence	0	0
2	Adelanto Elementary	153,661	0
3	Apple Valley Unified	0	0
4	Baker Valley Unified	141,158	0
5	Barstow Unified	0	0
6	Bear Valley Unified	0	0
7	Excelsior Charter School	5,000	12,475
8	Excelsior Charter School Corona-Norco	0	0
9	Health Sciences High and Middle College	0	0

Attachment V

SELPA:

Fiscal Year:

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Total Projected Expenditures by LEA SAS in the Regular Classroom	Total Projected Expenditures by LEA for LI
10	Helendale Elementary	0	0
11	Hesperia Unified	2,406,107	0
12	Lucerne Valley Unified	0	0
13	Needles Unified	0	0
14	Norton Science and Engineering	0	0
15	Oro Grande Elementary	0	0
16	Silver Valley Unified	0	0
17	Snowline Joint Unified	0	0
18	Trona Joint Unified	0	0
19	Victor Elementary	0	0
20	Victor Valley Union High	0	0

Attachment V

SELPA:

Fiscal Year:

List	LEA Official Name (District, Charter, COE, JPA, <i>and</i> SELPA)	Total Projected Expenditures by LEA SAS in the Regular Classroom	Total Projected Expenditures by LEA for LI
21	Desert Mountain County Operated Programs and DM SELPA	1,468,980	2,138,144
Totals:		4,174,906	2,150,619

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

Attachment VII

SELPA:

Fiscal Year:

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

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

LEA Name	Add or Delete Row	LEA Status	Impacted SELPA Name	Impacted District, Charter, or School Name	Initiating SELPA Notification Date	SELPA Governing Board Notification Date	COE Notification Date	CDE Notification Date	Agreed Upon Effective Fiscal Year
Not applicable		Delete This Row							<input type="text"/>

DO NOT
DISTRIBUTE

CDE Official Local Educational Agency Name		County/District/School Code (xx-xxxxx-xxxxxxx)	Charter Number (if applicable) (xxxx)	330	210	220	230	240	250	260	270	340	350	415	425	435	436	445	450	460	510	515	520	525	530	535	540	545	610	710	715	720	725	730	735	740	745	750	755	760	820	830	840	850	855	860	865	870	890	900													
VICTOR ELEMENTARY SCHOOL DISTRICT	PUESTA DEL SOL	36679186109227		X								X				X	X												X																							X											
VICTOR ELEMENTARY SCHOOL DISTRICT	RALPH BAKER ELEM	36679180138875		X													X	X																																													
VICTOR ELEMENTARY SCHOOL DISTRICT	SIXTH ST PREP	36679186101927		X													X																																														
VICTOR ELEMENTARY SCHOOL DISTRICT	VILLAGE	36679186037386		X								X					X																																														
VICTOR ELEMENTARY SCHOOL DISTRICT	WEST PALMS	36679180113779		X													X	X																																													
VICTOR VALLEY UNION HIGH SCHOOL DISTRICT	ADELANTO HIGH	36679340125419		X								X					X	X				X							X	X																X		X	X	X	X												
VICTOR VALLEY UNION HIGH SCHOOL DISTRICT	BFA ADEL NPS - VVUHS	36679346154496		X								X					X					X			X																					X		X															
VICTOR VALLEY UNION HIGH SCHOOL DISTRICT	BFA RVRSD NPS - VVUH	36679343667934		X								X					X					X			X																																						
VICTOR VALLEY UNION HIGH SCHOOL DISTRICT	COBALT INST. MATH	36679346114698		X								X					X											X																		X		X															
VICTOR VALLEY UNION HIGH SCHOOL DISTRICT	DESERT VIEW - VVUHSD	36679346154546		X								X					X					X		X				X	X																X		X							X									
VICTOR VALLEY UNION HIGH SCHOOL DISTRICT	GOODWILL HS	36679343630100		X																																																											
VICTOR VALLEY UNION HIGH SCHOOL DISTRICT	HOOK JR	36679346059554		X								X					X	X			X		X																																		X						
VICTOR VALLEY UNION HIGH SCHOOL DISTRICT	LAKEVIEW LEAD. ACAD	36679346059562		X								X					X	X			X	X	X			X			X																					X		X	X	X									
VICTOR VALLEY UNION HIGH SCHOOL DISTRICT	PACIFIC SCH NPS	36679346900476		X																									X	X																																	
VICTOR VALLEY UNION HIGH SCHOOL DISTRICT	PROVO CYN 3	36679346131189		X																							X	X	X	X																		X		X													
VICTOR VALLEY UNION HIGH SCHOOL DISTRICT	SILVERADO	36679343630787		X								X					X	X										X	X																																		
VICTOR VALLEY UNION HIGH SCHOOL DISTRICT	UNIVERSITY PREP ACA	36679340110064		X								X					X																																														
VICTOR VALLEY UNION HIGH SCHOOL DISTRICT	V V SR	36679343638012		X								X					X	X		X																																				X		X	X	X			



Occupational Therapy Referral

STUDENT INFORMATION

INITIAL REFERRAL TRANSFER REFERRAL IEP 504 Plan Referral Date: _____

Was this student previously assessed for special education eligibility? Yes No If previous assessment, list date: _____

Student Name: _____ Date of Birth: _____ Age: _____

Disability: _____ Grade: _____ Gender: Male Female Non-Binary

Medical Diagnosis: _____

School Site: _____ Teacher Name: _____

District/LEA of Attendance: _____ District/LEA of Residence: _____

Parent/Guardian: _____

Home Phone: _____ Work Phone: _____ Other Phone: _____

Street Address: _____ City: _____ State: _____ Zip Code: _____

Mailing Address: _____ City: _____ State: _____ Zip Code: _____

Special education services or 504 services/accommodations student is currently receiving: _____

Specific time and day the student can be observed performing skill/activity of concern: _____

INDICATE STUDENT NEEDS IN THE FOLLOWING AREAS:

1. FINE MOTOR Difficulty manipulating fasteners on clothing as compared to age appropriate peers
 Difficulty drawing and coloring as compared to peers
 Difficulty cutting or using scissors as compared to peers
 Other: _____

What is the student expected to do that he/she is unable to do regarding fine motor/self-care tasks? _____

What interventions have been tried to date? Over what period of time? _____

2. VISUAL PERCEPTION
(V-P) Difficulty discriminating colors, shapes, doing puzzles as compared to peers
 Letter reversals after the first grade
 Difficulty distinguishing designs, numbers, or letters
 Other: _____

What is the student expected to do that he/she is unable to do regarding V-P tasks? _____

What interventions have been tried to date regarding V-P? Over what period of time? _____

3. HANDWRITING
(attach sample) Has not established hand dominance after age four
 Writes and prints slowly as compared to classmates
 Spaces letters/words poorly
 Writing is jerky and not fluid
 Uses incorrect letter size
 Applies too much pressure/too little pressure on writing instruments
 Other: _____

What is the student expected to do that he/she is unable to do regarding his/her writing skills? _____

What interventions have been tried to date? Over what period of time? _____

4. GROSS MOTOR

- Observable poor balance
- Difficulty with walking, hopping, jumping, or running as compared to peers
- Difficulty catching and throwing as compared to peers
- Appears stiff and awkward in his/her movements
- Clumsy, seems not to know how to move his/her body
- Bumps into people and things, falls out of chair
- Difficulty negotiating playground equipment as compared to peers
- Poor desk posture (slumps, leans on arm, head too close to work, and other hand does not assist)
- Tripping or falling on playground or rough terrain
- Other: _____

What is the student expected to do that he/she is unable to do regarding gross motor tasks? _____

What interventions have been tried to date? Over what period of time? _____

5. SENSORY PROCESSING
(S-P)

- Has difficulty with noise
- Is tactile defensive (will not touch messy objects/does not like to be touched)
- Displays unusual need to touch objects/textures
- Crashes into objects/rough with people or objects
- Puts objects in mouth
- Seeks excessive movement/has difficulty sitting still
- Other: _____

What is the student expected to do that he/she is unable to do *as a result of his/her adverse S-P responses*? _____

What sensory interventions have been tried to date? Over what period of time? _____

ADDITIONAL INFORMATION

List any specialized equipment that the student uses: _____

Other comments: _____

Referred By: _____ Relationship to Student (parent, teacher, etc.): _____

Signature: _____ Date: _____

Special Education Director/**504 Plan Coordinator** Signature: _____ Date: _____

PLEASE ATTACH A COPY OF THE STUDENT'S LATEST **PSYCHO-EDUCATIONAL ASSESSMENT, LATEST OCCUPATIONAL THERAPY ASSESSMENT, CURRENT IEP, CURRENT 504 PLAN,** AND ANY ADDITIONAL INFORMATION SUCH AS DOCTOR REPORTS, SPEECH/LANGUAGE **ASSESSMENTS,** PREVIOUS OT **ASSESSMENTS,** ETC.

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



Physical Therapy Referral

STUDENT INFORMATION

<input type="checkbox"/> INITIAL REFERRAL	<input type="checkbox"/> TRANSFER REFERRAL	<input type="checkbox"/> IEP	<input type="checkbox"/> 504 Plan	Referral Date: _____
Was this student previously assessed for special education eligibility?		<input type="checkbox"/> Yes	<input type="checkbox"/> No	If previous assessment, list date: _____
Student Name: _____	Date of Birth: _____	Age: _____		
Disability: _____	Grade: _____	Gender: <input type="checkbox"/> Male	<input type="checkbox"/> Female	<input type="checkbox"/> Non-Binary
Medical Diagnosis: _____				
School Site: _____		Teacher Name: _____		
District/LEA of Attendance: _____		District/LEA of Residence: _____		
Parent/Guardian: _____				
Home Phone: _____	Work Phone: _____	Other Phone: _____		
Street Address: _____	City: _____	State: _____	Zip Code: _____	
Mailing Address: _____	City: _____	State: _____	Zip Code: _____	
Special education services or 504 services/accommodations student is currently receiving: _____				

Specific time and day the student can be observed performing skill/activity of concern: _____				

INDICATE STUDENT NEEDS WITH FUNCTIONAL/MOBILITY IN THE FOLLOWING AREAS:

1. CLASSROOM-LIBRARY-ART

<input type="checkbox"/>	Difficulty accessing all work materials
<input type="checkbox"/>	Difficulty moving between all work stations
<input type="checkbox"/>	Difficulty positioning at all work stations

What interventions have been tried to date? Over what period of time? _____

2. DOORS

<input type="checkbox"/>	Difficulty opening and closing doors
<input type="checkbox"/>	Difficulty moving through doorways

What interventions have been tried to date? Over what period of time? _____

3. HALLWAYS

<input type="checkbox"/>	Difficulty traveling required distances
<input type="checkbox"/>	Difficulty moving through crowded hallways
<input type="checkbox"/>	Difficulty using a water fountain

What interventions have been tried to date? Over what period of time? _____

4. LUNCHROOM

<input type="checkbox"/>	Difficulty moving through lunch line
<input type="checkbox"/>	Difficulty carrying a lunch tray
<input type="checkbox"/>	Difficulty sitting at a lunch table

What interventions have been tried to date? Over what period of time? _____

5. RESTROOM

<input type="checkbox"/>	Difficulty sitting or standing at toilet
--------------------------	--

- Difficulty moving in and out of toilet stall
- Difficulty accessing faucet/soap/towels

What interventions have been tried to date? Over what period of time? _____

6. SCHOOL BUS Difficulty moving on and off the bus
 Difficulty sitting securely on the bus

What interventions have been tried to date? Over what period of time? _____

7. PLAYGROUND Difficulty accessing the playground
 Difficulty playing on outdoor equipment

What interventions have been tried to date? Over what period of time? _____

8. ASSEMBLIES-SPORTS EVENTS Difficulty accessing assembly room/gym
 Difficulty accessing athletic field
 Difficulty sitting with peers

What interventions have been tried to date? Over what period of time? _____

ADDITIONAL INFORMATION

The teacher would like more information and instruction about the student's:

- Wheelchair Walker Positioning Crutches Orthosis (appliance/device)

List any specialized equipment that the student uses: _____

Other Comments: _____

Referred By: _____ Relationship to Student (parent, teacher, etc.): _____

Signature: _____ Date: _____

Special Education Director/**504 Plan Coordinator** Signature: _____ Date: _____

PLEASE ATTACH A COPY OF THE STUDENT'S LATEST **PSYCHO-EDUCATIONAL ASSESSMENT, LATEST PHYSICAL THERAPY ASSESSMENT, CURRENT IEP, CURRENT 504 PLAN,** AND ANY ADDITIONAL INFORMATION SUCH AS DOCTOR REPORTS, SPEECH/LANGUAGE **ASSESSMENTS,** PREVIOUS PT **ASSESSMENTS,** ETC.

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

California Association of Health and Education Linked Professions,
Joint Powers Authority (CAHELP, JPA)
DESERT MOUNTAIN SELPA STEERING and FINANCE COMMITTEE MEETING
March 24, 2023 – 9:00 a.m.
Desert Mountain Educational Service Center, 17800 Highway 18, Apple Valley CA 92307

MINUTES

DESERT MOUNTAIN SELPA (DMSELPA) STEERING AND FINANCE MEMBERS PRESENT:

Academy for Academic Excellence – Marcelo Congo, Apple Valley USD – Priscilla Avila, Barstow USD – Heather Reid via Web Ex, Bear Valley USD – Lucinda Newton, Desert/Mountain Operations (SBCSS) – Rich Frederick, Stephanie Hedberg, Health Sciences High School and Middle College – Bryan Dale via Web Ex, Hesperia USD – Shannon Garibay, Elaine Nelson, Lucerne Valley SD – Vici Miller, Silver Valley USD – Cheri Rigdon, Snowline JUSD – Pam DeRenard via Web Ex, Trona JUSD – Nicole Yeager via Web Ex.

GUESTS:

SBCSS – Jennifer Alvarado and Patricia Trevino for Presentations.

CAHELP, DMSELPA, & DMCC STAFF PRESENT:

Jamie Adkins, Daniel Anchondo, Codi Andersen, Pam Bender, Guille Burgos, Ivan Campos, Heidi Chavez, Peggy Dunn, Marina Gallegos, Colette Garland, Derek Hale, Jennifer Harms, Linda Llamas, Maurica Manibusan, Angela Mgbeke, Lisa Nash, Sheila Parisian, Jennifer Rountree, Veronica Rousseau, Deborah Sarkesian, Adrienne Shepherd-Myles, and Jennifer Sutton.

1.0 CALL TO ORDER

The regular meeting of the California Association of Health and Education Linked Professions, Joint Powers Authority (CAHELP, JPA) Desert Mountain SELPA Steering and Finance Committee Meeting was called to order by Chairperson Pam Bender, at 9:10 a.m., at the Desert/Mountain Educational Service Center, Apple Valley.

2.0 ROLL CALL

3.0 PUBLIC PARTICIPATION

None.

4.0 ADOPTION OF THE AGENDA

4.1 **BE IT RESOLVED** that a motion was made by Lucinda Newton, seconded by Rich Frederick, to approve the March 24, 2023 Desert Mountain SELPA Steering and Finance Committee Meeting Agenda with the amended meeting date and address for Barstow USD. The motion carried on the following vote: 11:0:0, Ayes: Avila, Congo, Dale, DeRenard, Frederick, Miller, Nelson, Newton, Reid, Rigdon, and Yeager, Nays: None, Abstentions: None.

5.0 PRESENTATIONS

5.1 2022-23 Desert Mountain County Operated Special Education Fee-For-Service Budget – 2nd Interim Update

Jennifer Alvarado presented the 2022-23 Desert Mountain County Operated Special Education

California Association of Health and Education Linked Professions,
Joint Powers Authority (CAHELP, JPA)
DESERT MOUNTAIN SELPA STEERING and FINANCE COMMITTEE MEETING
March 24, 2023 – 9:00 a.m.
Desert Mountain Educational Service Center, 17800 Highway 18, Apple Valley CA 92307

MINUTES

Fee-For-Service Budget – 2nd Interim Update. She said there is an increase of revenue in the amount of \$7.4 million primarily due to a large increase in the number of students being served in the 2022-23 academic year. When the budget was presented in April 2022, it was in anticipation of 895 students in special day class program and the number is now estimating at over one thousand in addition to the related services as well. Jennifer continued that also contributing is an increase of revenue transfer because the number of students has increased average daily attendance (ADA). She said expenditures are expecting a \$5 million increase in response to the growth seen in the region, primarily in related services. The result is an ending balance of \$2.4 million which will be returned to the districts based on proportionate share to which they were billed throughout the year.

5.2 2022-23 1st 50% Local Control Funding Formula (LCFF) Revenue Transfer – District Funded Students in County Operated Special Education Programs

Jennifer Alvarado presented the 2022-23 1st 50% LCFF Revenue Transfer – District Funded Students in County Operated Special Education Programs. This transfer is done twice a year: once after P-1 certification and then a final 50% to true up amount after P-2 certification. Jennifer said this is identified by CDE P-1 Certification using district's Unduplicated Pupil Percentage (UPP) and ADA at the time. She continued as of P-1, there is an estimated \$10.4 million generated in LCFF revenue for ADA in students attending county operated programs.

6.0 CONSENT ITEMS

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

6.1 **BE IT RESOLVED** that a motion was made by Cheri Rigdon, seconded by Vici Miller, the following Consent Item be approved with the amendment of removing Teri McCollum from members present. The motion carried on the following vote: 11:0:0, Ayes: Avila, Congo, Dale, DeRenard, Frederick, Miller, Nelson, Newton, Reid, Rigdon, and Yeager, Nays: None, Abstentions: None.

6.1.1 Approve the January 27, 2023 Desert Mountain SELPA Steering and Finance Committee Meeting Minutes.

7.0 CHIEF EXECUTIVE OFFICER AND STAFF REPORTS

7.1 Legislative Update

Pam Bender provided a legislative update stating February 17, 2023 was the deadline for bills to be introduced to the state. Pam reviewed the following Assembly (AB) and Senate Bills (SB):

California Association of Health and Education Linked Professions,
Joint Powers Authority (CAHELP, JPA)
DESERT MOUNTAIN SELPA STEERING and FINANCE COMMITTEE MEETING
March 24, 2023 – 9:00 a.m.
Desert Mountain Educational Service Center, 17800 Highway 18, Apple Valley CA 92307

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- SB 354 – reintroduced for special education inclusive practices that would allow students in special education to be completely involved with their peers in general education.
- SB 323 – for pupils with exceptional needs and IEPs, to ensure there are emergency safety procedures included in IEP accommodations and be able to support the comprehensive school safety plan.
- AB 438 – asking for transition services goals to be in the child’s IEP at the age of 14 instead of the current age of 16.
- AB 447 – postsecondary education for students with severe disabilities, looking at inclusive college pilot programs for students with intellectual disability (ID) or developmental delay (DD).
- AB 222 – from Civil Rights Department, asking for Californians with Disabilities workgroup to make broad recommendations to achieve full inclusion of students with disabilities in integrated general education classrooms without restraint and seclusion.
- SB 483 – pupil rights to eliminate prone restraints.
- AB 1466 – requires all restraint and seclusion data to be posted on LEA websites.
- SB 691 – Dyslexia screening requirements, by June 2024 the State Board of Education to provide a list of dyslexia screening instruments and by 2024-25, all kinder through second grade students be screened within the first 90 days of school and new students be screened within first 30 days. Within 45 days, school administration must notify parents of the results and provide resources on evidence-based literacy instruction, progress monitoring, and interventions within the general education program.
- AB 87 – 504 Plan team meetings with the option of being recorded. Pam said 504 Plans are beginning to look more like special education with the use of the term Free Appropriate Public Education (FAPE) being included.
- AB 723 – nonpublic schools being the school of origin for foster youth.
- AB 497 – requires LEAs to provide braille instructional aides information on specific teacher credentialing programs.
- AB 248 – removes obsolete terminology including “mentally retarded persons” “Mentally retarded children” “retardation” regarding individuals with intellectual or developmental disabilities.
- SB 509 – regarding mental health education, this bill includes the requirement to train employees on how to make referrals to special education.

California Association of Health and Education Linked Professions,
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- SB 445 – requires translation of the IEP, assessments and progress into the native language of the parent, or communication type within 30 days of the meeting.
- AB 611 – requires LEAs to notify parent within 14 days of a change in nonpublic school certification status.

Pam said at April’s State SELPA meeting, she will learn more about the strongly supported bills and will be report back to the Steering Committees. She said inclusion is a very hot topic for the students in special education to have the same access as general education students to academics and school activities.

Pam reminded the committee members that based on California Education Code 52062(a)(5), SELPA input is required at Local Control and Accountability Plan (LCAP) meetings. Also based on California Education Code 52064, if students with disabilities were identified for differentiated assistance (DA), the goals for this group are required in the LEAs 2023-24 LCAP with SELPA input for developing those goals. Pam reiterated that any subgroup that has areas of deficit must have goals in the LCAP.

Pam said that the Supreme Court passed a ruling that all methods through special education process and procedure must be exhausted before a family can ask for monetary damages. Pam said based on some articles that she’s read, districts will have the expense of their own legal fees plus possibly parent legal fees. Pam will review to see if an attorney can be present for DMSELPA meeting.

7.2 Educationally Related Mental Health Service (ERMHS) Funding Update

Pam Bender provided an ERMHS Funding update. She said in previous years and currently, the ERMHS funding goes to the SELPA and then is distributed to the LEAs but effective July 1, 2023, funding is to be routed directly to LEAs. Desert Mountain Children’s Center matches the funding with Department of Behavioral Health (DBH) to increase the services and clinicians that can be provided by DMCC including crisis teams, residential placement visitations and monitoring as well as counseling. She continued that CAHELP JPA Governance Council is working toward a decision on how to move forward with the funding distribution and will vote at their May meeting. Pam added that most residential facilities are out of state as California does not have lock down facilities for students that may be elopers or are a danger to themselves and others. The off the top costs include Care Solace except for Hesperia USD as they have their own contract that was signed before CAHELP contracted.

7.3 Alternative Diploma Pathway Update

Pam Bender provided an Alternative Diploma Pathway update. The pathway is for students with severe disabilities to be able to receive a high school diploma. Pam said this pathway is for a very small number of students because it is for the moderate/severe population who are administered the California Alternative Assessment (CAA) in 11th grade and take state standardized classes.

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Pam continued that each LEA is to decide their pathway requirements but there can be issues when a student changes LEAs. Pam stated that receiving the high school diploma does not end the students right to Free Appropriate Public Education (FAPE) as they remain eligible through age 22. CDE is expected to provide more direction to LEA but Pam encouraged the work to continue while waiting.

Rich Frederick attended Special Education Administrators of County Offices (SEACO) conference the week prior. What he heard is that the pathway is greatly being promoted by regional centers and disabilities rights groups throughout the state so parents are aware and will be requesting it. Rich said that LEAs were also advised to begin developing coursework and curriculum for this alternative pathway.

Adrienne Shepherd-Myles said when students graduate from high school, LEAs need to complete the Summary of Performance form to take to the Disabled Student Programs and Services (DSPS) office and not necessarily a 504 Plan.

Pam said there was a workgroup in San Diego that has developed a padlet she will email to the committee members as a reference. She also reminded the attendees that the diploma and transcript received via this pathway cannot specify that it is different from a traditional diploma.

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

Linda Llamas presented the Desert Mountain Children's Center Client Services monthly reports and update. She said the point of contact for LEAs receiving DMCC services were emailed the referral report and client services report via encrypted email. Linda asked to be contacted if there has been a change in the point of contact or to confirm point of contact. Linda said it is important to have a system of how the data provided in the reports is disseminated because there is a wealth of information included and it is helpful for staff to be aware of the children receiving DMCC services.

Linda continued that a mental health resource article was included in the materials regarding how the pandemic has affected young girls, women, and students that identify as female. Linda said the article can be shared with anyone that would benefit from the information

Vici Miller thanked Linda for providing the articles. She said her district has many newer teachers that are providing good feedback to the articles, saying they are easy to read with great information that helps them understand some of the behaviors they are witnessing.

7.5 Professional Learning Summary and Update

Heidi Chavez presented the DMSELPA's Professional Learning Summary and update. She noted the next Directors' Training is scheduled for April 21, 2023 and will be in person with Attorney Jack B. Clarke Jr. presenting *Office of Administrative Hearing (OAH) Legal Updates*. Heidi

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continued that with the March 8, 2023 IMTSS Symposium concluding, planning has begun for next year's IMTSS Symposium which is scheduled for February 21, 2024. She asked for topic ideas to be emailed to her. Heidi reported there will be a follow up training to the 2023 IMTSS Symposium on May 17, 2023 regarding LGBTQIA+ Language, Sensitivity, and Legislation. Heidi then shared the next Community Advisory Committee (CAC) meeting is scheduled for April 20, 2023 with in-person attendance. The presentation portion is titled *Positive Behavior Supports in the Home*. Heidi concluded that her team will be scheduling their annual training needs conversations with special education directors in preparation for next year's trainings.

7.6 Resolution Support Services Summary and Update

Sheila Parisian reported there are currently five cases in the Desert Mountain Charter SELPA with one of them being against the parent. She shared there has been a great deal of feedback from attorney groups in the area of transition. It was stressed to make good notes and have the transition assessments as part of the multi-disciplinary team report.

Heidi Chavez shared SELPA Administrators of California is hosting a virtual mini conference, *Hot Legal Topics of 2023* on April 18, 2023 from 8:30am-3:15pm. The registration cost is \$75.00 with a 2.25% service fee.

7.7 Compliance Update

Peggy Dunn presented an update on compliance items from the California Department of Education (CDE). She said Annual Determination Letters were distributed earlier in the week to the affected LEAs that are in targeted monitoring. Peggy said LEAs that are part of Continuous Improvement Monitoring (CIM) are in step four of the implementation plan. She shared she is happy that the five LEAs applied for the \$15,000 guaranteed grant to assist with the process. Peggy said the IEP Implementation Data Collection window is March 1, 2023 through April 28, 2023 and is CDE's attempt to identify systemic issues with LEAs not providing services in accordance with IEPs. She has emailed a PowerPoint and FAQ sheet to member LEAs to provide a refresher on the process. Peggy reported there are a total of 1,301 overdue IEPs in DMSSELPA as of February 28, 2023. Overdue IEPs are part of the monitoring and included in the Annual Determination Letters. Peggy then concluded that in the process of transitioning from Web IEP to SEIS, there will be several training opportunities available to ensure success.

Colette Garland thanked everyone for completing Fall 1 CALPADS certification. She said Desired Results Developmental Profile (DRDP) Fall Submission 2022 has also been completed and certified. Colette asked for LEAs to attempt to get IEPs that are due July 1-August 30, 2023 completed prior to June 30, 2023 while Web IEP is still active. This is to ensure CALPADS is complete for the initial SEIS data submission. Colette will be sending reports out on Monday, March 27, 2023 so LEAs will know which IEPs are included. She continued the first SEIS training for MIS districts contacts is scheduled for April 26, 2023 virtually from 9am-2pm with full user training on May 5, 2023.

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7.8 Nonpublic School/Nonpublic Agency Update

Peggy Dunn provided a nonpublic school/nonpublic agency update. She said the quarterly meetings Bright Futures, Desert View and other nonpublic schools are continuing and allow an exchange of ideas and be a support system for one another. Peggy asked to be notified if there are any issues with nonpublic agency (NPA) staff. She stressed that NPA overtime must be approved by the district special education director. Peggy shared she is updating the Master Contract for 2023-24 to include more directions in that area.

7.9 Prevention and Intervention Update

Deborah Sarkesian presented a Prevention and Intervention update. She shared the California Integrated Supports Project (CA-ISP) is based on the California MTSS Framework grant with an upcoming opportunity to enrich the LEA efforts. Deborah asked to be contacted if interested. She reported on an upcoming training *Understanding and Supporting Students with Adverse Childhood Experiences (ACES)*. The training is being offered on April 20, 2023 1:00pm-4:30pm with no cost to DMSELPA or DMCS members.

8.0 FINANCE COMMITTEE REPORTS

8.1 Fall 2022 Pupil Count – Final

Marina Gallegos presented the Fall 2022 Pupil Count – Final. She said there is a 10% increase over prior year and the pupil count is used to allocate the federal local assistance dollars and for excess cost calculation.

8.2 2021-22 Federal Grant Funding Status

Marina Gallegos provided the 2021-22 Federal Grant Funding Status. She said some supplemental federal local assistance funding is remaining for 2021-22. Marina said the funds can be used in the same way as 3310 federal local assistance. She continued the next reporting period is for January 1-June 30, 2023. Marina concluded federal dollars are a reimbursement so an LEA must incur the expense before accessing the revenue.

8.3 Learning Recovery Support, Dispute Prevention and Resolution Funds Update

Marina Gallegos provided Learning Recovery Support, Dispute Prevention and Resolution Update. She reminded the committee members this is one time state funding meant to litigate losses related to COVID-19 pandemic. The funds must be encumbered by June 30, 2023 and expended by September 30, 2023. Marina is aware of the concern with Maintenance of Effort (MOE) so she emailed a calculator for LEAs to see if they will pass one of the four MOE tests.

California Association of Health and Education Linked Professions,
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8.4 Special Education Revenue Distribution Certified on February 17, 2023

Marina Gallegos presented the Special Education Revenue Distribution Certified February 17, 2023. She reminded the committee that each fiscal year is certified six times and reviewed the comparisons between 2020-21 through current 2022-23.

9.0 INFORMATION ITEMS

9.1 Monthly Audiological Services Reports

9.2 Monthly Occupational & Physical Therapy Services Reports

Codi Anderson shared the OT/PT department has started using a new electronic documentation system that has slightly changed the way billing is done. This will cause the billing report to look different than previous months as services are still being accounted for internally, ensuring students are receiving their services.

9.3 Monthly Nonpublic School Placement Report

9.4 Upcoming Professional Learning Opportunities

10.0 STEERING COMMITTEE MEMBERS COMMENTS / REPORTS

None.

11.0 CEO COMMENTS

Pam Bender encouraged committee members to relax and enjoy spring break to be refreshed and ready to take on the end of the year activities. Pam shared 10 quotes regarding rest and rejuvenation.

12.0 MATTERS BROUGHT BY THE PUBLIC

None.

13.0 ADJOURNMENT

Having no further business to discuss, a motion was made by Rich Frederick, seconded by Lucinda Newton, to adjourn the meeting at 10:48 a.m. The motion carried on the following vote: 11:0:0, Ayes: Avila, Congo, Dale, DeRenard, Frederick, Miller, Nelson, Newton, Reid, Rigdon, and Yeager, Nays: None, Abstentions: None.

The next regular meeting of the Desert Mountain SELPA Steering and Finance Committee will be held on Friday, April 21, 2023, at 9:00 a.m., at the Desert Mountain Educational Service Center, Aster/Cactus

California Association of Health and Education Linked Professions,
Joint Powers Authority (CAHELP, JPA)
DESERT MOUNTAIN SELPA STEERING and FINANCE COMMITTEE MEETING
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Desert Mountain Educational Service Center, 17800 Highway 18, Apple Valley CA 92307

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Room, 17800 Highway 18, Apple Valley, CA 92307.

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

Bill Updates

- [AB 1340](#) (Garcia) School Accountability: pupils with exceptional needs- post statewide data based on disability on CDE website
- [SB-323](#) (Portantino) Pupils with exceptional needs: IEPs: emergency safety procedures- include in the IEP accommodations needed to support comprehensive school safety plan
- [SB-445](#) (Portantino) IEP Translations- requires translation of the IEP, assessments and progress used to determine IEP into the native language of the parent, or communication type; within 30 days of the meeting; top 8 languages
- [SB 691](#) (Portantino)- Dyslexia Risk Screening: June 2024 SBE provides list of screening instruments; in 24-25 screen all K-2nd graders for dyslexia within first 90 days of school; new students within 30 days of enrollment; within 45 days of administration, notify parents of results and provide resources; LEA to provide evidence-based literacy instruction, progress monitoring, and interventions within general education program

Bills to Watch:

- [AB-438](#) (Rubio) Pupils with exceptional needs: IEPs: postsecondary goals and transition services- change age to 14
- [AB-611](#) (Weber) Non Public School Certification- requires the LEA to notify the parent within 14 days of a change in certification status
- [AB-723](#) (Quirk-Silva) Foster Youth: NPS: School of Origin- makes an NPS the school of origin
- [SB-483](#) (Cortese) Pupil Rights: Prone Restraint- eliminates prone restraint
- [SB-509](#) (Portantino) mental health education- this bill includes a requirement to train employees on how to make referrals to special education
- [AB 1466](#) (Weber) Pupil Discipline: Restraint and Seclusion- requires restraint and seclusion data to be posted on the LEA website
- [AB-87](#) (Quirk-Silva) Special Education: 504 Plans: Team Meetings- option to record 504 meetings

State SELPA Support:

- [AB-447](#) (Arambula) Public postsecondary education: SWD: inclusive college pilot programs- require CSU and request to U of CA to create pilot college inclusive program for students with ID and DD
- [AB 248](#) (Mathis) Individuals with intellectual or developmental disabilities: removes obsolete terminology including “mentally retarded persons” “mentally retarded children” “retardation”
- [AB 1517](#) (Gallagher) Special Education: SELPA Governance, Accountability and Transparency
- [SB 354](#) (Ochoa Bogh) Special Education: Inclusive Practices

SELPA Administrators Association of California Legislation Report 3/2/2023

- [AB 87](#)** (**[Quirk-Silva D](#)**) **Special education: Section 504 plans: team meetings.**
Current Text: Introduced: 1/4/2023 [html](#) [pdf](#)
Introduced: 1/4/2023
Status: 1/26/2023-Referred to Com. on ED.
Location: 1/26/2023-A. ED.
Organization **Position**
SELPA
- [AB 222](#)** (**[Arambula D](#)**) **Civil Rights Department: Californians with disabilities workgroup.**
Current Text: Introduced: 1/10/2023 [html](#) [pdf](#)
Introduced: 1/10/2023
Status: 2/2/2023-Referred to Com. on JUD.
Location: 2/2/2023-A. JUD.
Calendar: 3/14/2023 9 a.m. - State Capitol, Room 437 ASSEMBLY JUDICIARY, MAIENSCHIN, BRIAN, Chair
Organization **Position**
SELPA
- [AB 248](#)** (**[Mathis R](#)**) **Individuals with intellectual or developmental disabilities: The Dignity for All Act.**
Current Text: Amended: 2/23/2023 [html](#) [pdf](#)
Introduced: 1/18/2023
Last Amend: 2/23/2023
Status: 2/27/2023-Re-referred to Com. on HUM. S.
Location: 2/2/2023-A. HUM. S.
Calendar: 3/14/2023 1:30 p.m. - State Capitol, Room 437 ASSEMBLY HUMAN SERVICES, JACKSON, COREY, Chair
Organization **Position**
SELPA
- [AB 438](#)** (**[Rubio, Blanca D](#)**) **Pupils with exceptional needs: individualized education programs: postsecondary goals and transition services.**
Current Text: Introduced: 2/6/2023 [html](#) [pdf](#)
Introduced: 2/6/2023
Status: 2/17/2023-Referred to Com. on ED.
Location: 2/17/2023-A. ED.
Organization **Position**
SELPA
- [AB 447](#)** (**[Arambula D](#)**) **Public postsecondary education: students with disabilities: inclusive college pilot programs.**
Current Text: Introduced: 2/6/2023 [html](#) [pdf](#)
Introduced: 2/6/2023
Status: 2/17/2023-Referred to Com. on HIGHER ED.
Location: 2/17/2023-A. HIGHER ED.
Organization **Position**
SELPA
- [AB 497](#)** (**[Quirk-Silva D](#)**) **Special education: braille instructional aide: notice of teacher credentialing programs.**
Current Text: Introduced: 2/7/2023 [html](#) [pdf](#)
Introduced: 2/7/2023
Status: 2/17/2023-Referred to Com. on ED.
Location: 2/17/2023-A. ED.
Organization **Position**
SELPA
- [AB 611](#)** (**[Weber D](#)**) **Special education: nonpublic, nonsectarian schools or agencies: change in certification status: parental notification.**
Current Text: Introduced: 2/9/2023 [html](#) [pdf](#)

Introduced: 2/9/2023
Status: 2/17/2023-Referred to Com. on ED.
Location: 2/17/2023-A. ED.
Organization **Position**
SELPA

AB 715 **(Dahle, Megan R) Rural Education Task Force.**

Current Text: Introduced: 2/13/2023 [html](#) [pdf](#)
Introduced: 2/13/2023
Status: 2/23/2023-Referred to Com. on ED.
Location: 2/23/2023-A. ED.
Organization **Position**
SELPA

AB 723 **(Quirk-Silva D) Pupil placement: special education: foster children: nonpublic, nonsectarian schools or agencies: school of origin.**

Current Text: Introduced: 2/13/2023 [html](#) [pdf](#)
Introduced: 2/13/2023
Status: 2/23/2023-Referred to Com. on ED.
Location: 2/23/2023-A. ED.
Organization **Position**
SELPA

AB 1466 **(Weber D) Pupil discipline: restraint and seclusion: reporting.**

Current Text: Introduced: 2/17/2023 [html](#) [pdf](#)
Introduced: 2/17/2023
Status: 2/18/2023-From printer. May be heard in committee March 20.
Location: 2/17/2023-A. PRINT
Organization **Position**
SELPA

AB 1517 **(Gallagher R) Special education: Superintendent of Public Instruction.**

Current Text: Introduced: 2/17/2023 [html](#) [pdf](#)
Introduced: 2/17/2023
Status: 2/18/2023-From printer. May be heard in committee March 20.
Location: 2/17/2023-A. PRINT
Organization **Position**
SELPA

SB 323 **(Portantino D) Pupils with exceptional needs: individualized education programs: emergency safety procedures.**

Current Text: Introduced: 2/6/2023 [html](#) [pdf](#)
Introduced: 2/6/2023
Status: 2/15/2023-Referred to Com. on ED.
Location: 2/15/2023-S. ED.
Organization **Position**
SELPA

SB 354 **(Ochoa Bogh R) Special education: inclusive practices.**

Current Text: Introduced: 2/8/2023 [html](#) [pdf](#)
Introduced: 2/8/2023
Status: 2/15/2023-Referred to Com. on RLS.
Location: 2/8/2023-S. RLS.
Organization **Position**
SELPA

SB 445 **(Portantino D) Special education: individualized education programs: translation services.**

Current Text: Introduced: 2/13/2023 [html](#) [pdf](#)
Introduced: 2/13/2023
Status: 2/22/2023-Referred to Com. on ED.
Location: 2/22/2023-S. ED.
Calendar: 3/22/2023 9 a.m. - 1021 O Street, Room 2100 SENATE EDUCATION, NEWMAN, JOSH, Chair

Organization **Position**
SELPA

SB 483 **(Cortese D) Pupil rights: prone restraint.**
Current Text: Introduced: 2/14/2023 [html](#) [pdf](#)
Introduced: 2/14/2023
Status: 2/22/2023-Referred to Coms. on ED. and APPR.
Location: 2/22/2023-S. ED.

Organization **Position**
SELPA

SB 509 **(Portantino D) School employee and pupil training: youth mental and behavioral health: mental health education.**
Current Text: Introduced: 2/14/2023 [html](#) [pdf](#)
Introduced: 2/14/2023
Status: 2/22/2023-Referred to Com. on ED.
Location: 2/22/2023-S. ED.

Organization **Position**
SELPA

SB 691 **(Portantino D) Dyslexia risk screening.**
Current Text: Introduced: 2/16/2023 [html](#) [pdf](#)
Introduced: 2/16/2023
Status: 3/1/2023-Referred to Com. on ED.
Location: 3/1/2023-S. ED.

Organization **Position**
SELPA

Total Measures: 17
Total Tracking Forms: 17

Desert Mountain SELPA
Learning Recovery Support (Resource 6537) Claim Summary
April 13, 2023

Total Apportionment 8,176,491
Desert/Mountain SELPA Allocation (20%) 1,635,298
LEA Allocation 6,541,193

Funds must be encumbered no later than June 30, 2023 and expended by September 30, 2023.

A	B	C	D	E	F
LEA	Allocation	Actuals Claimed	Balance	FAR Actuals as of 4/13/23	Actuals Unclaimed
Academy for Academic Excellence	63,117	-	63,117.00	-	-
Adelanto Elementary	598,653	-	598,653.00	348,648.23	348,648.23
Apple Valley Unified	810,477	-	810,477.00	810,477.00	810,477.00
Baker Valley Unified	7,651	-	7,651.00	109.99	109.99
Barstow Unified	488,199	-	488,199.00	53,368.83	53,368.83
Bear Valley Unified	156,357	-	156,357.00	21,768.48	21,768.48
Excelsior Charter	112,845	-	112,845.00	-	-
Excelsior Charter School Corona-Norco	2,869	-	2,869.00	-	-
Health Sciences High and Middle College	46,859	-	46,859.00	-	-
Helendale Elementary	77,461	-	77,461.00	-	-
Hesperia Unified	1,441,644	77,583.12	1,364,060.88	381,166.97	303,583.85
Lucerne Valley Unified	74,114	-	74,114.00	-	-
Needles Unified	97,066	-	97,066.00	-	-
Norton Science and Language Academy	44,947	-	44,947.00	-	-
Oro Grande	167,833	-	167,833.00	-	-
Silver Valley Unified	186,960	-	186,960.00	186,960.00	186,960.00
Snowline Joint Unified	551,794	-	551,794.00	241,353.96	241,353.96
Trona Joint Unified	33,949	-	33,949.00	985.50	985.50
Victor Elementary	849,686	-	849,686.00	-	-
Victor Valley Union High	728,712	60,041.77	668,670.23	105,354.44	45,312.67
DM SELPA	1,635,298	487,255.18	1,148,042.82	487,255.18	-
Total	8,176,491	624,880.07	7,551,610.93	2,637,448.58	2,012,568.51

Desert Mountain SELPA
 Dispute Prevention Dispute Resolution (Resource 6536) Claim Summary
 April 13, 2023

Total Apportionment 1,816,998
 Desert/Mountain SELPA Allocati 363,400
 LEA Allocation 1,453,598

Funds must be encumbered no later than June 30, 2023 and expended by September 30, 2023.




A	B	C	D	E	F
LEA	Allocation	Amount Claimed	Balance	FAR Actuals as of 4/13/23	Actuals Unclaimed
Academy for Academic Excellen	14,026	-	14,026.00	-	-
Adelanto Elementary	133,034	-	133,034.00	88.75	88.75
Apple Valley Unified	180,106	-	180,106.00	68,873.58	68,873.58
Baker Valley Unified	1,700	-	1,700.00	-	-
Barstow Unified	108,489	-	108,489.00	41,694.25	41,694.25
Bear Valley Unified	34,746	-	34,746.00	-	-
Excelsior Charter	25,077	-	25,077.00	-	-
Excelsior Charter School Corona	638	-	638.00	-	-
Health Sciences High and Middle	10,413	-	10,413.00	-	-
Helendale Elementary	17,214	-	17,214.00	-	-
Hesperia Unified	320,364	25,920.00	294,444.00	25,920.00	-
Lucerne Valley Unified	16,470	-	16,470.00	-	-
Needles Unified	21,570	-	21,570.00	-	-
Norton Science and Language A	9,988	-	9,988.00	-	-
Oro Grande	37,296	-	37,296.00	-	-
Silver Valley Unified	41,547	-	41,547.00	705.00	705.00
Snowline Joint Unified	122,621	13,729.75	108,891.25	68,901.96	55,172.21
Trona Joint Unified	7,544	-	7,544.00	-	-
Victor Elementary	188,819	-	188,819.00	-	-
Victor Valley Union High	161,936	-	161,936.00	72,504.71	72,504.71
DM SELPA	363,400	48,537.59	314,862.41	48,537.59	-
Total	1,816,998	88,187.34	1,728,810.66	327,225.84	239,038.50

9.3 Alternative Diploma Pathway Update

No materials, verbal report only



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

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

MEMORANDUM

Date: April 19, 2023
To: Special Education Directors

From: Linda Llamas, Director

Subject: Desert Mountain Children's Center Client Reports

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

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

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



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

P 760-552-6700
F 760-946-0819
W www.dmchildrenscenter.org

April 5, 2023

From: D/M Children's Center: Linda Llamas, LMFT; Linda.Llamas@cahelp.org

To: Steering Committee Members

Re: Mental Health Research Information Article

We have spent much time in the past year looking at how the COVID-19 pandemic has impacted many areas of our lives, our work, our communities, and the children and families we serve. The unfortunate reality is that, in many ways, the pandemic continues to affect all our lives. One trend we have not had a chance to discuss, but whose ramifications can be lethal, is the rise in eating disorders that the pandemic caused. We all have a relationship with food – after all we need sustenance to survive. Some of us may think of food as fuel – just a basic need to be met that helps us function and survive. Some of us may have a much more complicated relationship with food and, for many, this complex relationship was exacerbated during the pandemic.

Some studies have shown that there was an increase in eating disorders (EDs) during the COVID-19 pandemic.¹ We have previously discussed the impact the COVID-19 pandemic had on the rates of depression and anxiety on youth, that along with food insecurity and panic buying led to a change in dietary habits for some, and an exacerbation of disordered eating for those already struggling with EDs.² EDs affect people of every age, race, size, gender identity, sexual orientation, and background. Nine percent of the population in the United States (U.S) will have an eating disorder in their lifetime – that is 28.8 million individuals.³ Typically, the onset of EDs is in adolescence or young adulthood and a study found that there was a significant increase in adolescent and young adults seeking

treatment for ED symptoms, for both inpatient and outpatient care, after the COVID-19 pandemic.⁴

Here are some additional sobering facts from the Association of Anorexia Nervosa and Associated Disorders:⁵

- 42% of 1st-3rd grade girls want to be thinner
- 81% of 10-year-old children are afraid of being fat
- 46% of 9–11-year-olds are “sometimes” or “very often” on diets
- 35-57% of adolescent girls engage in crash dieting, fasting, self-induced vomiting, diet pills, or laxatives
- Less than 6% of people with eating disorders are medically diagnosed as “underweight”
- Eating disorders are among the deadliest mental illnesses, second only to opioid overdose
- About 26% of people with eating disorders attempt suicide
- 30% of people dealing with eating disorders have experienced sexual abuse
- Black teenagers are 50% more likely than white teenagers to exhibit bulimic behavior, such as binge-eating and purging
- Gay and bisexual boys are significantly more likely to fast, vomit, or take laxatives or diet pills to control their weight
- Nearly nine in ten (87%) LGBTQ youth reported being dissatisfied with their body
- LGBTQ youth with body dissatisfaction had twice the odds of reporting a suicide attempt in the past year compared to LGBTQ youth with body satisfaction
- 3-10% of children and young people with eating disorders also have autism

Given all this information and knowing that the pandemic has significantly affected the prevalence of EDs in children and youth, it is highly likely that we are serving clients/students with EDs. It is imperative that we recognize the possible signs that we know someone who may have an ED and get them help as soon as possible.

Here are some possible signs:

- **Emotional/Behavioral**
 - Weight loss, dieting, and control of food are primary concerns
 - Food rituals
 - Social withdrawal
 - Frequent dieting, body checking
 - Extreme mood swings
- **Physical**
 - Noticeable weight fluctuations
 - Gastrointestinal complaints
 - Dizziness upon standing
 - Difficulty concentrating, sleeping
 - Issues with dental, skin, hair, and nail health

This is not an exhaustive list nor is it a way to attempt to diagnose, just a list of possible signs that a child may be struggling with an ED, not all signs may be present and there may be co-occurring issues that may complicate how these possible symptoms manifest themselves. It is important to approach any situation without making any assumptions and with good intention. The key is to pay attention to your students and if you suspect that a child is struggling with an ED that you listen with care and empathy and to be armed with information and resources to get them help if needed.

REFERENCES:

1. Gao Y, Bagheri N, Furuya-Kanamori L. *Has the COVID-19 pandemic lockdown worsened eating disorders symptoms among patients with eating disorders? A systematic review.* *Z Gesundh Wiss.* 2022;30(11):2743-2752. doi: 10.1007/s10389-022-01704-4. Epub 2022 Mar 29. PMID: 35369670; PMCID: PMC8961480.
2. Touyz S, Lacey H, Hay P (2020) *Eating disorders in the time of COVID-19.* *J Eat Disord* 8(19). 10.1186/s40337-020-00295-3
3. Deloitte Access Economics. *The Social and Economic Cost of Eating Disorders in the United States of America: A Report for the Strategic Training Initiative for the Prevention of Eating Disorders and the Academy for Eating Disorders.* June 2020. Available at: <https://www.hsph.harvard.edu/striped/report-economic-costs-of-eating-disorders/>.
4. Hartman-Munick SM, Lin JA, Milliren CE, et al. Association of the COVID-19 Pandemic With Adolescent and Young Adult Eating Disorder Care Volume. *JAMA Pediatr.* 2022;176(12):1225–1232. doi:10.1001/jamapediatrics.2022.4346
5. Association of Anorexia Nervosa and Associated Disorders. *Eating Disorders Statistics.* Retrieved April 5, 2023, from <https://anad.org/eating-disorders-statistics/>

RESOURCES:

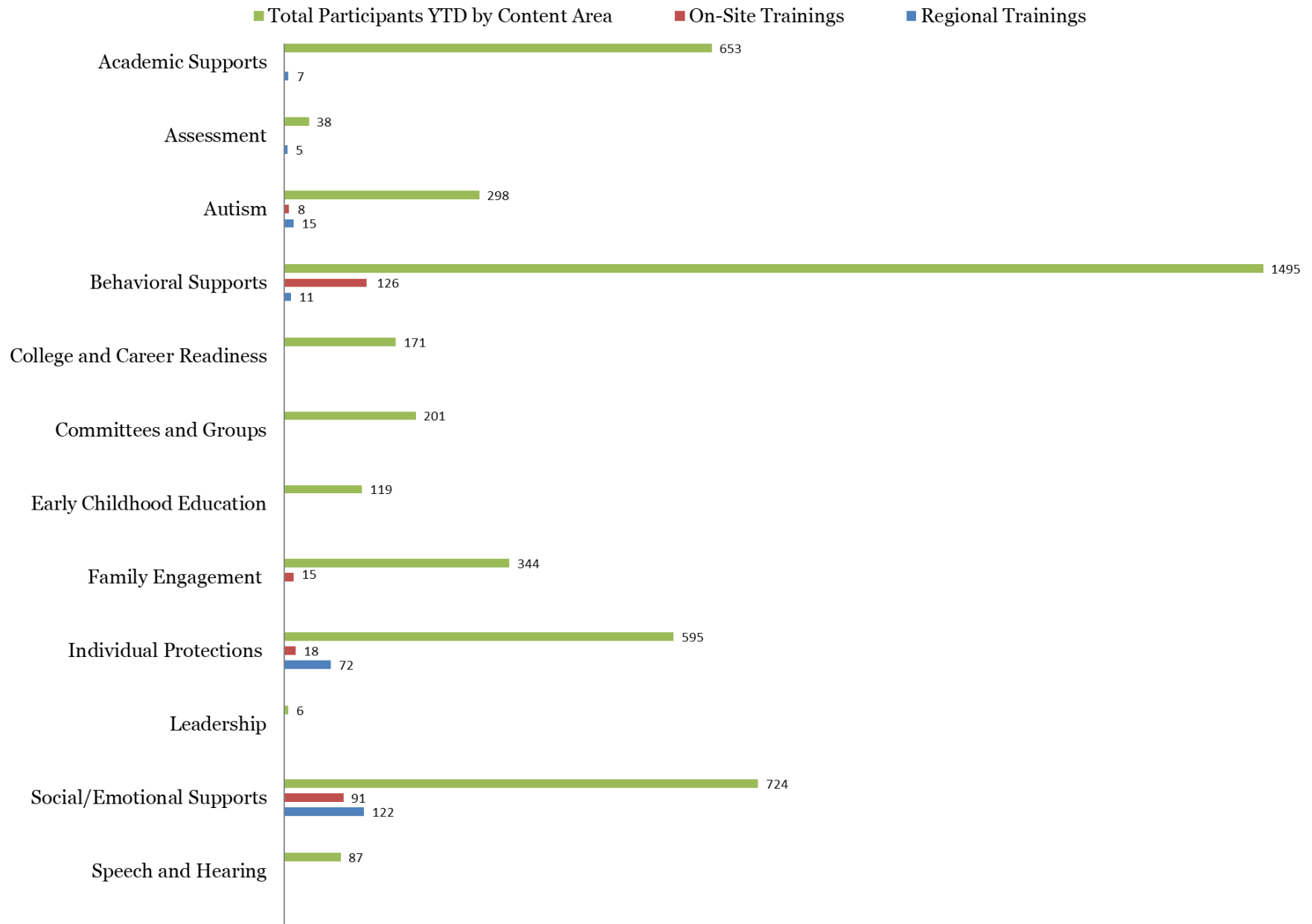
- <https://anad.org/>
- <https://www.hsph.harvard.edu/striped/>
- <https://www.hsph.harvard.edu/striped/report-economic-costs-of-eating-disorders/>
- <https://www.aedweb.org/home>
- <https://onlinelibrary.wiley.com/journal/1098108x>
- <https://www.psycom.net/eating-disorders-in-children>

- <https://www.hopkinsallchildrens.org/Services/Pediatric-and-Adolescent-Medicine/Adolescent-and-Young-Adult-Specialty-Clinic/Eating-Disorders/Eating-Disorder-Facts>
- <https://www.singlecare.com/blog/news/eating-disorder-statistics/>
- <https://www.eatingdisorderhope.com/>

DMSSELPA PROFESSIONAL LEARNING PARTICIPATION SUMMARY

MARCH 2023 PARTICIPANTS - 490

4,731 YEAR-TO-DATE PARTICIPANTS





*I-MTSS follow-up training
Presented by CAHELP*

LGBTQIA+

Language, Sensitivity, and Legislation

Presenter: Ami Davis



8:30 a.m. - 12:30 p.m.
Wednesday, May 17, 2023

This training will start with language and concepts relevant to working with LGBTQIA+ populations, including concepts and updates around name and pronoun usage. Participants will have the opportunity to practice gender neutral language and discuss avenues of respect in that regard. Current legislation, California requirements, and suggested practices will be shared and leave participants with a deeper understanding of their role when working to support LGBTQIA+ folk.

Event location:

Desert Mountain Educational Service Center
17800 Highway 18
Apple Valley, CA, 92307

Cost: \$50 for SELPA and Charter SELPA members
\$75 For non-members

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

Get in Touch

Email:
Marysol.Hurtado@cahelp.org
Phone:
(760)955-3552



Register Online:
<https://sbcss.k12oms.org/52-231031>



CELEBRATING FAMILIES!™

Building Resilience

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

NO COST TO ATTEND!

Who Can Attend: Parents, caregivers, guardians, and children ages 4 through 18.

Program Benefits:

- 16 skill building educational sessions
- Healthy meals in a family group setting
- Age-appropriate youth & adult skill building groups
- Structured family related activity

Presented By: CAHELP Team Members

Date: Tuesdays: August 8, 2023 - December 5, 2023 (no meeting 10/31/23 or 11/21/23)

Time: 4:30 - 7:00 p.m.

Location: 17800 US Highway 18 Apple Valley, CA 92307

Cost: \$0.00

Registration:

Please register online at <https://sbcss.k12oms.org/52-232130>

Special Accommodations:

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



Get in Touch

Address : 17800 Highway 18, Apple Valley, CA 92307

Phone : (760) 955-3552

Email : Marysol.Hurtado@cahelp.org

Website : www.cahelp.org



CELEBRANDO A LAS FAMILIAS!™

ROMPIENDO EL CICLO DE LA ADICCIÓN

Ayudando a los niños y a las familias a ser **saludables, responsables y libres de adicción.**

¡SIN COSTO PARA ASISTIR!

Quién Puede Asistir: Padres, cuidadores, tutores y niños de 4 a 18 años.

Beneficios Del Programa:

- 16 sesiones educativas para el desarrollo de habilidades
- Comidas saludables en grupo familiar
- Grupos de desarrollo de habilidades para jóvenes y adultos de acuerdo con su edad
- Actividad familiar estructurada

Presentado Por: Miembros del equipo CAHELP

Fecha: martes: 8 de agosto del 2023 - 5 de diciembre del 2023
(no habrá reunión el 31 de octubre del 2023 & 21 de noviembre del 2023)

Hora: 4:30 - 7:00 p.m.

Lugar: 17800 US Highway 18 Apple Valley, CA 92307

Costo: \$0.00

Inscripción:

Por favor, inscribese en línea en:
<https://sbcsc.k12oms.org/52-232130>

Adaptaciones Especiales:

Le pedimos que envíe cualquier solicitud de adaptación especial al menos quince días laborables antes de la capacitación, indicando su solicitud al inscribirse.



**Información de
Contacto**

Dirección: 17800 Highway 18, Apple Valley, CA 92307

Teléfono : (760) 955-3552

**Dirección de correo
electrónico:** Marysol.Hurtado@cahelp.org

Sitio Web : www.cahelp.org

Save

THE

Date!



I-MTSS SYMPOSIUM

February 21, 2024

Get in Touch

Address: 17800 Highway 18, Apple Valley, CA 92307
Phone: (760) 955-3592

Email: Marysol.Hurtado@cahelp.org
Website: www.cahelp.org

CAHELP PEERS® Program

Social Skills Group for Teens



PEERS® (Program for the Education and Enrichment of Relational Skills)

is a 16 week evidence-based social skills intervention for **motivated teens** in middle and high school who are interested in learning ways to help them make and keep friends. During each group session, teens are taught important social skills and are given the opportunity to practice these skills in session during socialization activities. Parents attend separate sessions at the same time and are taught how to assist their teens in making and keeping friends by helping to expand their teen's social network and providing feedback through coaching during weekly socialization homework assignments. **Enrollment is limited. Parent participation is required.**

Your Teen Will Learn

- How to use appropriate conversational skills
- How to find common interests by trading information
- How to appropriately use humor
- How to enter and exit conversations between peers
- How to handle rejection, teasing, and bullying
- How to handle rumors and gossip
- How to be a good host during get-togethers
- How to make phone calls to friends
- How to choose appropriate friends
- How to be a good sport
- How to handle arguments and disagreements
- How to change a bad reputation

Enrollment and Group Information

PEERS may be appropriate for teens with:

- Autism Spectrum Disorder
- ADHD
- Depression
- Anxiety
- Other social or behavioral challenges



For enrollment information, please contact us at
(760) 552-6700 or email:
jennifer.rountree@cahelp.org
keri.gomez@cahelp.org or julie.wheeler@cahelp.org

Desert Mountain SELPA
Due Process Summary
July 1, 2022- March 31, 2023

DISTRICT								CASE ACTIVITY FOR CURRENT YEAR					Hearing	Filed on Parent
	17/18	18/19	19/20	20/21	21/22	22/23	Total	D/W	Resolution Active	Resolution Settled	Mediation Active	Mediation Settled		
Adelanto SD	3	3.5	3	3.5	4	5	22	0	1	1	0	3	0	0
Apple Valley USD	0	3.5	10	5	5	5	28.5	0	2	0	1	2	0	1
Baker USD	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Barstow USD	0	2	0	1	1	0	4	0	0	0	0	0	0	0
Bear Valley USD	2	0	0	1	1	1	5	0	0	1	0	0	0	0
Helendale SD	1	0	0	0	0	0	1	0	0	0	0	0	0	0
Hesperia USD	6	7	17.5	7	12	3	52.5	0	1	2	0	1	0	0
Lucerne Valley USD	0	1.5	0	0	0	0	1.5	0	0	0	0	0	0	0
Needles USD	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Oro Grande SD	0	0	2	0	1	0	3	0	0	0	0	0	0	0
Silver Valley USD	0	0	0	1	0	1	1	0	1	0	0	0	0	0
Snowline USD	2	8.5	7	2	3	0	22.5	0	0	0	0	0	0	0
Trona USD	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Victor Elementary SD	6.5	0	7	1	6	9	29.5	2	1	1	1	4	0	1
Victor Valley Union High SD	4	8.5	6.5	10	6	1	36	0	0	1	0	0	0	0
CA Charter Academy	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Desert/Mountain OPS	1.5	3	2	1	0	0	7.5	0	0	0	0	0	0	0
Excelsior Education Center	0	0.5	2	0	1	0	3.5	0	0	0	0	0	0	0
Health Sciences HS & MS	0	0	1	1	0	0	2	0	0	0	0	0	0	0
Lewis Center - AAE	2	1	1	1	0	1	6	0	0	0	0	1	0	1
Lewis Center - Norton	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELPA-WIDE TOTALS	26	38	58	33.5	40	25	219.50	2	6	6	2	10	0	3

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

*Number accounts for High Tech High but has exited from CAHELP. Actual count for 2019-20 is 67.

Desert Mountain SELPA
Due Process Activity Summary
July 1, 2022–February 28, 2023

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Due Process Hearing	Status	IEE	Comp Ed
1. AESD Case No 2022070569	Denial of FAPE 1. Placement 2. ERICS/ERMHS 3. Parent Participation	7/19/2022	8/4/2022 8/9/2022 8/23/2022	9/13/2022	9/7-8/2022 10/24/2022	8/23/22 - Student not in school; parent wants virtual; mental, physical health concerns. 9/22/22 - Case settled to include - district assessments and parent ordered to cooperate with doctor audiogram and IS placement for this year only. CLOSED - Mediation	N/A	ERMHS 30 hrs Academic 42 hrs
2. AVUSD Case No 2022070781	Denial of FAPE 1. Deficient psycho ed assessment. 2. Deficient functional communication assessment 3. Deficient OT assessment 4. Deficient PT assessment 5. Inadequate placement 6. Inadequate SPL services 7. Inadequate OT services 8. Inadequate PT services 9. Inadequate communication program	7/25/2022	8/5/2022	10/3/2022	9/20-22/2022	8/5/22 - Parent seeking NPS. Not available in our region. Demanding private placement; moving to mediation. Consolidated with case # 2022080051. 10/3/22 - Mediation - Will not agree to placement based on single assessors recommendations 11/2/22 - Placement agreed to - Stu to return to school. CLOSED - Mediation	Psycho Ed Dr. Simun	SPL, OT, PI, SAI \$40,000 1:1 Aide in home 720min.
3. AVUSD Case No 2022080051 Filing on parent	District filed to defend assessments	8/1/2022	N/A	10/3/2022	11/1-3/2022	*OAH Consolidated Case # 22022070781 with Case # 2022080051 Moving to mediation. 10/03/22 - Mediation held and unsuccessful. Parent seeks private home placement with 1:1 behavioral aide 6 hours at home and District seeks to return student to in-school program 11/2/22 - See above CLOSED - Mediation	N/A	N/A

Desert Mountain SELPA
Due Process Activity Summary
July 1, 2022–February 28, 2023

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Due Process Hearing	Status	IEE	Comp Ed
4. HUSD Case no. 2022080186	Denial of FAPE 1. Failure to assess 2. Inadequate assessment Failure to provide emergency interventions.	8/5/2022	8/17/2022	10/31/2022	9/20-22/2022 11/9-11/2022	8/17/22 - Student not in school; seeking 1:1 for "global supervision; district provided NPS; student no show. 8/29/22 - Interim settlement for placement during assessments. 09/22 - Addendum scheduled to review the results of FBA IEEs completed first week of Nov. 11/9/22 - SPL,OT, Behavior increased in the IEP. Settlement CLOSED - Mediation	OT	SPL - 50 hrs Behavior - 25 hrs
5. VESD Case no. 2022080379	Denial of FAPE 1. Failure to provide 1:1 2. SPL 3. OT 4. AAC	8/12/2022	8/24/2022 8/29/2022	10/6/2022	9/27-29/2022	8/29/22 - No agreement on 1:1; analyzing records to determine next steps. 10/05/22 - Negotiations for settlement (provide 1:1 support for portion of the day rather than full day, add OT, AAC training and AAC device) 10/10/22 - Settlement agreement CLOSED - Mediation	Psycho Ed	Speech - 50 hrs Academic - 200 hrs
6. VESD Case no. 2022080518 Filing on parent	Permission to implement IEP; placement	8/17/2022	N/A	9/26/2022 - cancelled by parent	9/13-15/2022 11/01-03/2022	Student not in school. Parent seeking alternate placement. 10/17/22 - Case withdrawn. Parent signed IEP CLOSED - Withdraw	N/A	N/A

Desert Mountain SELPA
Due Process Activity Summary
July 1, 2022–February 28, 2023

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Due Process Hearing	Status	IEE	Comp Ed
7. AAE Case no. 2022090499 Filing on parent	District filed for appropriate placement	9/15/2022	N/A	Proposed 10/26/2022	10/18-20/2022 11/15-17/2022 1/24-26/2022	Parent not in agreement with a district placement in school of residence 10/4/22 - Complaint amended to include IEP update of 10/4/22 10/28/22 - Parent obtained new attorney who was granted a continuance 1/23/23 - Settlement Agreement for Virtual Program Withdrew from school soon after CLOSED - Mediation	N/A	N/A
8. VESD Case no. 2022100187	Denial of FAPE 1. Failed to find eligible SPED under category of OT. 2. Failed to conduct ERMHS. 3. Abused student causing physical harm.	10/7/2022	10/19/2022 10/26/2022		11/22-23/2022 12/6-8/2022	10/26/22 - Parent attorney unprepared. Asking for eligibility under OT, not possible. 11/28/22 - Preparing for hearing 11/28/22 - Parent withdrew case. We expect it to be refiled Parent withdrew CLOSED - Withdraw	N/A	N/A
9. VESD DMOPS Case no. 2022100788	Denial of FAPE 1. Failure to provide appropriate placement and program a.) Academics b.) SPL c.) OT d.) BIP	10/25/2022	11/9/2022	12/19/2022	12/13-15/2022 1/31-2/3/2022	11/9/22 - Offered county placement and FBA in a new setting. Going to mediation. 12/19/22 - 10 day letter to stop fees 1/18/23 - Settlement Agreement for IEP increases and placement CLOSED - Mediation	N/A	N/A
10. AESD Case no. 2022100867	Denial of FAPE 1. Failure to evaluate prior to placement change 2. Failure to assess FBA, ERMHS 3. Failure to offer 1:1 4. Failure to offer OT consult	10/28/2022	11/9/2022 1-30-2-30 11/14/2022	1/10/2023	12/13-15/2022	11/18/22 - No progress. 1/4/23 - Settlement Agreement to fund FBA and NPA services. CLOSED - Mediation	N/A	Behavior \$4,500 Academic \$1,500

Desert Mountain SELPA
Due Process Activity Summary
July 1, 2022–February 28, 2023

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Due Process Hearing	Status	IEE	Comp Ed
11. VESD Case no. 2022100869	Denial of FAPE 1. Failure to assess FBA 2. Failure to offer 1:1 aide	10/28/2022	11/9/2022 12:30 – 1:30 11/14/2022		12/20-22/2022	11/18/22 - No progress. 12/6/2022 - Agreement reached CLOSED - Resolution	ERMHS	Counseling \$3,000 Academic \$1,500
12. VESD Case no. 202210080	Denial of FAPE 1. Failure to follow timeliness for ERMHS assessment. 2. Failure to provide Ed benefit a.) Reading goals b.) Writing goals c.) Math goals	11/4/2022	11/18/2022 11:00 12/05/2022	2/22/2023	12/20-22/2022 03/28-30/2023	12/15/22 - Offered comp ed for ERMHS but not academics 12/22 - Seeking exorbitant academic comp ed 2/22/23 - Settlement agreement for comp ed. CLOSED - Mediation		Tutoring \$8,000
13. AESD Case no. 2022110480	Child Find Denial of FAPE 1. Failure to provide positive behavior supports 2. Failed to provide comprehensive assessment 3. Failed to provide a.) FBA b.) ERMHS c.) LAS d.) OT	11/17/2022	11/29/2022 12/09/2022		1/4-5/2023	12/9/22 - Parent attorney cut resolution short 12/21/22 - 1:1 aide added to the IEP; TISA to be conducted to review Settlement Agreement CLOSED - Resolution	Psycho Ed	Academic, NTE \$2,000 SPL, NTE \$5,500 OT - NTE \$2,750
14. VESD Case no. 2022110772	Child Find Denial of FAPE 1. Failure to assess at parent request a.) 8/29/2022 b.) 10/5/2022	11/29/2022	12/5/2022	1/18/2023 2/24/2023	1/18-19/2023 3/7-9/2023	12/5/22 - Expulsion hearing 12/15/22 - Awaiting results of psycho ed assessment 1/25/23 - Expedited claims withdrawn 2/10/23 - Statutory offer 2/24/23 - Expulsion. Remains in place. Preparing for hearing.		

Desert Mountain SELPA
 Due Process Activity Summary
 July 1, 2022–February 28, 2023

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Due Process Hearing	Status	IEE	Comp Ed
15. HUSD Case no. 2022120240	Denial of Fape 1. Program not appropriate 2. Placement and services	12/7/2022	12/13/2022		1/9/2023	12/13/22 - Added to the IEP. 1:1 Aide to attend general ed classes until IEE is complete 12/21/22 - Settlement agreement CLOSED - Resolution	Psycho Ed SPL	N/A
16. VESD Case no. 2023010171	Denial of FAPE Failure to provide appropriate placement and program.	1/6/2023	1/19/2023	2/23/2023	04/04-06/2023	1/19/23 - Seeking additional documents to support district. 2/23/23 - Need updated medical records and previous docs from Paramount USD.		
17. VVUHSD Case no. 2023 Never reached OAH	Denial of FAPE Did not assess for ASD, ADHD	1/9/2023	1/20/2023			1/23/23 - No parent representation. SELPA facilitated Resolution, District to assess. CLOSED - Resolution	N/A	N/A
18. AVUSD Case no. 2023010865	Denial of FAPE 1. Failure to address communication, social emotional, adaptive PE, academics, OT 2. Inappropriate program 3. Inappropriate assessments	1/27/2023	2/6/2023	3/22/2023	3/14-16/2023	2/6/23 - Resolution concluded early due to unprepared opposing counsel. Placement issue - min/mod vs. mod/severe.		

Desert Mountain SELPA
 Due Process Activity Summary
 July 1, 2022–February 28, 2023

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Due Process Hearing	Status	IEE	Comp Ed
19. HUSD Case no. 2023010747	Denial of FAPE 1. Insufficient Goals in reading, writing, math 2. Lack of Ed Benefit 3. Failure to offer credit recovery 4. Failure to assess in all areas	1/30/2023	2/14/2023		3/14-16/2023	2/14/23 - Severe emotional needs. Discussing placement and transitioning back to school.		
20. AVUSD Case no. 2023020239	Denial of FAPE 1. Placement 2. Program 3. Academics 4. SPL 5. Behavior	2/7/2023	2/14/2023 2/15/2023		3/28-30/2023	2/15/23 - AUSD to begin assessments, hold IEP and then determine liability.		
21. AESD Case no. 2023020340	Denial of FAPE 1. Failure to implement IEP 2. Failure to assess 3. Inappropriate MD 4. Removal from placement	2/10/2023	2/16/2023	Expedited 2/23/2023	Expediated 3/14-16/2023 Regular 3/28-30/2023	2/24/23 - Placement, instructional aide, BCBA and counseling agreement. CLOSED - Mediation		Academic \$9,000
22. VESD Case no. 2023020497	Denial of FAPE 1. Placement 2. Failure to provide 1:1 aide 3. Failure to implement IEE recommendation 4. Failure to invite IEE assessor to the IEP	2/15/2023	3/1/2023		4/4-6/2023	3/1/23 - At issue is parent desire to have kids at one school.		

Desert Mountain SELPA
 Due Process Activity Summary
 July 1, 2022–February 28, 2023

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Due Process Hearing	Status	IEE	Comp Ed
23. BVUSD Case no. 2023020732	Denial of FAPE 1. Failure to assess 2. Inappropriate placement, services needed for progress 3. Denial of parent participation	2/22/2023	3/3/2023		4/11-13/2023			
24. AVUSD Case no. 2023	Denial of FAPE 1. Failure to address needs a. Academics b. Communication c. Social/Emotional d. Behavior e. OT from 10/2021 to present 2. Inappropriate Assessments a. OT b. Speech 3. Failure to assess in all areas 4. Failure to provide meaningful mainstreaming	2/28/2023	3/10/2023					

Desert Mountain SELPA Legal
Expense Summary
As Reported at Steering February 24, 2023

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	\$314,479.71
2019-2020	\$475,930.79
2020-2021	\$354,582.16
2021-2022	\$401,072.52
2022-2023	\$268,173.08

The Latest Supreme Court “Special Education” Decision: *Perez v. Sturgis Public Schools*

Perry A. Zirkel

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On average, the Supreme Court only decides one case specific to K–12 students every four years. About a third of these cases focus on the practice of litigation rather than education, such as burden of proof (*Schaffer* – 2005), expert witness fees (*Murphy* – 2006), and pro se parents (*Winkelman* – 2007).

The latest case, *Perez v. Sturgis Public Schools* (March 21, 2023) is only understood in tandem with a previous decision focused on specialized litigation rather than special education, *Fry v. Napoleon Community Schools* (2017). Both concern the IDEA issue of “exhaustion,” which refers to the general requirement to complete the administrative adjudication stage before proceeding to court. More specifically, a 1986 amendment to the IDEA allows for bringing non-IDEA federal claims, such as those under Section 504 or the ADA, on behalf of an IDEA-covered student but only after exhausting the due process hearing (and in the eight “two-tiered” states, the review officer) stage before going to court. The courts have gradually evolved limited exceptions to this exhaustion requirement.

In *Fry*, the Supremes decided that the exhaustion requirement applies only if the crux of the non-IDEA federal claim amounts to FAPE. In this case, the parents brought an ADA claim to challenge the school’s denial of access for the child’s service animal, and the remedy they sought was money damages. The *Fry* Court sent the case back to the lower courts to determine whether the crux of this claim amounted to FAPE. If the answer is “no,” exhaustion would not apply regardless of the relief that they sought. Thus, the Court declined to answer the separate question of whether seeking money damages, which is available under the ADA but not the IDEA, was another exception to the exhaustion requirement.

In *Perez*, the Court addressed the residual question from *Fry*. In this case, the parents sought money damages under the ADA for the lack of appropriate interpreter services to a deaf student, which indisputably amounted to a FAPE claim. The *Perez* Court unanimously answered that the IDEA’s exhaustion provision does not apply “where a plaintiff brings a suit under another federal law for compensatory damages—a form of relief everyone agrees IDEA does not provide.”

A common misunderstanding in the immediate wake of *Perez* is that the exhaustion requirement applies to non-IDEA federal claims, such as those under Section 504 or the ADA, on behalf of IDEA-covered students if they are for money damages but also amount to FAPE. For example, a recent press release from CASE interpreted *Perez* as not changing the requirement that when parents bring non-IDEA FAPE claims “[the] administrative process must be exhausted before they turn to the courts for final adjudication.” Instead, properly understood, money damages and FAPE are separate exceptions. Thus, such federal non-IDEA claims for money damages are not subject to the exhaustion requirement regardless of whether their crux amounts to FAPE.

The result of *Perez* is to make it easier to go directly to court for federal non-IDEA claims for money damages on behalf of IDEA-eligible students. Thus, there will be more such litigation in federal courts, increasing (a) the level of court congestion, (b) the potential for school district liability, and (c) the parents’ leverage for settlements.

However, the practice of special education remains almost entirely unaffected. Other than observing the effect on litigation, including settlements, special education practitioners should recognize that the odds of federal court award of money damages in such Section 504 and ADA suits remain very strongly against the parents and any resulting liability is for the school district, not for the individual teacher or administrator.

Ninth Circuit Clarifies How to Analyze Academic Benefit for “Least Restrictive Environment” Purposes Under the IDEA

April 5, 2023

Number 15

Written by:

Kyle A. Raney

Partner

Sacramento Office

Kraney@lozanosmith.com

Bailey M. Hughes

Associate

Monterey Office

bhughes@lozanosmith.com

A recent decision from the Ninth Circuit Court of Appeals held that a school district’s proposed individualized education program (IEP) violated the Individuals with Disabilities Education Act (IDEA) because it required a student to spend over half of his day in a special education classroom, when his parents believed he should spend most of his day in general education. The case, *D.R. v. Redondo Beach Unified School District* (9th Cir. 2022) 56 F.4th 636, reveals important insights as to how courts will analyze the IDEA’s least restrictive environment standard moving forward.

Background

In *D.R. v. Redondo Beach Unified School District*, the parents of a child with autism filed a lawsuit against the school district in which the child was enrolled. The dispute at issue was how much time the student, D.R., should spend in the general education classroom with non-disabled peers, versus the amount of time he should spend in a special education classroom.

Under the IDEA, school districts must ensure that all students with disabilities receive a free appropriate public education (FAPE) in the “least restrictive environment” (LRE) to the maximum extent appropriate. Pursuant to D.R.’s operative IEP, he spent 75% of his school day in the general education classroom working one-one-one with his aide using a heavily modified curriculum, and the remaining 25% of his school day receiving special education instruction in his school’s Learning Center. Although D.R. was making substantial progress on his goals, the school district argued that he lagged so far behind his non-disabled peers that he could rarely participate in activities with the rest of the class. Accordingly, when D.R.’s IEP team reconvened before his fifth-grade year, the school district proposed a new placement that would place him in a blended program, receiving most of his instruction in a special education classroom instead of in general education, so that D.R. could receive more individualized attention and a modified curriculum.

Analysis and Holding

This case originated as a due process hearing before the California Office of Administrative Hearings (OAH). After the OAH hearing, the administrative law judge ruled that the school district’s proposed blended placement did not violate the IDEA.

D.R. then appealed to a federal District Court, which agreed that there was no IDEA violation and affirmed the OAH ruling. The parents appealed to the United States Court of Appeals for the Ninth Circuit.

The Ninth Circuit applied a four-factor test derived from the court's earlier decision in *Sacramento City Unified School District v. Rachel H.* (9th Cir. 1994) F.3d 1405 (*Rachel H.*) to determine whether the school district had complied with the IDEA's LRE requirement. The four factors the court considered were: 1) academic benefits a child receives from placement in the regular classroom compared with those available in a special education classroom; 2) non-academic benefits a child with a disability derives from being educated in a regular classroom; 3) potential negative effects the child's presence may have on the education of other children in the classroom; and 4) cost to the school district of providing the supplementary aids and services necessary to educate a child with a disability in the regular classroom.

The second, third, and fourth factors all weighed in favor of D.R. maintaining his then-current placement of 75% of his school day in the general education environment. The only factor in dispute was the first factor related to whether he obtained academic benefit. In determining that D.R. needed a more restrictive setting, the District Court and OAH both placed great weight on the fact that the student was performing several grade levels below his non-disabled peers and could not keep up with the pace of instruction in the regular classroom. The Ninth Circuit panel disagreed, stating that a satisfactory education is not a one-size-fits all concept and grade level performance is not the correct standard for all children with disabilities. Rather, "[f]or children whose developmental disabilities preclude them from achieving at the same academic level as their non-disabled peers, the appropriate benchmark for measuring the academic benefits they receive is progress toward meeting the academic goals established in the child's IEP."

Additionally, the Ninth Circuit held that the District Court erred in finding that D.R. only received academic benefit in a regular classroom because of his supplementary aids and services. The Ninth Circuit noted that a child's reliance on supplementary aids and services is irrelevant to the first *Rachel H.* factor, because students may only be moved to more restrictive placements if education in regular classes *with* the use of supplementary aids and services cannot be achieved satisfactorily. That a child relies on supplementary aids and services or requires a modified curriculum to achieve a satisfactory education in the regular classroom cannot be used against him to justify a more restrictive placement.

Per the Ninth Circuit, the determination of whether general education was the appropriate setting for D.R. should have been based on his progress toward meeting the academic goals in his IEP, which the evidence showed he clearly satisfied—rather than his failure to meet grade level standards. The Ninth Circuit distinguished this case from *Baquerizo v. Garden Grove Unified School District*, 826 F.3d 1179 (9th Cir. 2016) (*Baquerizo*), noting that, unlike the student in *Baquerizo*, who had not attended public school for years, and had no track record of success in the regular classroom, D.R. made significant academic progress in the regular classroom during the two school years prior to the school district's proposed change of placement. Thus, in the present case, there were no factors that supported moving D.R. to a more restrictive placement.

The Ninth Circuit concluded that if a child is making substantial progress toward meeting his IEP's academic goals, as was the case here, the fact that he might receive a marginal increase in academic benefits from a more restrictive placement will seldom justify sacrificing the substantial non-academic benefits he derives from being educated in the regular classroom.

As a side note, the Ninth Circuit upheld the denial of D.R.'s parents' request for reimbursement for private one-on-one educational instruction. The parents could have refused the IEP, which would have triggered California's procedural protections under the IDEA's stay-put provision and allowed D.R. to maintain his current placement. Instead, D.R.'s parents had unilaterally withdrawn D.R. from school in response to the school district's offer of FAPE, and were therefore not entitled to reimbursement. The court noted that this was especially true since the private educational setting D.R.'s parents placed him in was even more restrictive than what the school district had proposed.

Takeaways

The decision in *D.R. v. Redondo Beach* confirms that when a school district considers whether general education placement is a child's least restrictive environment, the district needs to properly analyze whether the student is receiving academic benefit in that placement. This determination is not always based on whether the student is achieving at grade level; rather, for certain students, the crux of this decision is whether the student is making substantial progress toward their academic goals with supplementary supports and services. This holding provides helpful clarity for special education personnel when reviewing IEP offers of FAPE.

If you have any questions regarding this case or any special education matter, please contact one of the authors of this Client News Brief or an attorney at one of our [eight offices](#) located statewide. You can also subscribe to our [podcast](#), follow us on [Facebook](#), [Twitter](#) and [LinkedIn](#) or download our [mobile app](#).

As the information contained herein is necessarily general, its application to a particular set of facts and circumstances may vary. For this reason, this News Brief does not constitute legal advice. We recommend that you consult with your counsel prior to acting on the information contained herein.

Core Communication Skills

Participants will develop and enhance active listening skills and questioning techniques. The program will teach the importance of feeling "heard" in difficult conversations. Additionally, participants will demonstrate an awareness of concerns and feelings in resolving disputes.

Presented By
David P. Dowling, JD, MDR

Owner of Dowling Mediation Services and Professor at the Straus Institute for Dispute Resolution at Pepperdine University, School of Law.

Schedule

May 4, 2023

Time

8:30 a.m. - 1:30 p.m.

Location

Desert Mountain Educational Services Center
17800 Highway 18
Apple Valley, CA 92307

Audience

This training is intended for school district staff working in parent centers, in parent engagement groups or who serve as a parent resource.



Registration

Please register online at:

<https://sbcss.k12oms.org/52-233034>

Cost

Desert/Mountain SELPA and Charter SELPA members
\$0.00; Non-member participants \$50.00

Special Accommodations

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

***All in-person trainings are subject to change based on health and safety orders.**

Get in Touch

Address : 17800 Highway 18,
Apple Valley, CA 92307

Phone : (760) 955-3551

Email : nicole.langley@cahelp.org

Website : www.cahelp.org

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Presented By

David P. Dowling, JD, MDR

Owner of Dowling Mediation Services and Professor at the Straus Institute for Dispute Resolution at Pepperdine University, School of Law.

Schedule

May 31, 2023

Time

8:30 a.m. - 3:30 p.m.

Location

Desert Mountain Educational Services Center
17800 Highway 18
Apple Valley, CA 92307

Audience

General education teachers, special education teachers, and administrators.



Registration

Please register online at:

<https://sbcss.k12oms.org/52-232869>

Cost

Desert/Mountain SELPA and Charter SELPA members
\$0.00; Non-member participants \$50.00

Special Accommodations

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

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Phone : (760) 955-3551

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Website : www.cahelp.org

Desert/Mountain SELPA
OVERDUE IEP SUMMARY
As of 3/30/2023

LEA	Number of Overdue IEPs
Academy for Academic Excellence	8
Adelanto SD	96
Apple Valley USD	168
Baker Valley USD	5
Barstow USD	141
Bear Valley USD	28
Excelsior Charter Schools High Desert	43
Excelsior Charter Schools Corona-Norco	3
Health Sciences MS & HS Charter School	0
Helendale SD	1
Hesperia USD	236
Lucerne Valley USD	32
Mojave River Academy -Gold Canyon	0
Mojave River Academy -Marble City	3
Mojave River Academy -National Trails	6
Mojave River Academy -Oro Grande	12
Mojave River Academy -Rockview Park	1
Mojave River Academy -Route 66	0
Mojave River Academy -Silver Mountain	9
Needles USD	10
Norton	9
Options for Youth	3
Oro Grande SD	5
DM Operations	45
Silver Valley USD	7
Snowline JUSD	77
Trona JUSD	1
Victor Elementary SD	49
Victor Valley Union High SD	191
Total	1,189

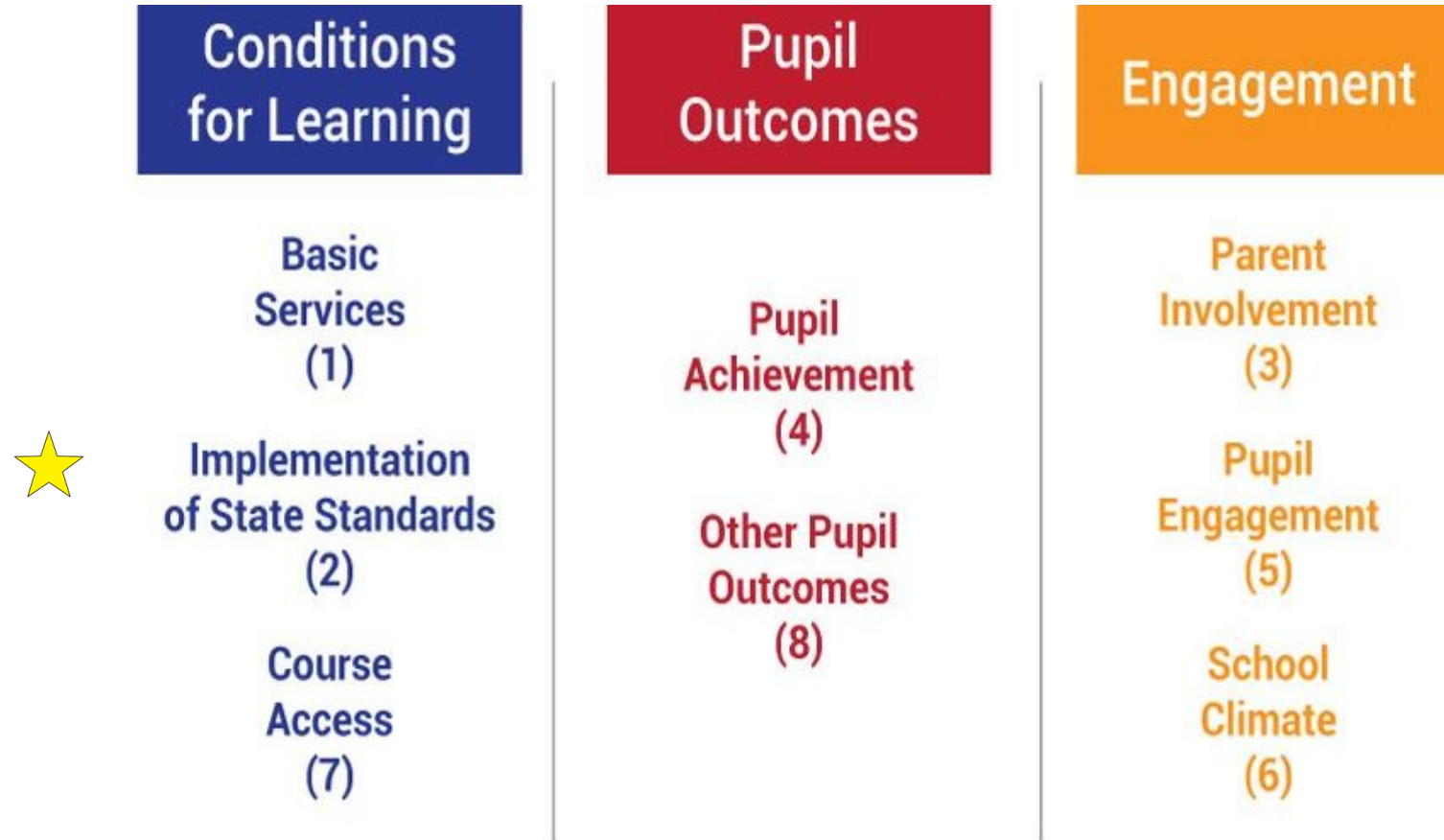


Implementation of Special Education Information System (SEIS)

Desert Mountain SELPA and Charter
SELPA

California State Priorities

Local Control and Accountability Plan (LCAP)



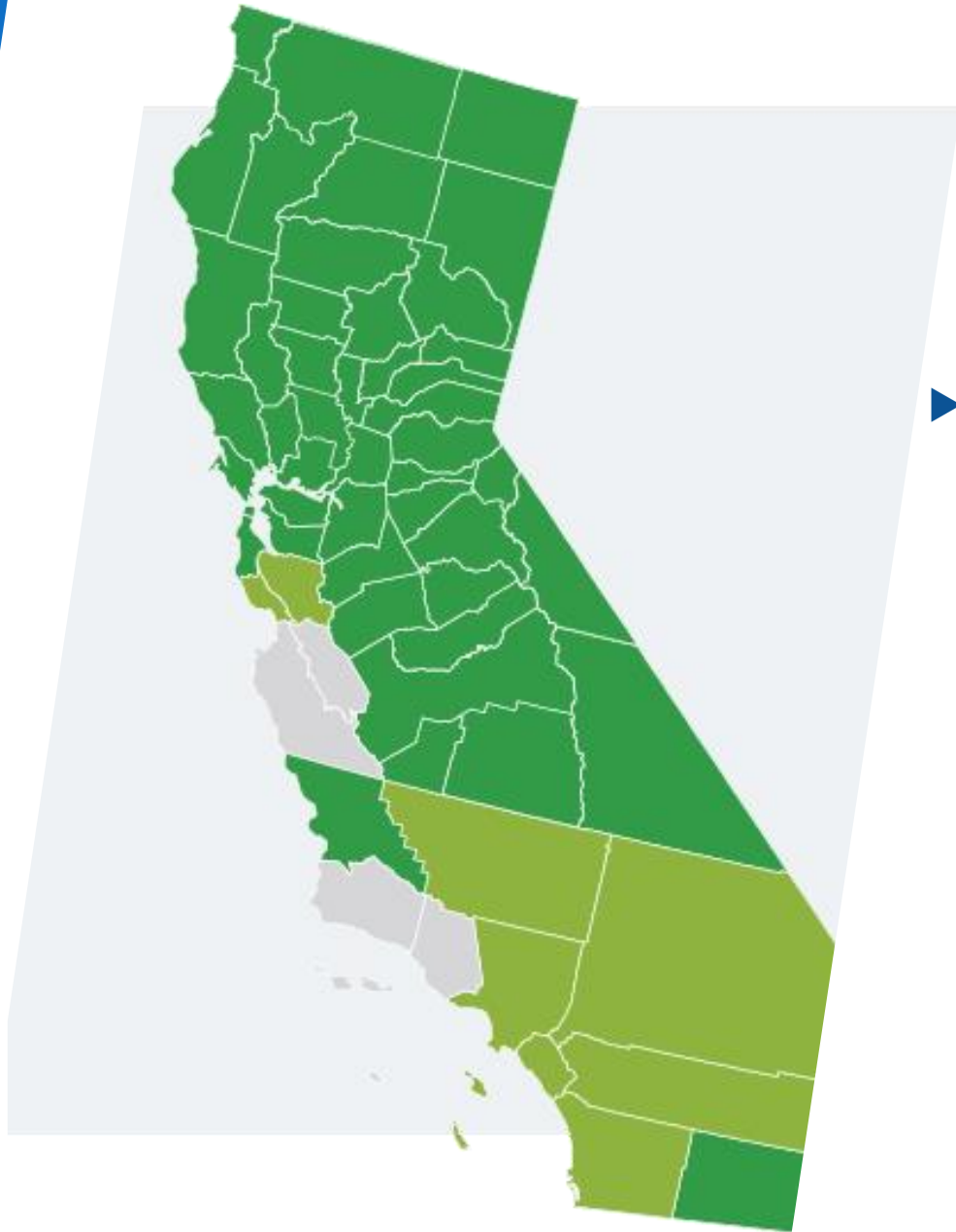
Agenda

- ❖ What is SEIS?
- ❖ Training Dates and Training Formats
- ❖ SEIS Admin and Provider Trainings
- ❖ Data Table Cleanup
- ❖ CALPADS EOY4/June 2023 Pupil Count
- ❖ July 1, 2023 - August 30, 2023 - IEPs
- ❖ WebIEP History Project
- ❖ Questions, Concerns, Comments



What is SEIS?

- ▶ About SEIS
 - ▶ Special Education Information System
 - ▶ SEIS is managed and maintained by CodeStack, a department of the San Joaquin County Office of Education.
 - ▶ CodeStack Sites:
 - ▶ CodeStack
 - ▶ SEIS
 - ▶ EdJoin
 - ▶ PROMIS
 - ▶ Beyond SST



Where is SEIS used?

- ▶ SEIS is used by 115 SELPAs (Special Education Local Plan Areas) and over 1,500 LEAs/School Districts in the state of California. All CALPADS special education reportable data and IEP information is stored centrally in the SEIS System. This means the students entire IEP history moves with them wherever they transfer within the SEIS Network.

Training Dates and Training Formats

- ▶ Training Schedule
 - ▶ May and June - Virtual format
 - ▶ July open for On-Sites
 - ▶ August and on-going - Virtual, In-Person (Regional), On-Site
 - ▶ Registration links will be available along with Training Flyer

AM SESSIONS - 9:00 to 12:00

PM SESSIONS - 1:00 to 4:00

On-site training will continue through the normal request process

[CAHELP On-Site Request - CAHELP](#)

SEIS Trainings - Admin and Provider

- ❖ April 26, 2023 from 9:00-2:00

- ❖ **SEIS ADMIN Training**

- ❖ 25 participant max
- ❖ One LEA rep. from each LEA
- ❖ Former MIS Level District Users
- ❖ Training provided by SEIS
- ❖ Training will be virtual and recorded
- ❖ Training will be reviewed during May 5th MIS meeting.

- ❖ Starting May 9th

- ❖ **SEIS PROVIDER Training**

- ❖ 20 Participant max
- ❖ Training Provided by SELPA
- ❖ Training will be virtual

**MULTIPLE TRAINING DATES
WILL BE AVAILABLE**

**VIRTUAL, IN-PERSON, AND
ON-SITE**

Initial SEIS Provider Process

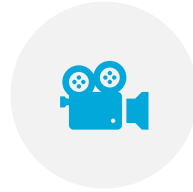
STEPS:

1. Attend a SEIS Provider Training (SEIS/SELPA Provided)
 2. When LIVE SEIS is available, complete the Initial CALPADS AFFIRM Process (Handout provided at Training) - August 2023
 3. Upload the latest, completed IEP and supporting documents from WebIEP to student record under “Attachments” in SEIS.
 4. Input GOALS in preparation for future Progress of Goals timeline
- ❖ **Supporting Documents examples:**
 - ❖ Psychological Reports
 - ❖ Speech/OT/PT Reports/Assessments
 - ❖ Health Care Reports
 - ❖ Assessment Plans
 - ❖ Signature Pages
 - ❖ Initial Data Upload to SEIS will be CALPADS Data - Demographics and Services

Training Resources



TRAINING
PACKET/MATERIALS



SEIS PROVIDED
TRAINING
VIDEOS



TRAINING
VIDEOS (LINKS
WILL BE
PROVIDED)



SEIS Q & A
FREQUENTLY
ASKED QUESTIONS



CONTINUOUS
SEIS AND SELPA
TECHNICAL
SUPPORT



TRAININGS VIA VIRTUAL, IN-
PERSON, AND ON-SITE
AVAILABLE

DATA TABLE CLEANUP - Behind the Scenes

Multiple Data Tables need to be revised, reviewed, etc.

- ❖ Providers Names, Positions, Emails
- ❖ District (LEA) Table Information
- ❖ School Site Information
- ❖ SELPA Information
- ❖ Demographic Information
- ❖ CALPADS Information
 - ❖ EOY4/June 2023 Pupil
LEAs should certify ASAP

CALPADS End-of-Year (EOY4)/June Pupil Count

- ▶ LEAs must complete EOY4/June Pupil Count and certify
- ▶ Certified Data will be sent to SEIS for initial upload into Live module
- ▶ SEIS will provide SELPA with SEIS Live Username/Passwords and SELPA will distribute based on access level grouping
 - ▶ SELPA Level
 - ▶ District Level (Former MIS District Data Entry Group), Directors, Coordinators, etc.
 - ▶ Provider Level (IEP Team Members)
- ▶ We are anticipating release of user access to be available late July/Early August.

Please make EOY4 Certification a **priority!**

IEPs between July 1, 2023 and August 30, 2023

IMPORTANT TRANSITION PROCESS

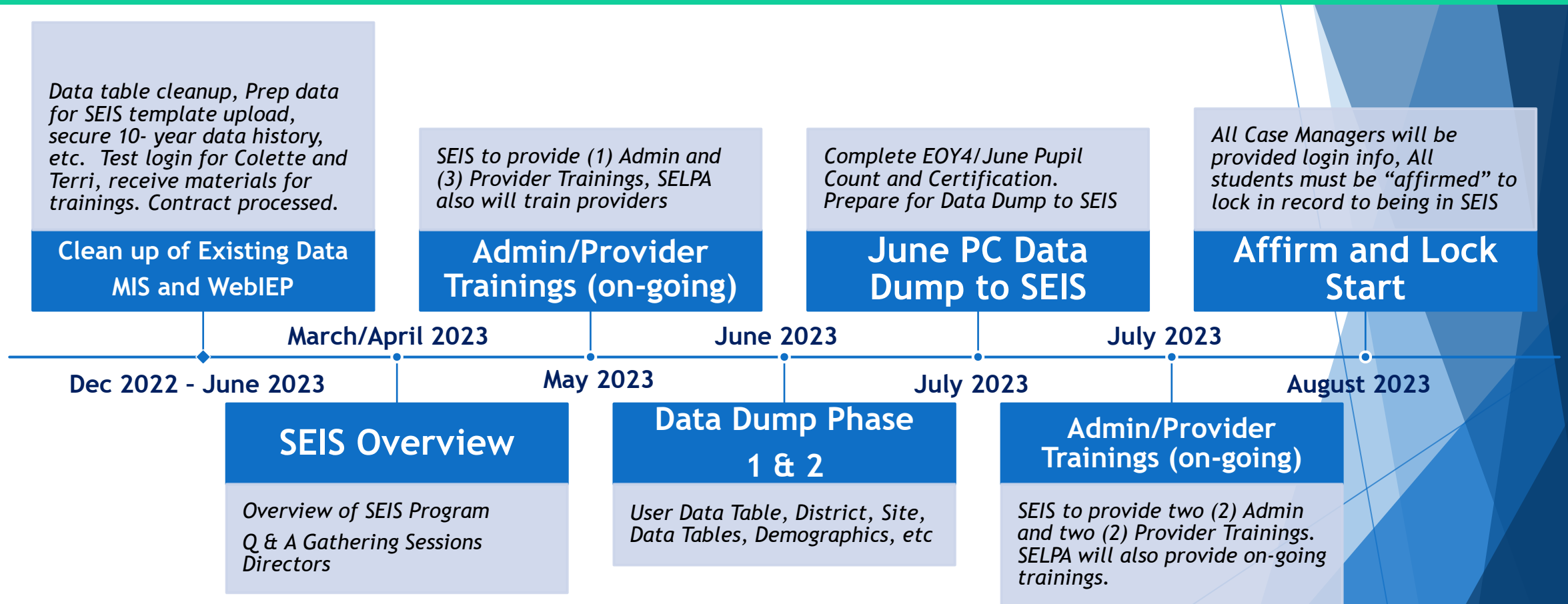
- ❖ **Option #1:** Complete IEPs early within WebIEP. SELPA to provide Reviews Report and LEA MIS Contacts have access to run future reports
- ❖ **Option #2:** Complete SEIS fillable IEP Packet will be accessible on CAHELP website/available link
- ❖ **Emergency IEPs:** Complete SEIS fillable forms
- ❖ WebIEP will be in VIEW ONLY mode starting July 2023 for IEP Teams until September 2023.
 - ❖ New IEPs dated 7/1/23 and beyond must be created with SEIS forms.
 - ❖ New Students record must be created in SEIS.

Faucette Micro Systems - WebIEP History Project

- ❖ SELPA requested 10 years of “searchable” history which will be housed at the SELPA office.
- ❖ SELPA requested a copy of all PDFs from WebIEP to be sorted by LEA and made available to LEA for retrieval to store in their own electronic filing system. This access will be for a limited amount of time (approximately 90 days).
- ❖ Reminder SELPA is not the Custodian of Record as per **Cal. Code Regs. Title 5 § 433** Section 433 - Maintenance and Security of Pupil Records.

SEIS Transition Timeline

Subject to Change - Revised 4/10/23



Deeper Conversation?

- ▶ Separate meeting for Directors?
 - ▶ Virtual meeting to discuss possible processes for your LEA regarding transition to SEIS
 - ▶ Electronic Filing System
 - ▶ Supplemental Programs
 - ▶ Beyond SST (SST and 504 Interventions Program)
 - ▶ PROMIS - Student Information System (SIS)
 - ▶ Medi-Cal Billing
 - ▶ Student Information System Integration (SIS Integration)
 - ▶ • This is a per district feature (not required that all districts in the SELPA use the feature)
 - ▶ • 1-way integration (SEIS to SIS or SIS to SEIS)
\$3,000 setup fee + \$0.75 per student
 - ▶ • 2-way integration (SEIS to SIS and SIS to SEIS)
\$4,000 setup fee + \$1.50 per student
- ▶ Open Conversation

Questions, Concerns, and Comments

Colette Garland, MIS Support Analyst
colette.garland@cahelp.org
(760) 955-3565

9.8 Nonpublic School/Nonpublic Agency Update

No materials, verbal report only



CALIFORNIA PBIS 2023 Recognition Timeline



WEBINAR INTRODUCING CRITERIA	JANUARY 30, 2023
APPLICATION WINDOW OPENS	JANUARY 30, 2023
APPLICATION WINDOW CLOSES	MAY 12, 2023
DISPLAYED AT THE CALIFORNIA PBIS CONFERENCE	OCTOBER 11-13, 2023

COMPLETE APPLICATION ONLINE AT PBISCA.ORG



The PBIS Recognition applications are now being accepted through May 12th. If your district or schools are interested in applying, please click on the link for information pertaining to recognition. The Prevention and Intervention Specialists are here to support and assist you through this process if needed even if your district or school is not currently in contract with us.

[CA PBIS Recognition Information](#)

If your district or schools have any questions pertaining to PBIS Recognition, please contact Deborah Sarkesian, Coordinator at 442.292.5094, ext. 200.



California Association Health and Education Linked Professions-
Spirit River Complex-DM SELPA-DMCC
Primary Funding Sources

Contract/Grant Funding

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

State Revenue

- ◆ AB 114 Mental Health
- ◆ AB 602 Out-of-Home
- ◆ AB 602 Program Specialist/Regionalized Services
- ◆ AB 602 Low Incidence Funding

Fee-for-Service/Other Fees

- ◆ X-Pot Contributions
- ◆ DM SELPA Related Services FFS
- ◆ DMCC Mental Health FFS
- ◆ DMCC Intensive Therapeutic Services FFS

San Bernardino County Superintendent of Schools
2023-24 Budget Proposal
Budget Assumptions

- ♦ Assume mental health state and federal funding will continue to flow to the SELPAs by way of apportionment, grant award, JPA agreement, local plan, or MOU
- ♦ 4% COLA on salary
- ♦ Funded step and column
- ♦ 5% increase on medical, dental, vision, and life insurance
- ♦ Assume medical opt-out
- ♦ Employer paid statutory rates

Medicare	1.45%
SUI	0.20%
WC	2.63%
STRS	19.10%
PERS	27.00%
- ♦ Information Technology user fee \$2,705 per FTE / email only \$123 per FTE
- ♦ Indirect Cost Rate 8.5%

California Association of Health and Education Linked Professions

2022-23 Second Interim

Program	Revenue	Expense	Revenue Less Expense	Beginning Balance	Projected Ending Balance June 30
CAHELP JPA	\$ 2,995,055	\$ 2,995,055	\$ -	\$ -	\$ -
Spirit River Complex	\$ 473,421	\$ 473,421	\$ -	\$ -	\$ -
DM SELPA	\$ 80,260,943	\$ 88,914,243	\$ (8,653,300)	\$ 21,849,317	\$ 13,196,017
DM Charter SELPA	\$ 7,164,065	\$ 7,768,813	\$ (604,748)	\$ 2,416,281	\$ 1,811,533
DM Children's Center	\$ 29,536,732	\$ 28,891,005	\$ 645,727	\$ 10,773,554	\$ 11,419,281
Total	\$ 120,430,216	\$ 129,042,537	\$ (8,612,321)	\$ 35,039,152	\$ 26,426,831

2023-24 Budget Proposal

Program	Revenue	Expense	Revenue Less Expense	Beginning Balance	Projected Ending Balance June 30
CAHELP JPA	\$ 3,281,769	\$ 3,281,769	\$ -	\$ -	\$ -
Spirit River Complex	\$ 428,533	\$ 428,533	\$ -	\$ -	\$ -
DM SELPA	\$ 78,691,858	\$ 79,360,456	\$ (668,598)	\$ 13,196,017	\$ 12,527,419
DM Charter SELPA	\$ 8,434,919	\$ 8,492,720	\$ (57,801)	\$ 1,811,533	\$ 1,753,732
DM Children's Center	\$ 29,994,553	\$ 33,120,213	\$ (3,125,660)	\$ 11,419,281	\$ 8,293,621
Total	\$ 120,831,632	\$ 124,683,691	\$ (3,852,059)	\$ 26,426,831	\$ 22,574,772

CAHELP ADMINISTRATIVE
2023-24 BUDGET PROPOSAL

<u>RANGE</u>	<u>DESCRIPTION</u>	<u>2021-22</u> <u>ACTUALS</u>	<u>2022-23</u> <u>ESTIMATED</u> <u>ACTUALS</u>	<u>2023-24</u> <u>PROPOSED</u>	<u>RATIO</u> <u>PROPOSED</u>
8100-8299	FEDERAL REVENUE	-	-	-	0.00%
8300-8599	OTHER STATE REVENUE	-	-	-	0.00%
8600-8799	OTHER LOCAL REVENUE	220	200	-	0.00%
8980-8999	REVENUE CONTRIBUTIONS	2,503,685	2,994,855	3,281,769	100.00%
		<u>2,503,905</u>	<u>2,995,055</u>	<u>3,281,769</u>	100.00%
1000-1999	CERTIFICATED SALARY	319,610	254,279	243,009	7.40%
2000-2999	CLASSIFIED SALARY	1,252,175	1,424,520	1,610,982	49.09%
3000-3999	EMPLOYEE BENEFIT	578,960	689,387	799,227	24.35%
4000-4999	BOOKS AND SUPPLIES	21,543	48,485	39,100	1.19%
5000-5999	SERVICES AND OPERATING	150,461	332,347	332,354	10.13%
6000-6999	CAPITAL OUTLAY	-	-	-	0.00%
7211	PASS THROUGH GRANTS TO DISTRICT:	-	-	-	0.00%
7221	TRANSFERS OF APPORTIONMENTS	-	-	-	0.00%
7312	INDIRECT COSTS	182,336	246,037	257,097	7.83%
	TOTAL	<u>2,505,086</u>	<u>2,995,055</u>	<u>3,281,769</u>	100.00%
	REVENUE	2,503,905	2,995,055	3,281,769	
	EXPENSE	2,505,086	2,995,055	3,281,769	
	REVENUE LESS EXPENSE	(1,181)	-	-	
	BEGINNING BALANCE	1,181	0	0	
	ENDING BALANCE	0	0	0	

CAHELP SPIRIT RIVER COMPLEX
 2023-24 BUDGET PROPOSAL

<u>RANGE</u>	<u>DESCRIPTION</u>	<u>2021-22</u> <u>ACTUALS</u>	<u>2022-23</u> <u>ESTIMATED</u> <u>ACTUALS</u>	<u>2023-24</u> <u>PROPOSED</u>	<u>RATIO</u> <u>PROPOSED</u>
8100-8299	FEDERAL REVENUE	0	0	0	0.00%
8300-8599	OTHER STATE REVENUE	0	0	0	0.00%
8600-8799	OTHER LOCAL REVENUE	189,329	100,100	51,600	12.04%
8980-8999	REVENUE CONTRIBUTIONS	<u>9,531</u>	<u>373,321</u>	<u>376,933</u>	<u>87.96%</u>
		198,860	473,421	428,533	100.00%
1000-1999	CERTIFICATED SALARY	-	-	-	0.00%
2000-2999	CLASSIFIED SALARY	27,172	49,531	74,072	17.29%
3000-3999	EMPLOYEE BENEFIT	19,149	26,922	42,206	9.85%
4000-4999	BOOKS AND SUPPLIES	-	3,162	2,550	0.60%
5000-5999	SERVICES AND OPERATING	138,064	266,578	233,357	54.45%
6000-6999	CAPITAL OUTLAY	-	98,652	50,000	11.67%
7211	PASS THROUGH GRANTS TO DISTRICT:	-	-	-	0.00%
7221	TRANSFERS OF APPORTIONMENTS	-	-	-	0.00%
7312	INDIRECT COSTS	<u>14,474</u>	<u>28,576</u>	<u>26,348</u>	<u>6.15%</u>
	TOTAL	198,860	473,421	428,533	100.00%
	REVENUE	198,860	473,421	428,533	
	EXPENSE	198,860	473,421	428,533	
	REVENUE LESS EXPENSE	-	-	-	
	BEGINNING BALANCE	-	-	-	
	ENDING BALANCE	-	-	-	

DESERT MOUNTAIN SELPA
2023-24 BUDGET PROPOSAL

<u>RANGE</u>	<u>DESCRIPTION</u>	<u>2021-22</u> <u>ACTUALS</u>	<u>2022-23</u> <u>ESTIMATED</u> <u>ACTUALS</u>	<u>2023-24</u> <u>PROPOSED</u>	<u>RATIO</u> <u>PROPOSED</u>
8100-8299	FEDERAL REVENUE	23,986,029	21,052,504	20,937,198	26.61%
8300-8599	OTHER STATE REVENUE	43,288,104	41,477,768	38,256,861	48.62%
8600-8799	OTHER LOCAL REVENUE	17,305,566	19,603,897	21,271,434	27.03%
8980-8999	REVENUE CONTRIBUTIONS	<u>-1,218,835</u>	<u>-1,873,226</u>	<u>-1,773,635</u>	<u>-2.25%</u>
		83,360,864	80,260,943	78,691,858	100.00%
1000-1999	CERTIFICATED SALARY	2,086,247	2,174,091	2,185,406	2.75%
2000-2999	CLASSIFIED SALARY	6,492,450	8,126,194	10,276,140	12.95%
3000-3999	EMPLOYEE BENEFIT	3,491,430	4,306,397	5,469,286	6.89%
4000-4999	BOOKS AND SUPPLIES	433,156	601,108	535,726	0.68%
5000-5999	SERVICES AND OPERATING	24,980,427	28,282,729	29,302,498	36.92%
6000-6999	CAPITAL OUTLAY	10,661	23,000	16,000	0.02%
7211	PASS THROUGH GRANTS TO DISTRICT:	21,021,342	25,076,405	16,824,112	21.20%
7221	TRANSFERS OF APPORTIONMENTS	10,184,905	18,919,581	13,104,077	16.51%
7312	INDIRECT COSTS	<u>956,847</u>	<u>1,404,738</u>	<u>1,647,211</u>	<u>2.08%</u>
	TOTAL	69,657,465	88,914,243	79,360,456	100.00%
	REVENUE	83,360,864	80,260,943	78,691,858	
	EXPENSE	69,657,465	88,914,243	79,360,456	
	REVENUE LESS EXPENSE	13,703,399	(8,653,300)	(668,598)	
	BEGINNING BALANCE	8,145,918	21,849,317	13,196,017	
	ENDING BALANCE	21,849,317	13,196,017	12,527,419	

DESERT MOUNTAIN CHILDREN'S CENTER
2023-24 BUDGET PROPOSAL

<u>RANGE</u>	<u>DESCRIPTION</u>	<u>2021-22</u> <u>ACTUALS</u>	<u>2022-23</u> <u>ESTIMATED</u> <u>ACTUALS</u>	<u>2023-24</u> <u>PROPOSED</u>	<u>RATIO</u> <u>PROPOSED</u>
8100-8299	FEDERAL REVENUE	-	-	-	0.00%
8300-8599	OTHER STATE REVENUE	8,107,999	8,108,311	8,130,904	27.11%
8677-8699	OTHER LOCAL REVENUE	26,455,488	23,078,825	23,656,413	78.87%
8980-8999	REVENUE CONTRIBUTIONS	(1,231,555)	(1,650,404)	(1,792,764)	-5.98%
	TOTAL	33,331,932	29,536,732	29,994,553	100.00%
1000-1999	CERTIFICATED SALARY	487,349	471,553	545,882	1.65%
2000-2999	CLASSIFIED SALARY	13,488,458	16,287,407	18,623,223	56.22%
3000-3999	EMPLOYEE BENEFIT	6,216,190	7,689,459	9,017,637	27.23%
4000-4999	BOOKS AND SUPPLIES	133,858	327,976	240,670	0.73%
5000-5999	SERVICES AND OPERATING	1,378,672	1,770,399	2,125,941	6.42%
6000-6999	CAPITAL OUTLAY	-	-	-	0.00%
7211	PASS THROUGH GRANTS TO DISTRICTS	-	-	-	0.00%
7221	TRANSFERS OF APPORTIONMENTS	-	-	-	0.00%
7312	INDIRECT COSTS	1,681,232	2,344,211	2,566,859	7.75%
	TOTAL	23,385,761	28,891,005	33,120,213	100.00%
	REVENUE	33,331,932	29,536,732	29,994,553	
	EXPENSE	23,385,761	28,891,005	33,120,213	
	REVENUE LESS EXPENSE	9,946,171	645,727	(3,125,660)	
	BEGINNING BALANCE	827,383	10,773,554	11,419,281	
	ENDING BALANCE	10,773,554	11,419,281	8,293,621	

CAHELP - SPIRIT RIVER COMPLEX - DESERT MOUNTAIN SELPA
2023-24 BUDGET PROPOSAL BY PROGRAM

	BEGINNING BALANCE	2021-22 ACTUAL REVENUE	2021-22 ACTUAL EXPENSE	2021-22 ACTUAL ENDING BALANCE	2022-23 ESTIMATED REVENUE	2022-23 ESTIMATED EXPENSE	2022-23 ESTIMATED ENDING BALANCE	2023-24 PROPOSED REVENUE	2023-24 PROPOSED EXPENSE	2023-24 PROPOSED ENDING BALANCE
CAHELP ADMINISTRATIVE	1,181	2,503,905	2,505,086	-	2,995,055	2,995,055	(0)	3,281,769	3,281,769	0
SPIRIT RIVER COMPLEX	-	198,860	198,860	-	473,421	473,421	0	428,533	428,533	(0)
X-POT	1,835,299	2,768,338	2,465,564	2,138,073.23	2,859,479	3,107,412	1,890,140	3,132,160	3,112,778	1,909,523
PROGRAM SPECIALIST/REGIONAL SERVICE	1,193,586	2,723,586	1,999,052	1,918,120.14	2,876,866	2,529,415	2,265,571	3,066,215	2,732,623	2,599,162
INSERVICE WORKSHOPS	4,388	33,207	37,595	-	23,500	23,500	0	45,000	45,000	(0)
LOW INCIDENCE FUND	441,201	2,304,093.00	1,763,862	981,432.24	2,303,400	2,286,851	997,981	2,395,482	2,303,096	1,090,367
RELATED SERVICES	1,882,582	7,466,419	6,449,476	2,899,525.32	8,493,704	8,712,283	2,680,946	9,130,338	10,561,329	1,249,955
TRANSITION PARTNERSHIP PROGRAM	-	892,432	892,432	-	1,128,025	1,128,025	(0)	1,158,019	1,158,019	(1)
REGION 10	266,066	2,250	27,417	240,899.58	(229,350)	11,550	0	12,215	12,215	0
PART C EARLY EDUCATION PROGRAMS	-	5,000	5,000	-	5,000	5,000	0	5,000	5,000	(0)
ALTERNATE DISPUTE RESOLUTION	-	25,516	25,516	-	19,685	19,685	(0)	14,922	14,922	(0)
ALTERNATE DISPUTE RESOLUTION COVID-	0	69,039	69,039	-	1,793	1,793	(0)	-	-	(0)
DISPUTE PREVENTION/RESOLUTION 01	-	1,803,268	-	1,803,268.25	-	1,538,690	264,578	(264,578)	-	0
DISPUTE PREVENTION/RESOLUTION 10	-	13,730	13,730	-	1,439,868	1,439,868	-	-	-	-
LEARNING RECOVERY SUPPORT 01	-	8,176,491	79,646	8,096,844.68	-	7,159,831	937,014	(937,014)	-	(0)
LEARNING RECOVERY SUPPORT 10	-	-	-	-	6,541,193	6,541,193	-	-	-	-
PRESCHOOL REGIONALIZED SERVICES	-	19,586	19,586	-	21,559	21,559	(0)	21,559	21,559	0
WORKABILITY GRANT	-	102,105	102,105	-	102,105	102,105	0	102,105	102,105	0
PRESCHOOL STAFF DEVELOPMENT	-	3,643	3,643	-	2,738	2,738	0	3,583	3,583	0
NON-PUBLIC SCHOOLS/AGENCIES	-	13,882,066.70	13,882,067	-	15,871,516	15,871,516	-	17,458,667	17,458,667	(0)
CHARTER SCHOOL PASS-THROUGH	-	185,972	185,972	-	198,271	198,271	-	240,652	240,652	0
OUT-OF-HOME	2,370,740	2,662,667	1,430,961	3,602,446.21	2,193,963	1,835,715	3,960,694	4,687,262	3,164,933	5,483,023
PREVENTION AND INTERVENTION	-	246,500	246,500	-	406,240	406,240	(0)	247,914	247,914	(0)
MENTAL HEALTH TRIAGE	-	1,354,336	1,354,336	-	300,118	300,118	0	-	-	0
TPP WORK EXPERIENCE	-	334,054	334,054	-	336,589	336,589	(0)	343,108	343,108	(0)
PROMISE GRANT ENROLLMENT FUNDS	16,797	-	2,534	14,262.72	-	6,548	7,715	-	2,170	5,545
EMPLOYMENT NETWORK	12,322	1,548	1,922	11,947.30	1,600	1,600	11,947	1,600	1,085	12,462
PAID INTERNSHIP PROGRAM (IRC)	-	-	-	-	1,205	1,205	0	500	500	(0)
WIOA GENERATION GO	-	270,250	270,250	-	1,086,558	1,086,558	(0)	1,086,558	1,086,558	0
KIDS FIRST FOUNDATION/DOR	-	41,480	41,480	-	36,973	36,973	(0)	-	-	(0)
CSEP	-	128,350	128,350	-	174,876	174,876	0	300,000	300,000	0
MENTAL HEALTH ADA	-	1,230,547	1,230,547	-	1,180,337	1,180,337	0	1,180,337	1,180,337	(0)
SPED MENTAL HEALTH	-	6,779,823	6,779,823	-	6,457,762	6,457,762	0	6,940,560	6,940,560	0
LEA MEDI-CAL BILLING	122,937	19,561	-	142,497.20	56,000	19,066	179,431	56,000	58,048	177,383
ARP LOCAL ASSISTANCE ENTITLEMENTS	-	3,858,100	3,858,100	-	-	-	-	-	-	-
ARP FEDERAL PRESCHOOL	-	189,090	189,090	-	-	-	-	-	-	-
AB602 PASS-THROUGH	-	8,807,394	8,807,394	-	9,274,026	9,274,026	-	11,439,583	11,439,583	-
LOCAL ASSISTANCE ENTITLEMENTS	-	16,783,159	16,783,159	-	16,830,001	16,830,001	-	16,660,966	16,660,966	-
FEDERAL PRESCHOOL	-	177,263	177,263	-	265,343	265,343	-	163,146	163,146	-
TOTAL	8,147,099	86,063,628	72,361,411	21,849,316.87	83,729,419	92,382,719	13,196,018	82,402,160	83,070,757	12,527,419

DESERT MOUNTAIN CHILDREN'S CENTER
 2023-24 BUDGET PROPOSAL BY PROGRAM

PROGRAM DESCRIPTION	MGMT CODE	BEGINNING BALANCE	2021-22 ACTUAL REVENUE	2021-22 ACTUAL EXPENSE	ACTUAL ENDING BALANCE	2022-23 ESTIMATED REVENUE	2022-23 ESTIMATED EXPENSE	2022-23 ESTIMATED ENDING BALANCE	2023-24 PROPOSED REVENUE	2023-24 PROPOSED EXPENSE	2023-24 PROPOSED ENDING BALANCE
MAA - MEDI-CAL ADMINISTRATIVE ACTIVITIES	029M	266,626	206,007	148,862	323,771	249,740	211,644	361,867	250,000	205,000	406,867
INTENSIVE THERAPEUTIC SERVICES	029P	34,779	1,236,223	1,147,553	123,449	1,302,118	1,239,717	185,850	1,298,821	1,338,810	145,861
TRAINING INSTITUTE	029T	51,888	24,967	8,584	68,271	149,905	44,288	173,888	31,900	7,812	197,976
LEA MEDI-CAL BILLING	325K	73,463	24,054	24,054	73,463	25,000	9,642	88,821	20,000	10,850	97,971
SATS - SCHOOL-AGED TREATMENT SERVICES	0483	-	11,286,636	11,286,636	-	14,073,922	14,073,922	-	15,881,251	15,881,251	-
SART-15 - SCREENING ASSESSMENT REFERRAL TREATMENT	483A	-	6,534,327	6,534,327	-	8,509,486	8,509,486	-	9,890,094	9,890,094	-
SART-45 - SCREENING ASSESSMENT REFERRAL TREATMENT	483I	-	384,773	384,773	-	387,606	387,606	-	544,605	544,605	-
SART-60 - SCREENING ASSESSMENT REFERRAL TREATMENT	483J	-	757,551	757,551	-	764,458	764,458	-	1,083,369	1,083,369	-
SAP-15 - STUDENT ASSISTANCE PROGRAM	483B	-	1,060,912	1,060,912	-	934,450	934,450	-	1,055,208	1,055,208	-
SAP-45 - STUDENT ASSISTANCE PROGRAM	483M	-	304,864	304,864	-	341,916	341,916	-	373,605	373,605	-
SAP-MHSSA - STUDENT ASSISTANCE PROGRAM	483O	-	108,782	108,782	-	380,386	380,386	-	467,590	467,590	-
DMCC/SELPA/DM DISTRICTS MOU FOR MHS	483F	400,627	9,783,973	-	10,184,600	424,255	-	10,608,855	(3,163,909)	-	7,444,946
EIIS-15 - EARLY IDENTIFICATION INTERVENTION SERVICES	483G	-	1,517,106	1,517,106	-	1,889,910	1,889,910	-	2,155,211	2,155,211	-
EIIS-60 - EARLY IDENTIFICATION INTERVENTION SERVICES	483H	-	101,757	101,757	-	103,580	103,580	-	106,808	106,808	-
TOTAL		827,383	33,331,932	23,385,761	10,773,554	29,536,732	28,891,005	11,419,281	29,994,553	33,120,213	8,293,621

2023-2024 vs 2022-2023

FTE by Program

Program	Object Range	CAHELP JPA			Spirit River Complex			DM SELPA			DM Charter SELPA			DM Children's Center		
		FTE 2023-24	FTE 2022-23	Net Effect	FTE 2023-24	FTE 2022-23	Net Effect	FTE 2023-24	FTE 2022-23	Net Effect	FTE 2023-24	FTE 2022-23	Net Effect	FTE 2023-24	FTE 2022-23	Net Effect
Certificated Pupil Support	1200	-	-	-	-	-	-	1.00	1.00	-	-	-	-	1.00	1.00	-
Certificated Supervisor/Admin	1300	1.00	1.00	-	-	-	-	3.58	4.58	(1.00)	0.42	0.42	-	-	-	-
Other Certificated	1900	-	-	-	-	-	-	9.00	9.00	-	1.65	1.65	-	2.35	2.35	-
Classified Pupil Support	2200	-	-	-	-	-	-	74.45	57.23	17.22	2.15	1.67	0.48	138.20	136.25	1.95
Classified Supervisor/Admin	2300	2.00	2.00	-	-	-	-	3.85	3.85	-	0.95	1.05	(0.10)	13.20	13.40	(0.20)
Clerical and Office	2400	11.95	12.20	(0.25)	1.00	1.00	-	28.20	23.25	4.95	1.20	1.07	0.13	39.05	32.23	6.82
Other Classified	2900	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total		14.95	15.20	(0.25)	1.00	1.00	-	120.08	98.91	21.17	6.37	5.86	0.51	193.80	185.23	8.57

Net Effect Across Organization 30.00

Desert Mountain SELPA
 Desert Mountain Charter SELPA
 Desert Mountain Children's Center
 2023-24 Proposed Fee-for-Service and X-Pot Contribution Rates

Rates					
FY	SELPA-Related Services (+ 8.13%)	* SELPA Education Support (+ 8.13%)	Intensive Therapeutic Services AVCEC/Ingles (+ 5%)	DMCC Mental Health Services	** RSP (+ 8.13%)
2023-24	\$ 7,811	\$ 3,906	\$ 12,091	\$ 6,904	\$ 3,114
2022-23	\$ 7,224	\$ 3,612	\$ 11,515	\$ 6,904	\$ 2,880

Projected Service Counts				
FY	SELPA-Related Services (+ 8.13%)	* SELPA Education Support (+ 8.13%)	Intensive Therapeutic Services AVCEC/Ingles (+ 5%)	DMCC Mental Health Services
2023-24	1275	146	107	990

* Education support for services greater than 120 minutes annually as indicated on SELPA form 68D

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

FY	X-Pot Contribution (+ 5%)
2023-24	266
2022-23	253

Desert Mountain SELPA - Districts
2022-23 Second Interim vs Comparison Year

LEA	Comparison Year	Comparison Year (Excluding PCRA)	2nd Interim	Pass/Fail
Adelanto Elementary (67587)				
Enrollment	1019			
State and Local	2021-22	\$ 16,724,769.57	\$ 18,218,554.81	Pass
State and Local Per Capita	2021-22	\$ 16,412.93	\$ 17,878.86	Pass
Local Only	2021-22	\$ 15,425,914.83	\$ 16,934,428.00	Pass
Local Only Per Capita	2021-22	\$ 15,138.29	\$ 16,618.67	Pass
Apple Valley Unified (75077)				
Enrollment	1685			
State and Local	2021-22	\$ 23,273,339.58	\$ 20,104,315.00	Fail
State and Local Per Capita	2020-21	\$ 14,220.10	\$ 11,931.34	Fail
Local Only	2021-22	\$ 21,875,678.41	\$ 27,487,228.00	Pass
Local Only Per Capita	2021-22	\$ 12,982.60	\$ 16,312.89	Pass
Baker Valley Unified (73858)				
Enrollment	14			
State and Local	2021-22	\$ 148,381.29	\$ 195,395.00	Pass
State and Local Per Capita	2019-20	\$ 10,949.55	\$ 13,956.79	Pass
Local Only	2020-21	\$ 50,719.39	\$ 6,986.00	Fail
Local Only Per Capita	2019-20	\$ 3,878.66	\$ 499.00	Fail
Barstow Unified (67611)				
Enrollment	985			
State and Local	2021-22	\$ 12,479,989.05	\$ 13,516,218.00	Pass
State and Local Per Capita	2021-22	\$ 12,670.04	\$ 13,722.05	Pass
Local Only	2021-22	\$ 11,945,232.05	\$ 13,087,036.00	Pass
Local Only Per Capita	2018-19	\$ 12,129.34	\$ 13,286.33	Pass
Bear Valley Unified (67637)				
Enrollment	293			
State and Local	2021-22	\$ 2,717,643.85	\$ 3,334,780.79	Pass
State and Local Per Capita	2021-22	\$ 9,275.23	\$ 11,381.50	Pass
Local Only	2018-19	\$ 2,300,591.94	\$ 3,009,252.79	Pass
Local Only Per Capita	2021-22	\$ 7,623.83	\$ 10,270.49	Pass
Helendale Elementary (67736)				
Enrollment	158			
State and Local	2021-22	\$ 1,067,858.47	\$ 1,219,671.00	Pass
State and Local Per Capita	2021-22	\$ 6,758.59	\$ 7,719.44	Pass
Local Only	2021-22	\$ 817,200.59	\$ 1,014,908.00	Pass
Local Only Per Capita	2021-22	\$ 5,172.16	\$ 6,423.47	Pass
Hesperia Unified (75044)				
Enrollment	2959			
State and Local	2021-22	\$ 44,689,007.38	\$ 54,761,693.00	Pass
State and Local Per Capita	2021-22	\$ 15,102.74	\$ 18,506.82	Pass
Local Only	2021-22	\$ 39,356,573.37	\$ 46,466,907.00	Pass
Local Only Per Capita	2021-22	\$ 13,300.63	\$ 15,703.58	Pass
Lucerne Valley Unified (75051) - Pending SBCSS Final Review				
Enrollment	118			
State and Local	2021-22	\$ 1,623,294.16	\$ 1,944,636.00	Pass
State and Local Per Capita	2021-22	\$ 13,756.73	\$ 16,479.97	Pass
Local Only	2020-21	\$ 1,201,279.15	\$ 1,617,588.00	Pass
Local Only Per Capita	2020-21	\$ 10,180.33	\$ 13,708.37	Pass

LEA	Comparison Year	Comparison Year (Excluding PCRA)	2nd Interim	Pass/Fail
Needles Unified (67801)				
Enrollment	159			
State and Local	2021-22	\$ 865,351.57	\$ 972,951.00	Pass
State and Local Per Capita	2020-21	\$ 8,618.74	\$ 6,119.19	Fail
Local Only	2019-20	\$ 674,494.75	\$ 674,501.00	Pass
Local Only Per Capita	2019-20	\$ 5,668.02	\$ 4,242.14	Fail
Oro Grande Elementary (67827)				
Enrollment	517			
State and Local	2021-22	\$ 3,740,439.83	\$ 4,237,593.52	Pass
State and Local Per Capita	2015-16	\$ 13,172.98	\$ 8,196.51	Fail
Local Only	2011-12	\$ 411,498.93	\$ -	Fail
Local Only Per Capita	2011-12	\$ 2,338.06	\$ -	Fail
Silver Valley Unified (73890)				
Enrollment	329			
State and Local	2021-22	\$ 4,044,105.94	\$ 4,151,357.00	Pass
State and Local Per Capita	2021-22	\$ 12,292.11	\$ 12,618.11	Pass
Local Only	2021-22	\$ 2,356,274.76	\$ 2,562,959.00	Pass
Local Only Per Capita	2014-15	\$ 7,171.72	\$ 7,790.15	Pass
Snowline Joint Unified (73957)				
Enrollment	1113			
State and Local	2021-22	\$ 12,233,310.60	\$ 16,148,486.00	Pass
State and Local Per Capita	2021-22	\$ 10,991.30	\$ 14,508.97	Pass
Local Only	2021-22	\$ 11,441,401.27	\$ 15,619,889.00	Pass
Local Only Per Capita	2021-22	\$ 10,279.79	\$ 14,034.04	Pass
Trona Joint Unified (67892)				
Enrollment	57			
State and Local	2021-22	\$ 439,064.30	\$ 361,785.39	Fail
State and Local Per Capita	2020-21	\$ 8,727.03	\$ 6,347.11	Fail
Local Only	2020-21	\$ 259,297.30	\$ 204,309.03	Fail
Local Only Per Capita	2020-21	\$ 5,516.96	\$ 3,584.37	Fail
Victor Elementary (67918)				
Enrollment	1358			
State and Local	2021-22	\$ 19,710,693.59	\$ 19,338,127.00	Fail
State and Local Per Capita	2021-22	\$ 14,525.20	\$ 14,240.15	Fail
Local Only	2021-22	\$ 17,174,882.81	\$ 18,120,492.00	Pass
Local Only Per Capita	2021-22	\$ 12,656.51	\$ 13,343.51	Pass
Victor Valley Union High School District (67934)				
Enrollment	1738			
State and Local	2021-22	\$ 24,009,590.10	\$ 26,500,855.04	Pass
State and Local Per Capita	2021-22	\$ 13,814.50	\$ 15,247.90	Pass
Local Only	2021-22	\$ 21,804,083.40	\$ 26,250,435.23	Pass
Local Only Per Capita	2021-22	\$ 12,545.50	\$ 15,103.82	Pass



California Association of Health & Education
Linked Professions
17800 Highway 18
Apple Valley, CA 92307-1219

760-552-6700
760-242-5363
www.dmselpa.org

MEMORANDUM

DATE: April 10, 2023

TO: Special Education Directors, Coordinators, and
MIS Contacts

FROM: Colette Garland, MIS Support Analyst
Desert Mountain SELPA and Charter SELPA

SUBJECT: 2022 -2023 Personnel Data Report

Attached is a copy of the instructions and Excel worksheet for completing the Personnel Data Report. All information submitted must reflect personnel as of **October 5, 2022** which was CALPADS census date and aligns with CALPADS Fall 1 reporting date. Please review this in its entirety and complete the attached Excel spreadsheet for your LEA. Return the completed worksheet it to Colette Garland, MIS Support Analyst by email at colette.garland@cahelp.org by **Friday, May 19 by 5:00 p.m.** Please DO NOT submit this information directly to the California Department of Education. The SELPA is responsible for collecting and consolidating all LEA reports with the SELPA level report and will submit data through the SEPDA website. Certification page will be signed at the SELPA level for completion of submission.


Your assistance in this process is greatly appreciated. Please do not hesitate to contact me at (760) 955-3565 or email at colette.garland@cahelp.org if you have questions and/or if I can be of further assistance.

Attachments:

- 2022 – 23 Technical Assistance Guide (TAG)
- 2021 – 22 Blank CDE Spreadsheet (to be returned to Colette Garland)
- 2021 – 22 Previous LEA Completed Spreadsheet for reference



MEMORANDUM

Date: April 3, 2023 
To: Directors of Special Education
From: Richard Frederick, Area Director

Subject: **Audiological Service Reports**

Attached are the Audiological Service Reports for the month of March 2023 by district.

If you have any questions concerning these reports, please contact Dale Folkens, Ed. D. Principal at (760) 244-6131 ext. 247 or via email at dale.folkens@sbcss.net.



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

P 760-552-6700
F 760-242-5363
W www.dmselpa.org

MEMORANDUM

Date: April 21, 2023

To: Directors of Special Education

From: Codi Andersen, Occupational/Physical Therapy Supervisor

Subject: **Occupational and Physical Therapy Reports**

Attached are the occupational and physical therapy Current Students Direct Services reports by district.

If you have any questions concerning either report, please contact me at (760) 955-3659 at Codi.Andersen@cahelp.org

Desert Mountain SELPA
2022-2023 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	3			3	3			3	3			3	3			3								
Apple Valley	18		5	23	19		6	25	17		7	24	17		7	24								
Baker																								
Barstow	5	1		6	5	1		6	5	1		6	5	1		6								
Bear Valley																								
Helendale																								
Hesperia	20	1		21	20	1		21	20	1		21	20	1	1	22								
High Tech High																								
Lucerne Valley	1			1	1			1	1			1	1			1								
Needles																								
Oro Grande																								
Silver Valley		2		2		2		2		2		2		1		1								
Snowline	7			7	7			7	7		2	9	7		2	9								
Trona																								
Victor Elem	5	1	1	7	6	1	1	8	7	1	1	9	7	1	1	9								
VVUHSD	17		2	19	19		3	22	19		3	22	19		3	22								
TOTALS	76	5	8	89	80	5	10	95	79	5	13	97	79	4	14	97								
2020-21 Totals	77	4	11	92	77	4	11	92	75	4	9	88	77	5	7	89	80	5	6	91	77	5	5	87
2020-21 Totals	82	7	16	104	83	3	18	104	82	3	18	103	83	5	17	105	82	5	13	101	82	5	13	101
2019-20 Totals	76	7	18	101	76	8	15	99	78	7	16	101	78	7	15	100	77	7	16	100	75	6	16	97
2018-19 Totals	56	18	10	84	63	15	10	88	66	15	13	94	76	13	15	103	81	12	17	110	82	12	17	111
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

Desert Mountain SELPA
2022-2023 Non-Public School Placement Report

	July				August				September				October				November				December			
	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	5			5	5			5	2			2	3			3	4			4	3			3
Apple Valley	13	2	5	20	13	2	5	20	14	2	6	22	17	1	8	26	18	1	5	24	17	1	6	24
Baker																								
Barstow	4	2		6	4	2		6	5	2		7	5	2		7	4	2		6	5	1		6
Bear Valley																								
Helendale																								
Hesperia	17			17	17			17	20	1		21	22	1		23	21	1		22	21	1		22
High Tech High																								
Lucerne Valley																	1			1	1			1
Needles																								
Oro Grande																								
Silver Valley		1		1		1		1		1		1		2		2		2		2		2		2
Snowline	6			6	6			6	6			6	7			7	5			5	7			7
Trona																								
Victor Elem	6			6	6			6	3	1		4	3	1		4	4	1		5	4	1		5
VVUHSD	19		1	20	19		1	20	20		2	22	18		2	20	16		2	18	17		2	
TOTALS	70	5	6	81	70	5	6	81	70	6	9	85	75	6	11	92	73	6	8	87	75	5	9	89
2021-22 Totals	83	4	8	95	82	4	8	94	80	4	10	94	80	4	9	93	80	4	9	93	78	5	10	93
2020-21 Totals	78	6	16	100	69	6	15	90	81	4	18	103	80	4	18	102	80	4	17	101	83	4	17	104
2019-20 Totals	80	11	19	110	74	11	16	101	73	8	17	98	74	8	19	101	75	8	19	102	75	8	19	102
2018-19 Totals	56	18	10	84	63	15	10	88	66	15	13	94	76	13	15	103	81	12	17	110	82	12	17	111
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

Upcoming Trainings

Date/Time	Event	Location
4/24/2023 3:30 PM - 5:00 PM	REAL TALK AUTISM EDITION: RESOURCES AND SUPPORT FOR EDUCATORS	VIRTUAL
4/24/2023 2:00 PM - 3:00 PM	REAL TALK AUTISM EDITION: RESOURCES AND SUPPORTS FOR CLINICIANS	VIRTUAL
4/24/2023 3:00 PM - 4:00 PM	SEIS FORMS REVIEW	VIRTUAL
4/25/2023 2:00 PM - 3:30 PM	WEBIEP AFTERNOON QUESTION AND ANSWER SESSION	VIRTUAL
4/27/2023 1:30 PM - 3:30 PM	SUPPORTING YOUR STUDENTS' MENTAL HEALTH AND WELL-BEING	DMESC
5/1/2023 -	BEHAVIORAL INTERVENTION PLAN PRINCIPLES- THE BIP LEVEL 1	ONLINE
5/1/2023 -	DISABILITY AWARENESS	ONLINE
5/1/2023 -	STRUCTURED LITERACY: WHAT, WHY, WHO, AND HOW? (SELF-PACED COURSE)	VIRTUAL
5/5/2023 9:00 AM - 3:00 PM	MIS USERS MEETING	DMESC
5/8/2023 3:00 PM - 4:00 PM	SEIS FORMS REVIEW	VIRTUAL

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

Upcoming Trainings

Date/Time	Event	Location
5/10/2023 2:00 PM - 3:30 PM	WEBIEP AFTERNOON QUESTION AND ANSWER SESSION	VIRTUAL
5/10/2023 9:00 AM - 10:30 A	WEBIEP MORNING QUESTION AND ANSWER SESSION	VIRTUAL
5/17/2023 8:30 AM - 12:30 PM	LGBTQIA+ LANGUAGE, SENSITIVITY, AND LEGISLATION	DMESC
5/22/2023 3:30 PM - 5:00 PM	REAL TALK AUTISM EDITION: RESOURCES AND SUPPORT FOR EDUCATORS	VIRTUAL
5/22/2023 3:30 PM - 5:00 PM	REAL TALK AUTISM EDITION: RESOURCES AND SUPPORT FOR EDUCATORS	VIRTUAL
5/22/2023 2:00 PM - 3:00 PM	REAL TALK AUTISM EDITION: RESOURCES AND SUPPORTS FOR CLINICIANS	VIRTUAL
5/22/2023 3:00 PM - 4:00 PM	SEIS FORMS REVIEW	VIRTUAL
6/1/2023 -	STRUCTURED LITERACY: WHAT, WHY, WHO, AND HOW? (SELF-PACED COURSE)	VIRTUAL
6/12/2023 3:00 PM - 4:00 PM	SEIS FORMS REVIEW	VIRTUAL
6/26/2023 3:00 PM - 4:00 PM	SEIS FORMS REVIEW	VIRTUAL

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